

## **2018/19 Planned Pupil Premium Spend**

### **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, every day. 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. Social and emotional development and the wellbeing of all members of our school community is a paramount and ensuring all children have the maximum capacity to learn and thrive and impacts made on spending decisions. We aim to ensure that no one is educationally, socially or culturally disadvantaged. 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 allocation for 2018-19 is £227,040

Intervention/focus for improvement	Link to school priorities/school development plan	Rationale	Planned Cost	Impact of Spend-July 2019
<b><u>EYFS</u></b>	<p><b><u>Goal 10: The effectiveness of Early Years to be judged as Outstanding</u></b></p> <ul style="list-style-type: none"> <li>Improving outcomes for children in EYFS and narrowing gaps between key groups.</li> <li>Increase the % of PP children who reach expected standard in reading and writing and diminish the difference between PP and NPP in reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>Talk Boost will continue this academic year and be extended through further investment in Speech and Language games. Intervention delivered 3-4 x weekly small group to target children</li> <li>Wellcom-a speech and language assessment and delivery tool which is extensively used in early years will also benefit from funding to update current resources. Intervention</li> </ul>	<b>£5000 (including early years PP spend)</b>	64% of PP Reception children achieved a good level of development (GLD) compared to 72% of NPP children. This represents a diminishing difference over time. EYFS continues to be judged as good with many areas of strength. Increased staffing capacity this year has allowed for more targeted teaching with areas of literacy and numeracy being stronger than previous years (evidenced in books)

	<ul style="list-style-type: none"> <li>Increase the % of PP children who reach GLD</li> </ul>	<p>delivered 3-4 x weekly small group to target children</p> <ul style="list-style-type: none"> <li>Update of maths resources to boost early years provision in number</li> <li>Resources to support continued development of the environment and provision to support all areas of learning</li> </ul>		
<p><b><u>THRIVE/THE PLACE Staffing of The Place Training Ongoing CPD</u></b></p>	<p><b><u>Personal development and welfare</u></b>  <b><u>Goal 5: Behaviour and provision for children's welfare to be outstanding.</u></b></p> <ul style="list-style-type: none"> <li>Continue to reduce and maintain the number of fixed term exclusions</li> <li>Ensure the Thrive provision continues to impact on social and emotional development</li> </ul>	<p>2 members of staff in The Place full time to deliver interventions</p> <ul style="list-style-type: none"> <li>1 member of staff currently undertaking Thrive training</li> <li>1 trained TA working in The Place full time</li> <li>trained Thrive practitioners in school to support work throughout school with the THRIVE approach</li> <li>1 more EYFS staff member to be trained</li> <li>On-going CPD for existing members to retain their qualification (@£120 per person)</li> <li>Thrive refresher training for all staff (October training day)</li> </ul>	<p>Staffing, Initial training, whole staff CPD and on-going CPD</p> <p>£56,500</p>	<p>In the most recent SIP visit the behaviour and welfare were judged as outstanding. There have been 15 days of fixed term exclusions (5 children)</p> <p>In a recent poverty proofing audit the following was reported</p> <p><i>'The Place is an outstanding resource that Horton Grange has to offer. It offers a calming and nurturing environment for pupils – especially those who may be struggling in their mainstream classes. Children are greeted here with care and understanding and they have reported that The Place makes them feel 'safe'. THRIVE practitioners work in The Place and have sessions running every day for small groups of children. As well as these sessions, children are taken out to do forest school sessions, they can access The Place whenever they are struggling, whether it be during lessons or free time. Children speak very positively about The Place – 'it's where you go when you're sad and they make you happy', 'they are so good at sorting things out – things in your head or things with your friends.'</i></p> <p><i>THRIVE is embedded throughout the school – the THRIVE programme and unit identifies children who are at different stages, gives steps and targets and sets them in to groups to work on these as well as their teacher working on them in the classroom. THRIVE language is used by all staff in the school'</i></p> <p>There were no barriers for learning and no action</p>

