



Pupil Premium at Haselworth Primary School – 2015 / 2016

Pupil premium grant expenditure: report to parents 2015/16

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)	122
Total number of pupils eligible for PPG (From Sept 2015)	59
Number of pupils for which funding was received (funding received for April 2014 to April 2015 based on Feb 2014 census)	62
Amount of PPG received per pupil	PPG = 1,320
Total amount of PPG received	82,740

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	Impact
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	82% on track to pass phonic screening test compared to XX% in 2015 82% for maths compared to 67% last year Children's writing in year 1 has shown improvement when monitoring
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	Observation has shown more independence Increase in participation for PP children. Attendance has improved to
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	Increased confidence observed for all children Children's resilience has improved Year 6 maturity shown in pupil conferencing Increased participation in sport based clubs Quotes from children 'it was the best experience. We really learnt to work as a team.'

			develop as well rounded adults.	
Release time for teachers to undertake structured conversations with parents	All year groups	To improve links with parents of children with SEN and Pupil premium and to include parents in their child's learning	• Better engagement with parents • Target setting suited to children's needs • Better than expected progress for target children	Parent feedback has shown that they feel more involved in pupil learning Small targets set up for PP children and these are shared
Staff training to support children in the new curriculum	All year groups	To ensure that teachers are equipped with the skills to use diagnostics to support planning and lesson design	• Children make better than expected progress in English (in particular phonics and spelling) and Maths (specifically numicon) • P4C training and accreditation to be achieved	New curriculum is now fully embedded. HIAS maths are using maths books as part of exemplar material in year 6. Numicon has improved maths especially in Infants where 87% year 2 are on track for ARE
ELSA support for children with a range of behavioural and social needs.	All year groups	To ensure that all children are	• Individual pupils ability to work co-operatively in small groups • Pupils acknowledging that they make choices and are responsible for the	Quotes from ELSA: "It is great to have somewhere to go where somebody understands me" "I like knowing that it's there. I look forward to sharing what's on my mind each week." Data shows impact for emotional areas using SDQ questionnaires for 18/20 PP children

			consequences of those choice Children develop resilience and persevere with tasks developing life-long skills	
Whole school robust tracking system and training	All year groups	To ensure that children are carefully tracked and gaps are identified	All vulnerable groups are monitored and raises achievement	SIMS training has been cascaded Vulnerable pupils can now be effectively tracked and next steps stored on system.
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	All parents have registered for FSM and are awarded funding
Home School Link Worker and Attendance rewards	All children	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	Attendance has improve across the school from 94.8 to 95.3% for all groups. There has been a decrease in authorised absences from 1.40 to 1.16% for pupil premium children
Play therapist to provide support for children and families	Years R-4	Ensure that children with complex social and emotional needs are given support with these	- Children able to communicate feelings of happiness and anxiety - Parents supported with tools	This has been extended. SDQ questionnaires show an improvement in attitude and self confidence for all identified children. There has been an increase in independence within class observed and emotional intelligence is shown in conversations with others.

			Children score a lower rating on the SDQ questionnaire	
Music tuition and visits (all visits and visitors)	All years	Children need opportunities to build their self-confidence and resilience in new environments. Children need to understand the concept of practice and improvement Children need exposing to new areas of learning	- Children participate in a wide range of extra-curricular and curriculum enhancing activities - Self confidence improves and team work	Broader experiences given to all children. PP children have experiences outside of their classroom. Writing and maths as a result from this has shown an improvement (82% of year 6 on track for ARE in writing) Team work and behaviour offsite has been remarked upon by visitors and leaders of the trips and members of the general public.
Ipads for homework table at breakfast club	All years	Children need the opportunity to work with an adult to complete homework and reading / times tables Supporting parents with areas of learning	- Children use adult support to complete tasks - Children able to do learning outside of the classroom - Reinforce the importance of learning - Parents feel supported	80% of PP children access the learning zone. Pupil conferencing has shown that they are able to complete homework and practice literacy and maths skills as they cannot access the internet at home.
Targeted support for maths and English	Year 6	To provide high quality 1:1 support for off track pupils through targeted lessons	Gap closed for all under achieving pupils	Year 6 support. 100% of pupils working with 1:1 have shown progress against ARE and the gap closing. This is evidenced in books and scores.

