

## Planned Pupil Premium 2016/17

### **What is the pupil premium?**

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2014, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

### **Pupil Premium at Horton Grange**

At Horton Grange we aim to use the Pupil Premium allocation to support attainment and maximise the children's potential in terms of learning, raised expectations, experiences and readiness for the challenges ahead. At the heart of this and integral to our approach is an expectation of high-quality, innovative teaching, everyday. Funding aims to maximise staffing capacity so that the most effective teachers work with those who need it the most and this begins at the earliest stage, with early identification of the barriers to learning the children face. Teachers are held accountable for outcomes and there is a culture of reflective practise and open dialogue and monitoring to assess the success and impact of actions. Challenging, aspirational targets and the achievement of these are seen as everyone's responsibility. We learn together to be the best we can be.

The school's allocation is £209,880

Intervention/focus for improvement	Link to school priorities/school development plan	Rationale	Planned Cost	<b><u>IMPACT</u></b>
<b><u>Early Talk Boost-ongoing intervention for Communication and Language</u></b>	Outcomes for children and learners	Supplementary resources to add to existing ones. Intervention delivered 3-4 x weekly small group to target children	<b>£200</b>	<p><b><u>Progress</u></b> 100% children who participated in the intervention made at least expected progress with communication and language, with some children making over 1 years progress over the course of the intervention, positively impacting on overall % of PP children reaching GLD. This intervention will continue next year.</p> <p><b><u>Data linked to GLD</u></b> The % of children in receipt of pupil premium funding who achieved a 'good level of development' is improving over time <b>2014-36%</b> <b>2016-57% in.</b></p>

				<p><b>2017-63%</b></p> <p>The in school difference and differences with others (non-disadvantaged) nationally is also narrowing over time but remains a priority and will continue to determine future spending for PP children in EYFS</p>
<p><b>THRIVE/THE PLACE</b> Staffing of The Place Training Ongoing CPD</p>	<p>Personal development, behaviour and welfare-</p>	<p>2 members of staff in The Place full time to deliver interventions</p> <ul style="list-style-type: none"> <li>• 1 trained staff member running The Place (behaviour specialist)</li> <li>• 1 TA currently being trained working under supervision</li> <li>• 3 trained Thrive practitioners in school to support work throughout school with the THRIVE approach including 1xTA to deliver THRIVE in class in KS1</li> <li>• 2 new members of staff trained in THRIVE</li> <li>• Ongoing CPD for existing members to retain their qualification</li> </ul>	<p>Staffing, Initial training and ongoing CPD <b>£80,000</b></p>	<p><b>Fixed term exclusions</b> Fixed term exclusions have reduced over time and remain low.</p> <p><b>Attendance</b> The percentage of disadvantaged children who are persistent absentees has reduced during the last academic year as a result of targeted intervention. However, this remains a priority in the coming year.</p> <p><b>Outcome of SIP Visit linked to Behaviour and Welfare</b></p> <ul style="list-style-type: none"> <li>• 95 children are currently on action plans being seen on at least weekly and some up to daily.</li> <li>• Almost 70% of these children are PP</li> <li>• 98% of these children have made progress, either with their developmental stage or moved onto the next stage.</li> </ul> <p>These children are now accessing learning far more effectively than they were prior to THRIVE being implemented. Following the visit , Behaviour and Welfare were judged to be good in school showing the hugely positive impact of Thrive and the schools behaviour policy.</p>
<p>Trips (including residential) and memorable experiences.</p>	<p>Personal development, behaviour and welfare/Outcomes for children and learners</p>	<ul style="list-style-type: none"> <li>• PP children subsidised for cost of trips.</li> <li>• For residential only a voluntary contribution is asked for from PP children to cover</li> </ul>	<p><b>11,000</b></p>	<ul style="list-style-type: none"> <li>• In responses from pupil voice questionnaires 97% of children said they enjoy school and cited residential and trips as being one of the major contributing factors.</li> <li>• Monitoring of books across the curriculum show ongoing and sustained improvement and engagement in learning and the curriculum is high. Visits and enriched experiences which enhance the learning form an integral part of each topic and provide crucial experiences that</li> </ul>

