

Pupil Premium 2015-16 (HHJS)- Impact statement

Background

The Pupil Premium was introduced in April 2011. It is allocated to schools in respect of children from families who are currently known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months. In 2012-13 the eligibility was extended and includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools spend the Pupil Premium in order to “close the gap” between children from disadvantaged circumstances and those above the low-income threshold. It is not linked to a specific child but is to be used for overall impact. However, we are held accountable for how we have used the additional funding to support pupils from identified families.

This money is targeted to support those pupils eligible for free school meals who require extra support with their learning. We also use some of it to offer to support other pupils who are at a disadvantage when compared to their peers even if they are not eligible for a free school meal. In this way we ensure that we achieve the best possible value from the Pupil Premium and it has a positive impact on **all** learners.

School context	
Number of pupils eligible for Pupil Premium grant (PPG)	57 (Y3: 13 Y4: 12 Y5: 14 Y6: 18)
Percentage of school who are eligible for PPG	15.8%
Percentage of PPG children with SEND	30%
Percentage of PPG gender	Female 49% Male 51%
PPG budget	£72,240

Use of Funding	Cost	Outcomes
Staffing		
Strategic Overview To fund staff release for termly Pupil Progress Meetings- including Year group teams, Head teacher, Deputy Head teacher and SENCo- their full attendance and involvement is to ensure joined up, strategic thinking and achievable outcomes that impact positively on pupil progress.	£1,539	Pupils not making expected progress were identified on a termly basis. Decisions were then made in regard to how Quality First Teaching (as evidenced through class PPG action plans) and/ or additional interventions could improve outcomes for individuals and cohorts- with trials such as Y4 ability setting for Grammar, punctuation and Spelling (GPS) put in place.
To fund an external PPG review- two sessions working with the school leadership team and governing body to analyse areas of strength and strategic development.		The audit identified areas of good practice (e.g. detailed action planning and the appointment of a PPG lead teacher) and areas for further consideration (e.g. how we focus on progress measures and accountability to close gaps)
Curriculum Interventions – Specialist teaching	£43,701	
To fund Specialist Skills Teachers to work with small groups and individual pupils across Y3-Y6 and improve learning outcomes.		Y6 end of KS2 outcomes (see separate table). Y3-5 data: Areas of progress for PPG funded pupils: reading (Y3 Y4) maths (Y3 Y5) Areas requiring input: writing (Y4 Y5) maths (Y4)
To fund Teaching Assistant input for individual pupils and small groups of pupils across Y3-Y6 to improve outcomes in literacy and numeracy.		As above
To fund staff attendance at an “Engaging Families to Close the Attainment Gap” conference and respond accordingly, in order to better engage with individual families and improve outcomes for pupils.		The IMPACT programme was put in place as a response to this conference. Ten Y6 pupils and their families were invited to attend a series of before school morning sessions (with refreshments/ breakfast provided)- with a focus on how to work collaboratively in ways that led to positive pupil outcomes.
To fund additional staffing to support four Y6 pupils who required additional transition (to KS3) support.		The transition of four pupils’ required additional planning, staffing and intervention- family and pupil response, prior to transfer was positive in regard to this input.
Discretionary Interventions, for individuals or groups	£18,697	
To fund “Place to Be”- a counselling service for pupils with significant emotional/ self- esteem needs- provided on a weekly basis as required, in order to improve/ enhance the well-being of individual pupils.		The Place to Be counsellors were accessible through both a referral and drop-in basis. 60% 1-1 interventions were focused on PPG funded pupils. 44% PPG funded pupils received further Place to Be input. 90% PPG pupils were Learners of the Week (46% PPG funded pupils achieved this twice). Our weekly PPG Pupil view audit identified that: 100% found lessons interesting 97.5% enjoyed playtimes and lunchtimes 100% felt able to ask teachers for help.

		The area for further consideration was: Do you feel confident in school- this had an 89% positive response. Two pupils were the winners of external competitions (Writing and design).
Curriculum enrichment	£5,000	
To fund additional music opportunities for PPG funded pupils- to support their wider engagement, interest, participation and achievement.		All pupils were able to access a specialist singing teacher who delivers a free school choir. PPG children identified with a musical talent or interest were provided with the opportunity to learn an instrument with a specialised teacher at a subsidised cost- seven families took up this option-17.5% PPG funded pupils received music tuition. Four PPG funded pupils also took on the role of Music Leader.
To fund places for PPG funded pupils at extra-curricular clubs- in order to encourage participation in wider school life and experience a range of additional opportunities.		All pupils had access to free teacher led after-school clubs. The school funded ten places at privately run clubs and the privately run clubs also agreed to provide two free PPG places. 50% PPG funded pupils attended an extra-curricular club during the summer term- a figure that we are looking to improve in 2016/17. Funding was provided to support one pupil's attendance at breakfast club.
To fund attendance at school trips and residential school journeys- to support engagement and participation and team building/ self-esteem opportunities (Y5 and Y6).		A 50% subsidised discount was provided for thirty two PPG children attending Y5 and Y6 school journeys- pupil response in terms of attendance and feedback was very positive. Funding was available for PPG pupils in other year groups to support any difficulty with payment. Daily free milk was provided to 35% PPG funded pupils.
Subscriptions and Resources	£3,303	
To fund core curriculum subject online study subscriptions (Spelladrome, Mathletics, Bug Club) to support home and additional learning opportunities.		Each resource was promoted through our newsletter and other communications- in order to support and encourage home access. A Mathletics challenge was promoted through assemblies. An additional homework club facility was provided for nine Y6 PPG pupils who had identified this as a barrier. A Y6 Mathletics club ran at lunchtimes for Y6 pupil during the spring term.

KS2 SATs summary data 2015/16 (HHJS)

	Reading	Maths	GPS	Writing
Percentage who achieved age related expectations (school)	76%	71%	82%	65%
Percentage who achieved age related expectations (National figures)	66%	70%	72%	74%
Percentage who achieved age related expectations (PPG only- without SEND) (school) (12 children)	58%	58%	92%	--
As above (with a confidence interval (95+)	75%	100%	100%	--
Percentage who achieved age related expectations (all PPG)	44%	39%	56%	--
As above (with a confidence interval 95+)	61%	67%	78%	--
Average scale score (School)	105.5	103.6	108	--
Average scale score (National)	103	103	104	--
Average scale score- all PPG	97.4	97.3	102	--
Average scale score- PPG only- without SEND	100.2	101.3	106.2	--