				<p>points. This was the first occasion this had happened in any audit, anywhere in the country.</p> <ul style="list-style-type: none"> <li>• A thrive trainer has been in position for 1 term to replace a member of staff who is absent due to illness. This contract concludes at the end of this term and a replacement is being sought until the staff member returns</li> <li>• All children have been reassessed and the teachers have formulated class action plans and this will be forwarded to the new class teacher as part of the handover process.</li> <li>• 17 children have been identified as having high needs and will receive 1:1 sessions</li> <li>• 45 children will access thrive through group sessions (8 of these are current Year 6 and will transfer to secondary school)</li> </ul> <p>Of these 62 children 41 are SEND (66%) 6 children are LAC (9%) and 21 are PP (33%) Provision has been scaled back considerably to allow for more targeted work. The Place will still be open at break times and lunchtimes for anyone who needs it. The provision of using The Place for Time Out C's will be reviewed</p>
<b><u>Behaviour systems and rewards</u></b>	<p><b><u>Personal development and welfare</u></b>  <b><u>Goal 5: Behaviour and provision for children's welfare to be outstanding.</u></b></p> <ul style="list-style-type: none"> <li>• School improvement goal: Behaviour and provision for children's welfare to be outstanding</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of epraise online reward system</li> <li>• Merit rewards and experiences</li> </ul>	£3000	<p>Children have embraced the new rewards system and this will be extended to KS1 next year</p> <p>In the poverty proofing audit children reported that <i>'There is a new merit system in Key Stage Two at Horton Grange that pupils speak very fondly of - they explained that they 'use them like money' - add them up to spend on awards - for example, bakery sessions, slime sessions, non-uniform days and a VR headset session. Children put their name down for one of the treats and when there's enough that want it then the session happens. Children also talked about winning these for the school's values and they explained they can make suggestions of rewards too'</i></p>
<b><u>Metacognition focus</u></b>	<p><b><u>CIF: Quality of Teaching, Learning and Assessment</u></b>  <b><u>Goal 3 100% of teaching to</u></b></p>	<ul style="list-style-type: none"> <li>• 2 staff to attend metacognition (3 day) training at Huntington</li> </ul>	£1000	<p>Teaching is typically judged as good throughout school with outcomes at key points reflecting this.</p> <p>Metacognition training was attended and a programme of wider training was disseminated across</p>

	<p><b><u>be at least good with an increasing amount outstanding</u></b></p> <ul style="list-style-type: none"> <li>• Build on metacognition work</li> <li>• Continue to develop Blooms and questioning</li> <li>• Develop the children's resilience through 'being in the pit' and training and work around metacognition</li> </ul>	<p>Research school, York and disseminate through staff CPD</p> <ul style="list-style-type: none"> <li>• Targeted staff CPD through staff meeting time</li> <li>• Resources linked to metacognition and its development in classrooms</li> </ul>		<p>staff. This remains a continuing priority net year as it is embedded further and new staff join. Planning formats have been changed to facilitate a more metacognitive approach and take account of work done on working memory</p>
<p><b><u>Trips (including residential) and memorable experiences.</u></b></p>	<p><b><u>Personal development, behaviour and welfare</u></b> <b><u>Provision and opportunities to teach children to be lifelong readers and writers</u></b></p> <ul style="list-style-type: none"> <li>• Develop opportunities to read and write across the curriculum and ensure these are planned for-use of trips to provide quality experiences that can be written about. Extend understanding of vocabulary linked to topics through experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• PP children subsidised for cost of trips FSM children pay only £20 (deposit) PP children to pay half</li> <li>• Half termly visits/memorable experiences to stimulate language, extend vocabulary and knowledge linked to new topics and in turn, impact positively on the quality of writing across the curriculum</li> <li>• Stem conference for Year 6 (Girls Into Stem)</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>-Edinburgh-3 days</li> <li>• <b><u>Year 6</u></b>-Hawse End-3 days</li> <li>• <b><u>Year 6 end of year residential</u></b> (FSM children to pay only the deposit)</li> </ul>	<p><b>£15,000</b></p>	<p>Residential trips at Horton Grange are heavily subsidised for all children. Those eligible for Free School Meals only pay the deposit and those eligible for Pupil Premium pay half the full amount</p> <p>Pupil voice taken from the poverty proofing audit</p> <p><i>'Children in Year Three explained that they pay for a trip if they can afford it and that 'you don't have to pay if your mum and dad don't have the money'. Year four explained that sometimes 'you don't need to pay as long as they have enough'. Year five said that 'normally if they really want to go and can't pay for it then the school will pay for it'. The fact that children have this perception is excellent as it is not often the case in schools and shows that Horton Grange goes out of their way to ensure children are able to go on trips'</i></p> <p>Residential continue to have a hugely positive impact on the children in terms of their engagement and understanding of their world and the relevance to their learning (evidenced in books)</p>