		<ul style="list-style-type: none"> <li>board and lodgings</li> <li>• Half termly visits/memorable experiences to stimulate language and knowledge linked to new topics</li> <li>• Stem conference for Year 6</li> </ul> <p><b><u>Residential programme</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Year 4</u></b>-Kingswood-3 days</li> <li>• <b><u>Year 5</u></b>-London-3 days</li> <li>• <b><u>Year 6</u></b>-Hawse End-3 days</li> </ul>		<p>form a concrete basis to extend knowledge and understanding.</p> <ul style="list-style-type: none"> <li>• Where writing is linked to a visit or experience, the quality of vocabulary used improves and is evident.</li> </ul>
Ongoing maths CPD (Continued focus from last year to maintain momentum)	Outcomes for children Quality of Teaching and Learning	<ul style="list-style-type: none"> <li>• Ongoing CPD and resources linked to developing concrete understanding through to mastery</li> </ul>	£2500	<p>Maths was a huge priority during the previous year and emphasis was placed on improving outcomes for all children through a rigorous programme of CPD and monitoring. This resulted in improved outcomes for children and a higher standard of teaching in the subject, evidenced through data, observations and monitoring of books. In 2016/17 we aimed to maintain and improve these outcomes and continue to build on subject knowledge.</p> <p><b><u>Maths Outcomes for PP children</u></b></p> <p><b><u>End of KS data</u></b></p> <p><b><u>PP Maths Yr2</u></b></p> <p>BELOW 37%</p> <p>EXS 65% (This is +7% on previous year)</p> <p>GDS 15%</p> <p>% of PP children reaching EXS remained the same and therefore maths at KS1 will be a focus for targeted teaching and intervention in the coming year</p> <p><b><u>PP Maths Yr6</u></b></p> <p>BELOW 31%</p> <p>EXS 69%</p> <p>GDS 12%</p> <p>% of PP children reaching EXS increased by 7% from the previous year and children reading GDS increased from 0% in 2016 to 12% in 2017, showing a positive impact of both ongoing CPD and</p>

				<p>targeted teaching and increased capacity to allowing for</p> <p><b><u>Interim Years Data -% of PP children making expected or above expected progress</u></b></p> <p>Year 1 78.6%)  Year 3 70.6%  Year 4 91.5%  Year 5 95.8%</p> <p>Where progress is weaker (Y1 and 3) subsequent targeted intervention is planned in 2017/18</p>
Development of reading across school.	Outcomes for children	<ul style="list-style-type: none"> <li>• CPD (in school and out sourced) linked to the development of the teaching of reading</li> <li>• Purchase of new reading scheme for Key Stage 1</li> <li>• Lexia reading programme</li> <li>• Visits linked to reading priority (Seven Stories) and visiting authors</li> </ul>	£10,000	<p><b><u>Reading Outcomes for PP children</u></b></p> <p>In 2017 school outcomes for disadvantaged children increased from 2016 at the end of KS1 in all subject areas, including reading</p> <p><b><u>End of KS data</u></b></p> <p><b><u>PP Reading Yr2</u></b></p> <p>Children reaching the expected standard rose from 62% in 2016 to 65% in 2017 (+3%)</p> <p><b><u>PP Reading Yr6</u></b></p> <p>At the end of Key Stage 2, outcomes for the pupil premium group (2017) are above national pp outcomes 2016 for reading (2017 national reading data for PP not released yet) PP children reaching above the expected standard also increased</p> <p>This represents an increase from 52% to 69% (+17%) reflecting ++ impact and differences with national diminishing</p> <p>BELOW 31%  EXS 69%  GDS 19%</p> <p><b><u>Interim Years Data -% of PP children making expected or above expected progress</u></b></p> <p>Year 1 85.7%  Year 3 97%  Year 4 84%  Year 5 92%</p> <p><b><u>Impact of Lexia</u></b></p> <p>Lexia is used to target SEN and PP children.</p> <p>% of SEN/PP children making expected or above expected progress</p> <p><b><u>Year 2-75%</u></b></p> <p><b><u>Year 3-96%</u></b> ( ++ impact seen in this year group where a mixture of additional teacher input and QFT led to improved progress)</p> <p><b><u>Year 4-71%</u></b></p>

