

Planned Pupil Premium 2017/18-Impact report

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. 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.

How is impact assessed?

The impact of the spend is assessed using formative data at the end of EYFS, Key Stage 1 and Key Stage 2. In addition to this summative data is used in the interim years. Books and examples of work are used for qualitative data Some impact is harder to assess using quantitative data, such as the impact of residential and visits. However, at Horton Grange these are an integral part of our ethos. We know that without them, many of our Pupil Premium children would not have the same breadth of experiences. This in impacts on their ability to discuss and write about the wider world and subjects they may cover in foundation areas. They also give the opportunity to build key life skills such as resilience and open mindedness.

The allocation for 2017-18 was £228,360.00

Intervention/focus for improvement	Link to school priorities/school development plan	Rationale	Planned Cost	Impact
<u>Early Talk Boost-ongoing intervention for Communication and Language</u>	Outcomes for children and learners School improvement goal 5: Improving outcomes for children in EYFS and narrowing gaps between key groups.	Following the success in terms of progress of previous sessions, 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 Wellcom-a speech and language assessment	£5000 (including early years PP spend)	In 2018 53% of PP children achieved GLD. Whilst the overall percentage had decreased from the previous year, PP children achieving in the areas of CLL/PSED/PD has increased.

		and delivery tool which is extensively used in early years will also benefit from funding to update current resources. Intervention delivered 3-4 x weekly small group to target children		
THRIVE/THE PLACE Staffing of The Place Training Ongoing CPD	Personal development and welfare School improvement goal: Behaviour and provision for children's welfare to be outstanding. 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. 4.3 To develop approaches to independent learning across schools so that children are observed to be confident, self-assured independent learners who persist when faced with challenges. 4.4 Increase the role of children in anti-bullying so that they work hard to prevent all forms of bullying behaviour	2 members of staff in The Place full time to deliver interventions <ul style="list-style-type: none"> 1 trained staff member running The Place (behaviour specialist) 1 trained TA working in The Place full time 4 trained Thrive practitioners in school to support work throughout school with the THRIVE approach including 1xTA to support with THRIVE in KS1 1 more EYFS staff member to be trained Ongoing CPD for existing members to retain their qualification (@£120 per person) 	Staffing, Initial training and ongoing CPD £60,000	Personal development and welfare judged as outstanding by SIP in June 2018 Ofsted (feb 2018) highlighted that personal development and welfare are extremely well supported and that behaviour is excellent. "The role played by the social and emotional base and its talented and respected staff is key, ensuring that pupils are ready to learn, with no issue blocking their path to success" Ofsted 2018 Fixed term exclusions remained very low (only 3 over the course of the year) 61 children are now on action plans. This number has reduced significantly since Thrive was introduced.
Trips (including residential) and memorable experiences.	<u>Personal development, behaviour and welfare</u> <u>Outcomes for children and learners</u> <u>Provision and opportunities to teach children to be life long readers and writers</u> 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.	<ul style="list-style-type: none"> PP children subsidised for cost of trips (for residentials PP children pay only the deposit) 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 Stem conference for Year 6 (Girls Into Stem) <u>Residential programme</u> <ul style="list-style-type: none"> <u>Year 4</u>-Kingswood-3 days <u>Year 5</u>-Edinburgh-3 days <u>Year 6</u>-Hawse End-3 days 	20,000	3 successful residentials took place further developing aspects of the children that will permeate through all areas of the curriculum such as resilience and increased vocabulary linked to their varied experiences. Trips linked to topics continue to provide much needed understanding and context and this can be seen both in their writing and through pre and post unit assessments
Ongoing maths CPD	<u>Outcomes for children and learners</u>	<ul style="list-style-type: none"> Ongoing CPD and resources linked to 		In KS1 77% of PP children reached the expected

