

Pupil Premium 2019-2020

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 2018-2019 and the current academic year 2019-2020 are listed below:

Summary of the number of pupils and pupil premium grant (PPG) received	2019-2020	2018-2019
Total number of pupils on roll	417	418
Total number of pupils eligible for the PPG (includes service children and post –LAC)	127	123
Amount of PPG received per pupil	£1320	£1320
Total amount of PPG received	£170,240	£163,260
Total cost spent (budgeted)	£170,126	£166,752

Allocation

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

From 1st April 2019 – 31st March 2020, Hollyfield Primary School received a total of £170,240 (B)

From 1st April 2020 – 31st March 2021, 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 2018/19 (inc planned to 31st August 2019)

Spending

The school received a grant of £166,168 for Pupil Premium in the academic year 2018- 2019 (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 2018-2019
	<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 <p>Specific resources to enhance learning (including purchase of Ipad for Lexia, Dot Com and reading resources)</p>	<p>£1477,30</p> <p>Staffing budget</p> <p>Specific resources</p> <p>£3525</p>	<ul style="list-style-type: none"> KS2 disadvantaged progress narrowed in writing compared to national EYFS disadvantaged achieving GLD rose from 44% in 2016-2017 to 63% in 2018-2019 By the end of Y2, 100% of disadvantaged pupils had passed the phonics screening test 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>Poor attendance for some disadvantaged pupils means that they miss a significant amount of learning time and progress is affected with some pupils at risk of not</p>	<p>Fortnightly meetings with CSAWS to include:</p> <p>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</p> <p>£1265</p> <p>Senior learning mentor 0.8</p>	<p>Pupils enjoy coming to school and pupil conferencing shows that they feel safe and have someone to talk to if they are worried.</p>

	reaching their agreed end of year targets	<ul style="list-style-type: none"> - Provide information for case studies for individuals - Support for parents/carers 	salary contribution	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	<p>External learning mentor support x 2 days per week</p> <p>Professional support services COBS outreach</p>	<p>£8920</p> <p>£1870</p>	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: £166,752	

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 10% 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:

- Guided reading groups across the school have been reviewed so as to increase the amount of time children read with an adult
- 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)
- Same day 'catch up, keep up' (post tutoring) in all subjects (reading, maths, times tables, spellings, grammar, sentence construction, language development - BVPS)
- A speech and language therapist works across the school to provide early support and intervention where needed
- 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
- We track and closely monitor this group of children on a half termly basis in focussed pupil progress meetings; 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

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 2020.

Impact of Pupil Premium 2018-2019

2. Previous Academic year attainment 2018-2019 (Pupil Premium)		
	Pupils eligible for PP	ALL pupils
Early Years Reception - % of pupils achieving a Good Level of Development	63%	75%
Year 1 phonics screening test	73.3%	91.4%
End of Year 2 phonics screening test	100%	98.3%
KS1 % of pupils achieving at least the expected standard - reading	50%	81.7%
KS1 % of pupils achieving at least the expected standard - writing	58.3%	78.3%
KS1 % of pupils achieving at least the expected standard - maths	66.7%	85%
KS2 % of pupils achieving at least the expected standard - reading	52.4%	72%
KS2 % of pupils achieving at least the expected standard - writing	71.4%	82%
KS2 % of pupils achieving at least the expected standard - maths	76.2%	80.3%
KS2 % of pupils achieving at least the expected standard – GPS (grammar, punctuation & spelling)	66.7%	85.2%

Academic year 2019/20 (inc planned to 31st August 2020)

Spending / Commitments to date

Indicative funding received is £168,056 (7/12ths (B) + 5/12ths (C))

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 in particular</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. Provide specific reading comprehension and guided reading training for all staff at least termly All KS2 staff to have phonics refresher training from phonics lead 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 of phonically decodable books in KS1 Pupil progress meetings focus on reading/disadvantaged pupils as a priority Half termly analysis of internal data identifies specific staff training needed to close gaps 	Staffing £138000	<ul style="list-style-type: none"> To continue to close the attainment and progress gaps for disadvantaged pupils in reading, writing and maths Ensure all pupils, including disadvantaged enjoy reading due to improved reading material and support. Ensure Year 1 readers are 'fluent' and not just able to decode words for the phonics screening test through extra guided reading sessions 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
	Communication, speech and language difficulties	<ul style="list-style-type: none"> 1 day/week speech and language therapy 	Little Voices Speech & Language Therapist £8,700 PA	<ul style="list-style-type: none"> Improved communication enables children to access all areas of the curriculum and thus make better progress
	10% 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	<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' 	1/3 SENCO salary Tony Hill mentoring (see funding allocation below)	<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
	Attendance of disadvantaged children across the school	Fortnightly meetings with CSAWS to include: Home visits as well as	Central School Attendance Welfare	<ul style="list-style-type: none"> Attendance for disadvantaged pupils improves Families receive timely support

		<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 	<p>subscription £1265 per annum</p> <p>Senior learning mentor 0.8 salary contribution</p>	<ul style="list-style-type: none"> • Pupil conferencing shows children enjoy coming to school • 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	£12700	<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 resources (phonics bug, abacus, wordsmith) • Lexia reading resources 	<p>£583</p> <p>£600</p> <p>£4248</p> <p>£4030</p>	<ul style="list-style-type: none"> • Increase engagement and enjoyment of learners

	Total spend:	170,126
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