				<p><b>Year 5-92%</b> Of the 13 Year 2 children targeted, 4 progressed to reach expected standard In Year 5 PP and SEN children made as much progress as Non PP/SEN children</p> <p>Data shows initial positive impact of recent training, improvements in resources and interventions such as Lexia. This will continue to be a priority next year to build on recent improvements</p>																
Attendance rewards and tracking (continued focus)	Personal development, behaviour and welfare-	<ul style="list-style-type: none"> <li>Attendance tracking, 1:1 support and weekly monitoring</li> <li>Termly 100% attendance awards</li> <li>Yearly 100% attendance trip</li> <li>New 'Asda' vouchers termly rewards for children above 95% and most improved attendance</li> </ul>	£1600	<p><b>PP attendance</b> Year on year attendance shows an improving trends and evidence of impact. In addition to initiatives targeted meetings and home visits have been carried out to further support parents with attendance. .</p> <p><b>PP Attendance</b></p> <table border="1"> <tr> <td>2014</td> <td>91.4</td> </tr> <tr> <td>2015</td> <td>92.3</td> </tr> <tr> <td>2016</td> <td>93.4</td> </tr> <tr> <td>2017</td> <td>94.7</td> </tr> </table> <p>The gap between PP and NPP attendance has narrowed from - 5.5% in 2013/14 to -1% in 2016/17</p> <p><b>PP-Persistent Absenteeism</b></p> <table border="1"> <tr> <td>2014</td> <td>22.4</td> </tr> <tr> <td>2015</td> <td>22.7</td> </tr> <tr> <td>2016</td> <td>19.4</td> </tr> <tr> <td>2017</td> <td>13.4</td> </tr> </table> <p>Rates of PA among PP children are at their lowest rate since 2013. While there remains a significant PP/NPP gap (-12.4%) this has narrowed from -18.3% in 2013. Attendance for all remains a high priority in school and spending on initiatives, resources and staff to ensure that PP children's attendance does not impact negatively on their achievement. Rates of PA among PP children must continue to fall to build on the year on year improvement. Rigorous tracking of attendance will continue.</p>	2014	91.4	2015	92.3	2016	93.4	2017	94.7	2014	22.4	2015	22.7	2016	19.4	2017	13.4
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<p><b>More PP children reach a higher standard and more opportunities are given for more able PP children</b></p>	<p>Outcomes for children</p>	<ul style="list-style-type: none"> <li>• More able writers course (Year 3 focus)</li> <li>• Year 6 MA children (including PP children) taught in small groups and are targeted to reach greater depth</li> </ul>	<p>Spend relates to staff member responsible for PP (see below) Cost of course for Year 3 PP writers £200</p>	<p>14.7% of PP children in Year 3 reached above the expected standard in writing (3S+) As this is significantly below the 40.7% of NPP children who reached the same standard this will remain a priority for the coming year.</p> <p><b>Year 6-Outcome for PP children reaching greater depth at the end of KS2</b></p> <p><b>Reading 19% (From 5% in 2015/16-+14%)</b> <b>Writing 19% (From 5% in 2015/16-+14%)</b> <b>Maths 12% (From 0% in 2015/16-+12%)</b> <b>SPaG 39% (From 10% in 2015/16-+29%)</b></p> <p><b>This represents an increase in all areas.</b> While impact can clearly be seen through targeted teaching further spending needs to be prioritised next year to provide increased opportunities throughout the school therefore extra teaching capacity in Year 4 will be used to target PP children who are exceeding EXS</p>
<p>Staff member responsible for PP</p>	<p>Outcomes for children and Learners</p>	<ul style="list-style-type: none"> <li>• Year 6 (70% PP) taught in small targeted groups to ensure all PP children make at least expected progress</li> <li>• SATs booster groups from Spring 2 (reading, SPAG and maths)</li> <li>• Continued coaching/support</li> </ul>	<p><b>£36,000 check figure for full financial year with Ruth</b></p>	<p><b>Focus on outcomes for PP children who have had specific targeted teaching/interventions</b></p> <p><b>Year 6 (KS2 sat data) % of PP children reaching EXS</b></p> <p><b>Reading 69%</b> <b>Writing 65%</b> <b>Maths 69%</b></p> <p><u>Progress</u></p> <p><b>Reading 71.4%</b> <b>Writing 81.5%</b> <b>Maths 81.5%</b></p> <p>All of the children who failed to make expected progress were on the SEN register and exceeded their own personal targets-recorded on their intervention plan.</p>
<p>Increased management capacity to provide additional interventions, support, coaching and allowing for small classes</p>	<p>Outcomes for children</p>	<ul style="list-style-type: none"> <li>• Non class based SENCO to deliver specific interventions</li> <li>• Assistant Head Teacher/HOS delivering maths to Year 6 (small group) every morning</li> </ul>	<p>£67,000</p>	<p>Senco-delivered interventions linked to Lexia (see impact of Lexia) and maintained contact with SEN children.</p> <p>HOS-delivery of maths to children working below ARE. Of those children all but one child (89%) reached EXS HOS to coach in Year 4 and with an NQT in Year 6 allowing NQT to be supported and complete NQT year.</p>

