

# Pupil Premium Strategy

## Background

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM/disadvantaged) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The Pupil Premium is allocated to children from families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. The Government has decided that eligibility for the Pupil Premium will be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. As a group, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

A premium has also been introduced for children whose parents are currently serving in the armed forces.

## Allocation

From 1<sup>st</sup> April 2015 – 31<sup>st</sup> March 2016, Hollyfield Primary School received a total of £189,760 (A)

From 1<sup>st</sup> April 2016 – 31<sup>st</sup> March 2017, Hollyfield Primary School received a total of £186,700 (B)

From 1<sup>st</sup> April 2017 - 31<sup>st</sup> March 2018, Hollyfield Primary School plans to receive a total of £170,860 (C). **Estimated**

Schools have been asked to report by academic year as this is more meaningful for parents. Whilst the grant allocation is made on the basis of financial years, schools both plan teaching and other support and conduct assessments over the academic year.

## Academic year 2015/2016

### Spending

The school received a grant of £188,485 for Pupil Premium in the academic year 2015 – 2016 (7/12ths (A) + 5/12ths (B)). This money was used in a number of different ways to support the learning of the students concerned:

Activities selected	Cost (£)	Detail
Staffing	155,891	Extra teaching support, teaching assistants, small group tuition, intervention programmes
Resources – including curriculum; Lexia Reading/Mathletics/Abacus resources	10,148	Enhance and accelerate progress in the learning environment
Professional support services (Extended Services, Pupil & School Support, Behaviour Support Services, Attendance & Welfare)	7,240	All pupils benefit
External Learning Mentor Support	5,800	Pastoral support – Assured Mentor Services to ensure pupils are 'ready to learn'
Data analysis support (inc Assertive Mentoring & Classroom Monitor)	5,651	All pupils benefit – staff identify individual pupils for targeted intervention groups
Training	3,755	Mastery in Maths/Chris Quigley Training/Support from Bogusia
	<b>188,485</b>	

### Impact of Pupil Premium

In the academic year 2015-2016 69% of disadvantaged pupils in EYFs achieved the Early Learning Goals which is in line with non-disadvantaged pupils at 70%.

In Year 1 93% of disadvantaged pupils passed the phonics screening test compared to all pupils nationally at 81%, which is significantly above national.

At the end of Year 2, 74% of disadvantaged pupils achieved the expected standard in reading which was exactly in line with all pupils nationally. In writing, 68% of disadvantaged pupils achieved the expected standard compared to 66% of all pupils nationally and in maths, 74% of disadvantaged pupils achieved the expected standard which was also in line with all pupils nationally (73%).

At KS2, the attainment of disadvantaged pupils in maths (77% achieving the expected standard) was higher than that of all pupils nationally (70%) and progress in maths for disadvantaged pupils was 1.07 which was also higher than national (0) showing that the impact of our maths strategies has diminished the differences between disadvantaged and non-disadvantaged pupils.

In writing, 69% of disadvantaged pupils met the expected standard which was just below national at 74% with progress at -0.92 compared to national (0). However, higher ability disadvantaged pupils made better than national progress at 0.69 with national (0).

In reading, 46% of our disadvantaged pupils achieved the expected standard in reading compared to 66% nationally. Progress for disadvantaged was -1.2 compared to national (0).

Of those pupils, 2 were 1 mark off passing the test and 1 pupil was 2 marks off passing the test.

Reading is now a key focus for the school and part of the sharply focused School Improvement Plan 2016-2017

Some of the funding has been spent on employing an attendance welfare officer to improve the attendance of disadvantaged pupils. In 2015-2016, we diminished the difference between disadvantaged pupils' attendance and non-disadvantaged pupils' attendance by 1.69% thus continuing the upward trend in improving attendance for all.

## Academic year 2016/17 (inc planned to 31<sup>st</sup> August 2016)

### Spending / Commitments to date

Indicative funding for academic year 2016/17 is £180,100 (7/12ths (B) + 5/12ths (C)).

How we are intending to spend the funding:

Activities selected	Cost (£)	Detail
Staffing	155,221	<p>Extra teaching support, teaching assistants, small group tuition, intervention programmes</p> <ul style="list-style-type: none"> <li>• Focused, short, sharp intervention – to diminish the difference of focus pupils and address needs as identified in data and discussed in half termly pupil progress meetings.</li> <li>• Daily Reading Pass card support – to develop pupil’s phonics and reading comprehension. Focus pupils are identified from pupil progress meetings and termly data. These pupils are then assessed and tracked through the programme.</li> <li>• 5 Reading groups with 1 adult to each group for 3 mornings a week per class in Key Stage 1 – to develop pupils’ phonics and reading comprehension.</li> <li>• Delivery of reading groups in Years 5 and Year 6 - to develop reading comprehension.</li> <li>• 1 to 1 Maths intervention - to develop pupil’s fluency and mathematical reasoning</li> <li>• 1 to 1 Reading intervention - to develop reading and spelling of key words.</li> <li>• Daily rapid intervention picking up on misconceptions in maths from the lesson in the morning and practise of number bonds and times tables.</li> <li>• Resources for Pupil Premium children to support with developing reading, writing, maths and SPaG skills.</li> </ul>

