

Pupil Premium 2018-2019

Pupil Premium Strategy

Background

The Government allocates Pupil Premium funding to schools, for children who are entitled to free school meals (FSM). The purpose of the funding is to raise the attainment of FSM pupils and help diminish the difference in attainment between FSM and non-FSM children nationally. From September 2014, these pupils became known as disadvantaged pupils.

Pupils who have been eligible for free school meals at any point in the last 6 years qualify for Pupil Premium. From September 2016, these pupils are known as Disadvantaged- FSM6.

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

There are currently 118 (28%) pupils registered as having been entitled to FSM within the last 6 years. The number of pupils and pupil premium grant for the academic year 2017-2018 and the current academic year 2018-2019 are listed below:

Summary of the number of pupils and pupil premium grant (PPG) received	2018-2019	2017-2018
Total number of pupils on roll	418	415
Total number of pupils eligible for the PPG (includes service children and post –LAC)	123	128
Amount of PPG received per pupil	£1320 plus £7500	£1320 plus £8500
Total amount of PPG received	£163,260	£168,220
Total cost spent (budgeted)	£167514	£166153

Allocation

From 1st April 2017 – 31st March 2018, Hollyfield Primary School received a total of £168,220 (A)

From 1st April 2018 – 31st March 2019, Hollyfield Primary School received a total of £163,260 (B)

From 1st April 2019 – 31st March 2020, Hollyfield Primary School plans to receive a total of £165,000 (C). **Exact amount TBC**

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 2017/18 (inc planned to 31st August 2018)

Spending

The school received a grant of £166,153 for Pupil Premium in the academic year 2017 - 2018 (7/12ths (A) + 5/12ths (B)). This money was used in a number of different ways to support the learning of the pupils concerned:

1. Desired Outcomes				
Desired outcomes and how these will be measured:				
	Barrier to Learning	Provision/actions	Funding allocation (approximate)	Impact 2017-2018
	<p>KS2 progress for disadvantaged children and attainment closing the gap to national tests in Reading and Maths.</p> <p>KS1 disadvantaged performance in KS1 national tests including EYFs and Year 1 phonics</p>	<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. Intervention books include IEP/learning plan targets which are reviewed and annotated before SEN reviews Assessment lead produces half termly list of pupils at risk of not meeting age related expectations in each class (reviewed in pupil progress meetings) 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 specific resources to enhance learning (including purchase of Ipads for Lexia, Dot Com and reading resources) 	<p>£147157</p> <p>Staffing budget</p> <p>Specific resources</p> <p>£5159</p>	<ul style="list-style-type: none"> KS2 disadvantaged progress is in line with all pupils nationally in reading, writing and maths Improved attainment outcomes in KS1 reading, maths and writing for disadvantaged to be above national for ALL pupils EYFS disadvantaged achieving GLD rose from 44% in 2016-2017 to 69% in 2017-2018 % of disadvantaged pupils in Y1 passing phonics screening test almost in line with national 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
	Poor attendance for some disadvantaged pupils	Fortnightly meetings with CSAWS to include:	Central School Attendance	Pupils enjoy coming to school and pupil

	means that they miss a significant amount of learning time and progress is affected with some pupils at risk of not reaching their agreed end of year targets	Home visits as well as <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 	Welfare subscription £1265 Senior learning mentor 0.8 salary contribution	conferencing shows that they feel safe and have someone to talk to if they are worried. All families receive support in a timely manner and were signposted to external agencies when appropriate
	Lack of engagement in learning as well as the impact of mental health and wellbeing of vulnerable disadvantaged pupils on progress	External learning mentor support x 2 days per week Specific workshops to develop resilience Professional support services COBS outreach	£7000 £260 £1870	Pupils enjoy coming to school and have developed skills to deal with own emotions as well as challenging circumstances.
	Some disadvantaged pupils underachieve so need to ensure pupils meet agreed targets and age related expectations	Data analysis support - Classroom Monitor	£3442	Tracker enabled staff to pinpoint exact skills pupils need to work on in order to make progress. Targeted, specific intervention put in place for individual pupils
			Total spend: £166153	

Barriers to learning and achievement faced by our Pupil Premium pupils

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 (currently 30% of disadvantaged pupils also 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
- 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, keep 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
- We provide a learning mentor for vulnerable pupils to boost self-esteem for 2 days a week
- 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 at least half termly
- 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 penalty notice system 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 item at full Governing Board meetings twice a term.