		<ul style="list-style-type: none"> <li>Deputy head teacher delivering daily phonics interventions</li> </ul>		
Staff member-family liaison and pastoral support officer	Personal development, behaviour and welfare	<ul style="list-style-type: none"> <li>Liaising with parents in terms of attendance and referrals to EWO, family support, referrals to the Blyth HUB, safeguarding, EHA lead professional, supporting children with social and emotional difficulties in conjunction with The Place.</li> </ul>	£27,000	<p><b>Attendance focus</b> (see data linked to improving attendance) Pastoral support officer also provides support with attendance (see attendance data) and liaises with EWO at twice weekly meetings, accompanies staff member on home visits as well as making referrals to the EWO Parenting forums-runs regular parent forums and parent training sessions resulting in a high level of parent satisfaction</p> <p><b>Safeguarding Focus</b> Provides a key role in safeguarding, including as an EHA lead professional (leads on 8 EHAs, 9 Child in need and 4 child protection cases) ++ verbal feedback from parents 96% of parents feel school responds well to concerns (most recent parental survey May 2017)</p>
Raising the self-esteem, discipline and resilience of pupils through sport.	Personal development, behaviour and welfare	<ul style="list-style-type: none"> <li>After school sports clubs with external coaches</li> <li>Kickboxing lessons and after school club</li> </ul>	£2000	<p>30 pp children attended the in school sessions and 20 children attended the after school club) Positive response in terms of pupil voice and feedback linked to the kickboxing sessions. While the impact was positive the sessions will continue only as an after school club.</p>
Breakfast Club Places	Personal development, behaviour and welfare	<ul style="list-style-type: none"> <li>Breakfast club places subsidised for PP children in order to positively impact on attitudes to learning and attendance</li> </ul>	£500	The percentage of children attending breakfast club continues to increase ensuring a positive start to the day, ready to learn.
Music Development Across the School	Improving the quality of foundation subjects.	<ul style="list-style-type: none"> <li>Clogs and whistles to be taught so that during the primary phase all PP children have access to music tuition</li> </ul>	£2000	<p>Impact of this year's provision is not as clear as in previous years, with no children seeking to continue. Therefore, provision will go back to steel pans with Upper KS2 where there was a greater uptake. PP children will be targeted for 1:1tuition and costs of this paid by school</p>

TOTAL SPEND 240,000