



Pupil Premium at Haselworth Primary School – 2016 / 2017

Pupil premium grant expenditure: report to parents 2016/17

The Government has allocated an additional amount of money known as the Pupil Premium which is additional to main school funding. They believe it is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their less disadvantaged peers by ensuring that funding intended to narrow the attainment gap reaches the pupils who need it most. Schools are obliged to report annually on how they spend this money and what impact it has on pupil progress.

Overview of the school

Number of pupils and pupil premium grant (PPG) received 2015-16	
Total number of pupils on roll (For the academic year 2015/2016)	125
Amount of PPG received per pupil	PPG = 1,320
Total amount of PPG received	88,400

Guiding principles for how the money is spent

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes the needs of socially disadvantaged pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated based on need. Limited funding and resources means that not all children receiving free meals will be in receipt of pupil premium interventions at one time.



Expenditure	Beneficiaries	Reason	Expected Impact	Cost	Spend to date (April 2017)	Impact (to be completed in May 2017)																																
Additional teacher in Infants to support learning	Year 1	To provide high quality teaching for year 1 and to ensure early identification of learning needs / targeted support	- Pupils make better than expected progress from their starting points - Pupil confidence increases - Transition between EYFS and year 1 is more in line with children's needs	£28,391 Increase due to change in payscale to Upper payscale and increase in working hours.	£28,391	Phonic screening for year 1 is at 80% 2016 100% good or outstanding teaching meaning that children are receiving HQFT in year 1 class. Planning shows targeted support for PP children, which has improved their outcomes. This is shown in their data. Predictions for year 1 end of year are: <table><tr><td></td><td>R%</td><td>W%</td><td>M%</td></tr><tr><td>PP</td><td>75</td><td>75</td><td>75</td></tr><tr><td>npp</td><td>91</td><td>91</td><td>100</td></tr><tr><td>all</td><td>85</td><td>85</td><td>90</td></tr></table> Children predicted to get Greater Depth. <table><tr><td></td><td>R%</td><td>W%</td><td>M%</td></tr><tr><td>PP</td><td>38</td><td>38</td><td>50</td></tr><tr><td>npp</td><td>8</td><td>8</td><td>16</td></tr><tr><td>all</td><td>20</td><td>20</td><td>30</td></tr></table> .		R%	W%	M%	PP	75	75	75	npp	91	91	100	all	85	85	90		R%	W%	M%	PP	38	38	50	npp	8	8	16	all	20	20	30
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						Children are demonstrating deep thinking and emotional resilience as part of P4C being delivered and HQFT. This has been seen in lesson observations and LLP visits. 87% (not SEN) of the year 1 PP cohort have made double the rate of progress in maths using standardised scoring. Phonic screening predictions for year 1 are: 6/8 (75%) pupil premium pass 91% non-pupil premium pass 85% all pupils. This is an increase on last year. 2016 <table><tr><td>Phonics</td><td>80%</td></tr><tr><td>Reading</td><td>80%</td></tr><tr><td>Writing</td><td>80%</td></tr><tr><td>Maths</td><td>80%</td></tr></table> <table><tr><td>Pupil Premium (4)</td><td>Non Pupil Premium (11)</td></tr><tr><td>83%</td><td>77%</td></tr></table>	Phonics	80%	Reading	80%	Writing	80%	Maths	80%	Pupil Premium (4)	Non Pupil Premium (11)	83%	77%
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Target tracker	Year 1-6	To ensure there is robust and accurate use of assessment across the school that allows for challenge and target setting	- Vulnerable groups tracked through a robust system - Children off track identified and gaps analysed and acted upon - SLT have better view of progress across the school for vulnerable groups	£1,000 (£500 training) (£500 programme)	£735.00 – training. £284.00 – Subscription until 31.03.2017.	Better awareness by all teaching staff on gaps in learning shown in lesson observations and books. Parent format used and feedback from parents are positive. Teachers able to plan for individual children and group according to gaps. SLT able to track children more effectively and therefore know who is likely to be off track and act accordingly and in a timely way. Also used as part of the performance management cycle to evidence impact on vulnerable groups.		
Breakfast Club	All year groups	To provide high quality before school provision to develop social, emotional and behavioural strategies	- Reduction in the number of 'lates' - Opportunities to read / do homework	£10,000	£7,427 staffing £1438.00-provisions	63% of Pupil Premium children are at breakfast club. Using Fairshare has enabled us to also educate children in healthy lifestyle and skills for cooking through the breakfast club provision. Year 6 has the highest number of PP children and these are targeted through cooking using Fairshare deliveries.		