This summary statement is updated annually and the next date for renewal is September 2019.

Impact of Pupil Premium 2017-2018

2. Previous Academic year attainment 2017-2018 (Pupil Premium)		
	Pupils eligible for PP	ALL pupils
Early Years Reception - % of pupils achieving a Good Level of Development	69%	75%
Year 1 phonics screening test	80%	95%
End of Year 2 phonics screening test	94%	97%
KS1 % of pupils achieving at least the expected standard - reading	65%	80%
KS1 % of pupils achieving at least the expected standard - writing	59%	70%

KS1 % of pupils achieving at least the expected standard - maths	65%	80%
KS2 % of pupils achieving at least the expected standard - reading	75%	87%
KS2 % of pupils achieving at least the expected standard - writing	71%	85%
KS2 % of pupils achieving at least the expected standard - maths	71%	83%
KS2 % of pupils achieving at least the expected standard – GPS (grammar, punctuation & spelling)	92%	93%

Academic year 2018/19 (inc planned to 31st August 2019)

Spending / Commitments to date

Indicative funding received is £163,985 (7/12ths (B) + 5/12ths (C)) plus £2067 underspend from 2017-2018.

How we are spending the funding:

Desired outcomes				
Desired outcomes and how these will be achieved				
	Barrier to learning	Provision/actions	Funding allocation	Desired outcome
	<p>KS2 progress for Disadvantaged children and attainment closing the gap to national tests in Reading and Maths.</p> <p>Increase KS1 disadvantaged performance in KS1 national tests</p> <p>Maintain high % of pupils passing Year 1 and Year 2 phonics screening test</p>	<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. Phonics resources Ensure sufficient quality reading/phonics material in Year 1 Assessment lead produces half termly list of pupils at risk of 	Staffing £151760	<ul style="list-style-type: none"> To continue to close the attainment and progress gaps for disadvantaged pupils in reading, writing and maths Ensure Year 1 readers are 'fluent' and not just able to decode words for the phonics screening test Ensure disadvantaged pupils across the school make better than expected progress

		<p>not meeting age related expectations in each class (reviewed in pupil progress meetings)</p> <ul style="list-style-type: none"> • 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 		<ul style="list-style-type: none"> • 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
	<p>30% of disadvantaged pupils also have special educational needs. These pupils have a range of physical, emotional and learning needs that are addressed and progress is monitored closely</p>	<ul style="list-style-type: none"> • All SEN/disadvantaged pupils tracked half termly via pupil progress meetings. Staff identify barriers to learning and actions taken to address specific need. • HT/DHT/SENCO monitor progress • Social and emotional support offered via mentoring to ensure pupils are 'ready to learn' 	<p>1/3 SENCO salary</p> <p>Tony Hill mentoring (see funding allocation below)</p>	<ul style="list-style-type: none"> • Pupils with SEN narrow gaps with non SEN/non disadvantaged pupils and make at least good progress from their starting points
	<p>Attendance of disadvantaged children across the school</p>	<p>Fortnightly meetings with CSAWS to include: Home visits as well as</p> <ul style="list-style-type: none"> - Preparation of 'Fast track to Prosecution/Spotlight on Attendance' campaigns - Support with attendance data for governors 	<p>Central School Attendance Welfare subscription £1265 per annum</p> <p>Senior learning mentor 0.8 salary contribution</p>	<ul style="list-style-type: none"> • Attendance for disadvantaged pupils improves • Families receive timely support • Pupil conferencing shows children enjoy coming to school

		<ul style="list-style-type: none"> - Provide information for case studies for individuals - Support for parents/carers 		<ul style="list-style-type: none"> • Pupils take pride in coming to school regularly
	Many of our disadvantaged pupils are vulnerable for a variety of reasons and require additional support through mentoring to develop resilience to engage with learning	Tony Hill mentoring x 2 days per week plus workshops	£10000	<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"> • Online licence and resources for extra pupils/users • Dot com • Pearson reading material 	£584 £600 £3305	<ul style="list-style-type: none"> • Increase engagement and enjoyment of learners

		Total spend: £167514	Overspend £1462 to be subsidised by school budget share
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