		Potential year 3 residential to Gibside ( one night) depending on parental buy in		
Provision linked to trips	<p><b><u>Personal development, behaviour and welfare</u></b></p> <ul style="list-style-type: none"> <li>• Give PP children greater more frequent and varied access to outdoor learning, memorable experiences and life experiences they can then reflect on, talk about and consequently write about and use to enhance learning.</li> <li>• Improve the curriculum further to engage PP children</li> </ul>	<ul style="list-style-type: none"> <li>• Hired minibus (Yearly cost)</li> <li>• Cost for staff training to drive and obtain a licence for mini bus</li> <li>• National Trust Membership</li> </ul>	£12,100	<p><b>Not achieved. Mini bus was not purchased. However visits and meaningful experiences both in and out of school continued to be a focus and will remain so in the coming year with a register made of the experiences children have to ensure PP children access the same experiences as NPP children</b></p> <p><b>Trips continue to be heavily subsidised for all children and no child will be prevented from going on a trip through lack of access to finance</b></p>
Development of maths across school and outcomes in maths for PP children	<p><b><u>CIF: Outcomes for children</u></b>  <b><u>Goal 8: Key Stage 1 Outcomes to be judged at least good</u></b></p> <p><b><u>Goal 9: Key Stage 2 Outcomes to be judged at least good.</u></b></p> <ul style="list-style-type: none"> <li>• Improve standards of basic fluency in maths for PP children</li> <li>• Increase the % of PP children who exceed the expected standard in maths and achieve greater depth</li> </ul>	<ul style="list-style-type: none"> <li>• On-going CPD and resources linked to developing concrete understanding through to mastery. Bridging the gap between concrete and abstract through bar modelling approaches</li> <li>• Yearly subscription to Times Table Rockstars to boost basic skills and ensure children are ready for newly introduced testing of times tables at the age of 9</li> <li>• Year 6 maths taught in small classes to target provision (2 x SLT members of staff) 5 sessions per week</li> </ul>	£4000	<p><b><u>KS1 Outcomes</u></b>  73% of PP children reached expected standard in maths (compared to 85% of NPP children)  15% PP children achieved GDS in maths (18% NPP children)</p> <p><b><u>KS2 Outcomes</u></b>  87% of PP children reached expected standard (compared to 82% of NPP children) This represents accelerated progress for the PP children and a ++ impact of targeted intervention and quality first teaching</p> <p>Fluency focus and TT rockstars continues to impact positively across school and will continue next year, with the emphasis being on building good practice in KS1</p>

		<ul style="list-style-type: none"> <li>• Able maths days targeting PP children</li> </ul>		
Development of Phonics	<p><b><u>Goal 7: Phonics outcomes t continue to demonstrate outstanding attainment for all groups</u></b></p> <ul style="list-style-type: none"> <li>• PP children attain highly in phonics (88%) and this compares well to others nationally</li> <li>• This should continue and continue to serve as a solid platform to develop reading skills beyond decoding</li> </ul>	<ul style="list-style-type: none"> <li>• Staff development/training for staff delivering RWI</li> <li>• Update of RWI resources</li> </ul>	£2000	80% of PP children achieved expected standard in the 2019 Phonics Check (compared to 85% of NPP children) This is reduced from previous years and will be a focus for next year's intervention and continued training
Continued development reading across school.	<p><b><u>Increase the % of PP children that achieve the expected standard in reading</u></b></p> <ul style="list-style-type: none"> <li>• Interventions for PP children and previous low attainers (Lexia and Reading Plus)</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal reading programme continued</li> <li>• Continued purchase of high quality books to develop children's reading ability beyond decoding</li> <li>• Continuation of Lexia reading programme to build basic skills</li> <li>• Purchase of Reading Plus intervention for PP children who may not reach the expected standard</li> <li>• Visiting authors</li> </ul>	£8000	<p><b><u>KS1 Outcomes</u></b> 77% of PP children reached expected standard in reading (compared to 82% of NPP children)</p> <p>19% of PP children achieved GDS in reading ( compared to 18% of NPP children)</p> <p><b><u>KS2 Outcomes</u></b> 77% of PP children reached expected standard in reading ( compared to 82% of NPP children) 19% of PP children achieved GDS in reading ( compared to 18% of NPP children)</p> <p>Lexia intervention was not as successful as in previous years and whilst this will continue, it will be re-evaluated and targeted more effectively in Y2/3. It will be replaced by Reading Plus across KS2 Reading Plus delayed (purchased now for 2019/20) SEE PLANNED SPEND</p>
Development of writing throughout school	<p><b><u>CIF: Outcomes for children Goal 8: Key Stage 1 Outcomes to be judged at least good</u></b></p> <ul style="list-style-type: none"> <li>• Increase the % of children at KS1 who</li> </ul>	<ul style="list-style-type: none"> <li>• CPD-continued CPD (external and internal) to develop subject knowledge and expertise. CPD to</li> </ul>	£3000	<p><b><u>KS1 Outcomes</u></b> 73% of PP children reached expected standard in writing (compared to 77% of NPP children) 12% of PP children achieved GDS in reading ( compared to 18% of NPP children)</p>