						Attendance (lates) <table><tr><td>PP 2015 /16</td><td>PP 2016/ 17</td><td>Diff</td></tr><tr><td>1.08</td><td>0.88</td><td>0.2</td></tr></table> 62% of PP children attend breakfast club. Of these 37% of these have had improved attendance and lates since joining.	PP 2015 /16	PP 2016/ 17	Diff	1.08	0.88	0.2
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Residential trips	All year groups	To provide out of school experiences to children and opportunities to try something new / build resilience and team work	Children have access to a wide and varied range of experiences which enables them to expand their knowledge and views of the world and develop as well rounded adults.	£3,000	£5880.00	Observations in April 2016 showed this year group to lack cohesion and resilience. Since Osmington Bay they have shown that they can problem solve more effectively and this has shown in their RWM progress this year. The group are involved fully in school life and a questionnaire showed that they valued trips and residential as it makes them feel ‘more like learning at school.’ The number of logs in the behaviour book for this group has dropped						



						dramatically as they are better to resolve conflict. Pupil premium children have been monitored for characteristics of effective learning and these have shown a 100% gain in all areas of the school Haselworth Way learning behaviours.
Inspire Maths	Year R-year 5	To provide high quality maths teaching and provision that is in line with the needs of the curriculum	• Vulnerable pupils make excellent progress in maths across the schools • A consistent approach means that skills are embedded • More opportunities for broadening and deepening • Learning in line with NC expectations	10,000 2,240 on resources to support new teaching Total: 12,240	£10,500.00	CPD for leaders has been undertaken meaning that all staff have a good understanding of how to deliver INSPIRE maths with a specific focus on vulnerable groups. CPD has been delivered to teaching meaning that they are able to teach the INSPIRE model effectively. Learning walks have seen an improvement in the fluency of children in maths and an increase in the level of challenge due to the CPA approach. This is also in the LLP and Maths advisor reports. Pupil premium children are effectively tracked and monitored through



						planning. The split maths lesson allows for good quality AfL for PP children as we know that they respond better the faster the feedback. There has also been a PP Nurture group identified to ensure that the gap is closed in KS2. This small group have showed a 50% gain on average since the beginning of the year. The group is focused on key skills and a personalised curriculum for maths. Intervention data for these children shows 87% (not SEN) of the year 1 PP cohort have made double the rate of progress in maths using standardised scoring.
Read, Write Inc development day	All year groups	To ensure that we deliver a high quality phonics curriculum	Children make better than expected progress in English (in particular phonics and spelling)	£1000	£1,000.00	Observations have shown that the quality of phonics teaching has enabled children to segment and blend words. They are also inspired about reading in Infants. The action plan identified gaps in provision. These have been addressed and the children are now experiencing HQFT with the expectation

£55 underspend to be spent on RWI kucu PP resources for KS1



						of writing. The RWI report was used to identify children on a daily basis who are PP to have hot list and keep up catch up. Year R predictions for R/W are: 100% of PP children (no SEND) will get reading and writing at the end of EYFS.
Training for staff on promotion of high quality feedback for vulnerable groups	All year groups	To ensure that all staff are using high quality feedback to support excellent progress across the school and thinking is challenged	- All adults are able to use questioning to move learning forward - Children are reflective and able to think about next steps - Feedback enables all children to consolidate and move learning forward	£2,000	£2,000.00 inset by LLP and follow up report for PP maths	INSET completed with LLP and as a result a one page plan for marking and feedback was created. Impact has been clearer expectations of what a good lesson looks like for all children. Monitoring of marking and feedback in PP books has shown that it allows children to develop ideas and challenge themselves. 100% of the PP books monitored in the last sample showed good examples of the marking and feedback policy. Pupil conferencing is now needed to ensure that in class support and questioning is also of a high quality.