Curriculum resources including reading materials for different groups, maths resources & ICT resources	11,059	<ul style="list-style-type: none"> <li>• Ipads to engage learners and develop reading, writing and maths skills</li> <li>• Reading comprehension material to target specific reading skills and challenge higher ability pupils</li> <li>• Online phonics resources (Phonics Bug/Bug club) to enable pupil to practise reading skills at home</li> <li>• Mathletics subscription</li> </ul>
External Learning Mentor Support	7,020	Pastoral support – Assured Mentor Services Increase in attendance, self-esteem and self confidence
Professional support services (Extended Services, Pupil & School Support, Behaviour Support Services)	5,450	Specific intervention to address individual need, 1:1 mentoring and targeted support
Education Welfare Services	1,350	Target support and intervention to ensure attendance of Pupil Premium children improves
	<b>180,100</b>	

**Objectives in spending PPG:**  
**Barriers to learning**

The school has identified a variety of specific needs related to pupil premium children's performance and learning requirements. Academic intervention and structured support are vital to ensuring progress and attainment however we are aware that in order to build up children's self-esteem and confidence, which in turn impacts on academic achievement, we need to include provision for these differing needs. We have identified the barriers to learning and achievement that many of our pupil premium children face; some of our Pupil Premium children enter Reception below average in reading, writing and maths, some children have special educational needs, both in terms of physical and learning needs and specific plans are put in place to identify where their challenges are and what provision they need. Others have social and emotional learning needs, have experienced family breakdown, stress, serious family illness or are particularly vulnerable for a variety of complex reasons. Some of our pupils have demonstrated

low self-esteem and limited aspirations resulting in a lack of knowledge of opportunities available later in life. These children are all closely monitored in terms of their well-being and their progress.

We have many pupil premium children who start at Hollyfield after their Reception year and for some pupils, attendance is an issue. By employing the services of a dedicated attendance welfare officer (CSAWS), we have been able to identify specific attendance issues and work closely with family to address need and improve attendance. Attendance is monitored closely and reported to the Senior Leadership Team fortnightly as well as to the Full Governing Board twice a term.

We closely track the progress of all individual pupils in school in half termly pupil progress meetings where pupil premium children are identified and progress tracked. Interventions for these groups are regularly evaluated for the impact and adapted when necessary. Currently, for our pupil premium pupils we are implementing the following interventions:

- Extra deployment of our team of support staff working across the school providing intervention in reading, writing and maths to address needs as identified in data and discussed in half termly pupil progress meetings.
- Extra teaching staff support each class for at least ½ day per week – we release the class teacher to work with pp groups on specific interventions
- Specific online resources (Bug Club/Phonics Bug) have been purchased to accelerate reading progress
- Lexia develops phonic knowledge and reading comprehension (IPad) (1:1) 12.15-12.30 and during registration times (8.50-9 am)
- Teaching assistants have been trained in Better Reading Partners, ensures children are on the right level of challenge in their reading books (book banding) and track progress
- Reading pass cards are used daily to target specific reading skills and next steps (both 1:1 and small group)
- We have a large group of volunteer readers, (including the Chair of Governors) who are helping pupils with their fluency and speed reading. Training and support materials provided.
- Same day 'catch up' (post tutoring) in all subjects (reading, maths, times tables, spellings, grammar, sentence construction, language development - BVPS)
- A specialist communication and language trained TA takes children out 4x per week for 1 hour to work on social skills and language development work
- Our Place provide learning mentors for vulnerable pupils to boost self-esteem
- Athletics has provided all pupils with the opportunity to practise maths skills at home and at a competitive level with other children nationwide as well as worldwide
- Tracking and closely monitoring this group of children on a half termly basis in focussed pupil progress meetings, where interventions to meet individual pupil's needs are agreed and reviewed. Cover costs to release teachers for these meetings where possible
- HT and DHT deliver regular booster groups in Year 6
- A responsibility allowance to develop Gifted and Talented and higher ability pupil premium children has ensured that children are targeted specifically to further develop key skills to accelerate learning and rates of progress

### **Strategies that were effective:**

- Extra staff have enabled class teacher to identify early and deliver high quality, tightly focused interventions
- Close monitoring of pupil progress by class teacher, deputy and head teacher
- Regular evaluations and modifications to interventions used if impact not evident - intervention folders demonstrate clear progress from starting points
- Identified person responsible for children entitled to Pupil Premium funding
- Dedicated Education Welfare Officer has supported school through fortnightly meetings with parents and the 'Spotlight on Attendance' campaign which has improved the attendance of pupil premium children
- Regular review or impact of intervention by Leadership Team and at full Governing Board meetings

Our current data indicates that the tailored intervention programmes and strategies are making a marked difference

### **Review of the Pupil Premium Strategy and Funding**

The impact of the above will be measured by a regular review of data, books and class monitoring by the Head teacher, Deputy Head teacher and Senior Leadership Team. Progress is discussed at Standards and Achievement Committee and books scrutinised. Pupil premium is a standard agenda items at full Governing Board meetings twice a term.

This summary statement is updated annually and the next date for renewal is September 2017.