	<p>achieve the expected standard in writing</p> <ul style="list-style-type: none"> <li>• Improve standards in basic skills of spelling, handwriting and punctuation for PP children</li> <li>• Raise overall attainment of disadvantaged group so that the difference with others nationally diminish</li> </ul>	<p>include TA's who deliver RWI programme</p> <ul style="list-style-type: none"> <li>• Visiting authors to engage children, help stimulate ideas and vocabulary and encourage a writing ethos in school.</li> <li>• Able writer's days delivered by Authors Abroad with a particular focus on more able PP children and boys</li> <li>• Purchase of class based resources to help support the development of basic skills (Nelson Handwriting, Spelling Shed)</li> </ul>		<p><b>KS2 Outcomes</b> 83% of PP children <b>reached expected standard in reading (compared to 89% of NPP children)</b></p> <p>17% of PP children achieved GDS in reading (compared to 41% of NPP children) This represents a significant gap and will be a focus for next year.</p>
Attendance rewards and tracking (continued focus)	<p><b><u>CIF: Personal development and welfare</u></b> <b><u>Goal 4: Improve overall attendance and reduce persistent absenteeism.</u></b></p> <ul style="list-style-type: none"> <li>• Improve the overall attendance so that it is at least in line with whole school target of 96%</li> <li>• Decrease the percentage of PP children and SEND with attendance below 96% so that the gap with other learner narrows.</li> </ul>	<ul style="list-style-type: none"> <li>• Member of SLT responsible for attendance to drive initiatives and track progress</li> <li>• Attendance tracking, 1:1 support and weekly monitoring</li> <li>• Termly 100% attendance awards</li> <li>• Yearly 100% attendance trip</li> <li>• 'Asda' vouchers termly rewards for children above 95% and most improved attendance</li> <li>• Yearly reward (trip or</li> </ul>	£3000	<p>Overall attendance remains broadly in line with National and was above 95% at the end of the year but did not meet the more aspirational target of 96%</p> <p>PP PA as has risen. An increasing % of pp are children have taken unauthorised holidays in term time. Clear record of actions taken around these children and rigorous work continues both within school and with the EWO</p> <p>37 children in total are PA – decreased from 44 at the same point last year. 23 PP children (13%) of all PP children are PAs Broadly in line with this time last year</p> <p>PP PA remains a target for next year</p>

