

1. Summary Information					
School	Hollyfield Primary School				
Academic Year	2016/17	Total PP budget	£178,230	Date of most recent review	April 2018
Total number of pupils	415	Total number of PP children	134	Date of next internal strategy review	September 2018

2. Previous Academic year attainment 2016-2017 (Pupil Premium)		
	Pupil eligible for PP	ALL pupils
Early Years Reception - % of pupils achieving a Good Level of Development	44%	75%
Year 1 phonics screening test	100%	93%
End of Year 2 phonics screening test	93%	93%
KS1 % of pupils achieving at least the expected standard - reading	87%	88%
KS1 % of pupils achieving at least the expected standard - writing	80%	74%
KS1 % of pupils achieving at least the expected standard - maths	87%	82%
KS2 % of pupils achieving at least the expected standard - reading	68%	78%
KS2 % of pupils achieving at least the expected standard - writing	77%	82%
KS2 % of pupils achieving at least the expected standard - maths	77%	88%
KS2 % of pupils achieving at least the expected standard – GPS (grammar, punctuation & spelling)	86%	88%

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 More Able Pupils 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'/Fast Track to Prosecution' 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 2018.

3. Desired Outcomes				
Desired outcomes and how these will be measured:				
	Barrier to Learning	Provision/actions	Funding allocation (approximate)	Desired Outcome
	KS2 progress for Disadvantaged children and attainment closing the gap to national tests in Reading and Maths. Increase KS1 disadvantaged performance in KS1 national tests and EYFs Good Level of Development	<ul style="list-style-type: none"> Teachers and Teaching assistants deployed across school to facilitate 1:1 or small group interventions daily. All disadvantaged pupils tracked half termly via pupil progress meetings. Staff identify barriers to learning and actions taken to address specific need. Assessment lead produces half termly list of pupils at risk of not meeting age related expectations in each class (reviewed in pupil progress meetings) Specific reading comprehension materials purchased to support development of reading skills Additional teaching of reading in Y6 provided by HT and DHT Half termly analysis of internal data identifies specific staff training needed to close gaps 	<p>STAFFING BUDGET £150,601 Tracking system £3442</p> <p>Lexia Software £3566 Pearson (reading comprehension materials), £6560</p>	<ul style="list-style-type: none"> To continue to close the attainment and progress gaps for disadvantaged pupils Ensure disadvantaged pupils across the school make better than expected progress Improved progress outcomes in reading, maths and writing for all pupils and a higher % of disadvantaged attaining 'greater depth' Improved reading comprehension skills and ability to answer questions fully Improved spelling both in independent work and in tests Children enjoy learning across all areas of the curriculum and are more actively engaged in learning
	Attendance of disadvantaged children across the school	<ul style="list-style-type: none"> Fortnightly meetings with CSAWs attendance officer to include: <ul style="list-style-type: none"> Home visits 	Central School Attendance Welfare subscription £1350 per annum	<ul style="list-style-type: none"> Attendance for disadvantaged pupils improves

		<ul style="list-style-type: none"> - Preparation of 'Fast track to Prosecution/Spotlight on Attendance' campaigns - Support with attendance data for governors - Provide information for case studies for individuals - Support for parents/carers 	Senior learning mentor 0.8 salary contribution	<ul style="list-style-type: none"> • Families receive timely support • Pupil conferencing shows children enjoy coming to school • Pupils take pride in coming to school regularly
	Impact of mental health and wellbeing of vulnerable disadvantaged pupils on progress and engagement in class	<ul style="list-style-type: none"> • Outside agency mentoring (Our Place & Tony Hill) for pupils needing mental health and emotional support • Lunchtime support from Lead Practitioner Teaching Assistant in the Chill and Spill area • Lunchtime support via Senior lunchtime supervisor in 'Little Owls' 	Our Place Community Hub Mentoring £2450 Tony Hill mentoring £7020	<ul style="list-style-type: none"> • Specific tailored support is offered to families and individuals • Staff know children's needs specifically allowing them to liaise closely with parents when needed. • Academic progress of identified children to improve due to allowing children to access learning more easily.
	Some pupils demonstrate a lack of engagement/motivation in learning	<ul style="list-style-type: none"> • Increase number of Ipads across the for PP groups to use • Ipads used for 1:1 or small group sessions for reading, spelling and maths basic skills 	£4500	<ul style="list-style-type: none"> • Increase engagement and enjoyment of learners

	Some vulnerable learners need extra support managing own behaviour/responses to others	<ul style="list-style-type: none">• Individual support for vulnerable pupils• Targeted training and support for teachers and lunchtime supervisors	City of Birmingham Outreach £3000	<ul style="list-style-type: none">• Consistency of approach across all stakeholders• Further increase positive lunchtime experiences
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