						Monitoring shows that written work has improved due to a new approach in marking and feedback. Pupil premium children are targeted through a more flexible approach of stage not age appropriate marking. This means that they are able to access the comments effectively and respond to them. The smaller class sizes has also meant that teachers are able to target their feedback effectively during the lesson and give instant tips and help when needed.
PATHS support for all children to ensure emotional resilience and problem solving	All year groups	To enable children to have emotional resilience to solve problems and challenges	• All children able to identify and control feelings • Emotional resilience across the school • Learning behaviours support learning	£1,500	£1,500	Training undertaken Data shows that there has been a reduction in the number of pupil premium children in conflict in the behaviour logs. Pupil conferencing shows that children have begun to understand skills needed for problem solving Parent information sent home and event held meaning that parents are better informed of the strategies. The behaviour logs have shown a decrease in outbursts in



						the playground and in lessons especially amongst our pupil premium children. 0 exclusions this year Parenting puzzle group set up as part of this strategy. 80% of attendees are pupil premium families. Looks at parenting strategies. This will be monitored and impact feedback at the end of the course in June 2017
The power of reading	All year groups	To provide a consistent and robust writing framework to ensure excellent writing progress linked to high quality texts for all children	• All children have a love of reading • All children show excellent progress in reading and writing • All children	£2,000 (£300 subscription) £1700 on books and CPD	£1,889.00	Pupil conferencing has shown that Pupil premium children feel more confident in their writing due to a better structured learning journey. They are enjoying the texts and teacher planning has allowed for more speaking and listening opportunities. Pupil Premium children feel that the edit and redraft has improved their writing skills. Books show that there is a learning journey through a unit which allows pupil premium children to understand the writing process much better. Texts



						are engaging and promote a love of reading.
ELSA support for children who are Pupil Premium and off track	All year groups	To ensure that all children are emotionally ready to deal with changes and difficulties in learning	- Individual pupils ability to work co-operatively in small groups - Pupils acknowledging that they make choices and are responsible for the consequences of those choice - Children develop resilience and persevere with tasks developing life-long skills	£7,000	£7,871.00	Improvement in behaviour logs Case study of PP children accessing this shows improvements in social / emotional and mental health for these children using Boxhall Profile. Analysis tool to be used to identify areas of strength. SDQ data shows gains in emotional resilience for pupil premium children. Pupil conferencing shows that children benefit from the time allocated emotionally.
Incentives for parents to register as FSM	Year R	Ensure that parents register for FSM despite UFSM funding	All children eligible for FSM register for funding	£300	£70.00	School able to prioritise and plan for children who need it most. We are confident that the children who have claimed are those that need the support. All pupil premium children have a good attitude to learning as they have access to a school uniform (pride in their school)



Inclusion Leader (1 day attendance per week)	All years	Improve and raise attendance data including lates and unauthorised absences. Robust system for working with children and supporting parents	- Children are at school on time and ready to learn each day - Parents are signposted to support when needed - Improved links between school and home	£12,000	£9,000.00	Attendance data has improved but focus now on PP children. Attendance meetings have been held. These have had an impact on 80% of the pupil premium families. Where it was not successful we have accelerated this to Legal Panel. <table><tr><td>PP 2015 /16</td><td>PP 2016/ 17</td><td>Diff</td></tr><tr><td>1.08</td><td>0.88</td><td>0.2</td></tr></table>	PP 2015 /16	PP 2016/ 17	Diff	1.08	0.88	0.2
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Targeted support for maths and English	Juniors	To provide high quality 1:1 support for off track pupils through targeted lessons	Gap closed for all under achieving pupils	£10,360	£10,360.00	100% of the Pupil Premium children who have been attending maths boosters have made progress and filled identified gaps in learning. Third Space have bench marked children and we are awaiting their impact data by the end of June. PUMA TESTS						



Class	Number of pupil Premium	% of cohort
Year R	6	30%
Year 1	9	45%
Year 2	6	40%
Year 3	6	37%
Year 4	10	41%
Year 5	4	33%
Year 6	14	70%