	<ul style="list-style-type: none"> <li>Continue to engage key families</li> <li>Develop links with family gateway</li> </ul>	<p>visit) for the class with the best yearly attendance</p> <ul style="list-style-type: none"> <li>Weekly stickers for children who have attended all week</li> <li>Link to epraise merit system and class dojo</li> <li>Allocation of a staff member to a child who is PP/PA as a mentor</li> </ul>		
Staff member responsible for PP	<p><b><u>Outcomes for children and learners</u></b> <b><u>SDP Target:</u></b></p>	<ul style="list-style-type: none"> <li>Year 6 (44%PP) taught in small targeted groups to ensure all PP children make at least expected progress</li> <li>SATs booster groups from Spring 1 (reading, SPAG and maths)</li> <li>Continued coaching/support</li> <li>Year 5 (54% PP) maths (18 children) taught daily (5 x 1hr sessions per week) to accelerate progress and ensure they reach expected standard by end of KS2</li> </ul>	£53,800	<p><b><u>Outcome Headlines for EYFS</u></b> 64% of PP children reached GLD in 2019 representing a significant improvement on the previous year (cohort specific dip) and a steady improvement over time</p> <p><b><u>Outcome Headlines for KS1</u></b> Standards are improving year on year in reading and writing with a general improving trend in maths (slight dip in 2019). Differences with others nationally are typically diminishing over time.</p> <p><b><u>Outcome Headlines for KS2</u></b> Outcomes for disadvantage are improving over time in all individual areas and differences are diminishing. In maths outcomes for disadvantaged exceeded others nationally and in writing they are broadly in line with others nationally.</p> <p><b><u>Interim Years</u></b> <b><u>Year 5</u></b> (staff member responsible for 18 children-maths) 15 children have made expected progress with 6 making above expected progress. (progress seen in books for remaining 3 children) Children now on track to achieve expected standard</p>
Increased management capacity to provide additional interventions, support, coaching and	<p><b><u>Outcomes for children and learners</u></b> <b><u>Goal 8 and 9:Outcomes at</u></b></p>	<ul style="list-style-type: none"> <li>Assistant Head Teacher/HOS delivering maths to Year 6 (small group) every morning to</li> </ul>	£19,500 £8,300	<p>Year 6 outcomes in maths (targeted group) were higher than any other year representing excellent outcomes and progress from starting points.</p>



allowing for small classes	<b><u>KS 1 and 2 to be judged at least good</u></b> Focus for PP children Key Stage 1-writing Focus for PP children Key stage 2-reading and SPaG	<p>ensure accelerated progress (2 hours per day including interventions)</p> <ul style="list-style-type: none"> <li>• SENCO delivering Literacy in Year 5 (small group, focus PP/SEND)</li> </ul>		<p>Children who received literacy intervention in the first 2 terms-all children have made progress against their individual targets</p> <p>Continued coaching of new and existing staff will continue next year and extra capacity will be built through restructuring.</p>
Staff member-family liaison and pastoral support officer	<b><u>Personal development, behaviour and welfare</u></b> <b><u>SDP Target:</u></b> 4.1 For the behaviour of pupils and provision for their welfare to be graded outstanding. 4.2 To continue to reduce / maintain the low number of fixed term exclusions. 4.4 Increase the role of children in anti-bullying so that they work hard to prevent all forms of bullying behaviour	<ul style="list-style-type: none"> <li>• Liaising with parents in terms of</li> <li>• attendance and referrals to EWO</li> <li>• family support</li> <li>• referrals to the Blyth HUB</li> <li>• safeguarding, EHA lead professional</li> <li>• supporting children with social and emotional difficulties in conjunction with The Place.</li> <li>• Running parent workshops and parent forums</li> </ul>	£30,734	<p>Close work continues with the EWO and 19 referrals have been made this year, resulting in a decreased number of PAs)</p> <p>A full programme of parental forums have taken place with positive feedback across the board</p> <p>The Laurel Trust programme started in order to further support and empower parents</p> <p>School continues to work closely with the HUB and is responsible for 10 EHAs. The pastoral support officer also refers to Sure Start, Leading Link and other agencies who help support parents and their families. Safeguarding is key to the role and these are monitored through CPOMS and monthly safeguarding meetings</p> <p>The family liaison and pastoral support officer will undergo Thrive training next year and subsequent family thrive training in order to support the work going on in school to maintain the outstanding judgement for Personal development and welfare.</p>
Breakfast Club Places	<b><u>Personal development, behaviour and welfare.</u></b> <b><u>Targets: Improve overall attendance and reduce persistent absenteeism.</u></b> <b><u>3.1b</u></b> Decrease the percentage of pp and SEND children with attendance below 90% so that the gap with other learners narrows. (pp 90% target 11%)	<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	<p>This has continued to thrive this year and will be extended next year to link to lexia intervention to improve outcomes for reading</p>
Music Development	<b><u>Personal development, behaviour and welfare</u></b>	<ul style="list-style-type: none"> <li>• Funding given to PP children who want to</li> </ul>	£500	<p>15 children access music lessons free of charge</p>

	Ensuring that PP children can have the same opportunities as Non PP children	participate in private music tuition.		
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TOTAL SPEND £225,834