<p>(Continued focus from last year to maintain momentum) and resources</p>	<p>Quality of Teaching and Learning-</p>	<p>developing concrete understanding through to mastery. Bridging the gap between concrete and abstract through bar modelling approaches</p> <ul style="list-style-type: none"> • 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 • Expanding of resources to support concrete understanding 	<p>£2500</p>	<p>standard (+12% on previous year and broadly in line with OTHERS nationally (2017) This represents a significant improvement in diminishing the difference. In KS2 85% of PP children reached the expected standard (+17% on previous year and exceeding OTHERS nationally (2018) This also represents a significant improvement in diminishing the difference and shows an improving trend over the last 3 years. TT rockstars continues to have a significant impact across the school in developing the fluency in mathematics</p>
<p>Continued development reading across school.</p>	<p>Outcomes for children and learners SDP targets</p> <ul style="list-style-type: none"> • Ensure that writing is high profile in each class and builds on reading for pleasure focus from 2016/17. • Build on class text approach introduced last year and use as stimulus for writing • Implement reciprocal reading programme (Y4 all + 6 x Y5 pupil and 6 x Y6 pupils to support a reading into writing approach 	<ul style="list-style-type: none"> • Reciprocal reading programme introduced • Purchase of new reading books for KS1 and 2 libraries • New library in KS2 to ensure high quality books available to all • Continuation of Lexia reading programme to build basic skills • Visiting authors 	<p>£10,000</p>	<p>Phonics Phonics continues to be a strength and shows ++ impact for the PP children 88% of PP children passed the phonics test compared to 81% others nationally (2017) Not only is this a significant increase from the previous year but also reflects a 3 year improving trend. Reading KS1 77% of PP children achieved the expected standard at the end of (+10 on previous year) This is (-3) compared to others nationally (2017) KS2 73% of PP children achieved the expected standard at the end of (+2 on previous year) This is (-6) compared to others nationally (2017) and this area, although improving remains a priority. The new library and visiting authors have improved enthusiasm for reading and ensured the children have access to a wide range of quality texts although transferring the skills of decoding to ensure children become ‘readers’ remains a priority for next year.</p>
<p>Development of writing throughout school</p>	<p>Outcomes for children School improvement goal: To improve outcomes in writing so that by the end of KS2 outcomes are at least in line with national (focus boys / pp</p>	<ul style="list-style-type: none"> • CPD-e.g. Pie Corbett training day to improve subject knowledge and encourage a structured and engaging approach to writing. • Visiting authors to engage children, help stimulate ideas and vocabulary 	<p>£10,000</p>	<p>KS1 63% of PP children achieved the expected standard at the end of (+5 on previous year) This is (-11) compared to others nationally (2017) and remains a key priority for next year. Although the improvement on last year shows some impact, the attainment of PP children in</p>

		<p>and encourage a writing ethos in school.</p> <ul style="list-style-type: none"> • Able writer's days delivered by Authors Abroad with a particular focus on more able PP children and boys 		<p>writing is not yet high enough</p> <p>KS2 81% of PP children achieved the expected standard at the end of (+15 on previous year) This is (-1) compared to others nationally (2017) which shows significant progress on previous years.</p>
Attendance rewards and tracking (continued focus)	<p>Personal development and welfare</p> <p>School improvement goal: Improve overall attendance and reduce persistent absenteeism.</p> <p>Target: 3.1b – Decrease the percentage of pp children with attendance below 90% so that the gap with other learners narrows. (pp 90% target 11%)</p>	<ul style="list-style-type: none"> • Attendance tracking, 1:1 support and weekly monitoring • Termly 100% attendance awards • Yearly 100% attendance trip • 'Asda' vouchers termly rewards for children above 95% and most improved attendance • Yearly reward (trip or visit) for the class with the best yearly attendance • Weekly stickers for children who have attended all week 	£2000	<p>PP Attendance remains an ongoing priority PP Attendance improved last year from 94.6 in 2017 to 95.2 in 2018 and was in line with all children. Pupil Premium Persistent Absentees had reduced from 13.4 in 2017 to 9.52 in 2018. This is -0.7 when compared to all nationally. Despite improvements raising the attendance of all, with a particular focus on SEND will be a key priority in the coming year. Ofsted priority "school systems and actions continue to improve pupils' rates of attendance and reduce persistent absence, especially for disadvantaged pupils, so that they at least match those found nationally"</p>
Staff member responsible for PP	<p>Outcomes for children and learners SDP Target:</p>	<ul style="list-style-type: none"> • Year 6 (50% PP) taught in small targeted groups to ensure all PP children make at least expected progress • SATs booster groups from Spring 2 (reading, SPAG and maths) • Continued coaching/support • Maths basic skills in Year 2 to boost times tables 	£53,000	<p>85% of PP children achieved the expected standard at the end of (+17 on previous year) This is (+4) compared to others nationally (2018) diminishing the difference by +12 on the previous years comparison In Year 5 82.4% of PP children made expected or above expected progress in maths (target group) TT rockstars used to boost times tables in Year 2. Significant improvements shown through assessments</p>
Increased management capacity to provide additional interventions, support, coaching and allowing for small classes	<p>Outcomes for children and learners SDP Target: Writing outcomes for the disadvantaged group to improve at the end of KS2 so that differences with others nationally diminish overtime.</p>	<ul style="list-style-type: none"> • Non class based SENCO to deliver specific interventions including Lexia (1 day per week of interventions) • Assistant Head Teacher/HOS delivering maths to Year 6 (small group) every morning to ensure accelerated progress (2 hours per day including interventions) • Deputy head teacher delivering daily phonics interventions and writing interventions in Year 3 (1 hr per day) 	£37,000	<p>Lexia Impact Of the children targeted with Lexia the number of them making expected or above expected progress in reading has increased. Impact on spelling is not yet clear and will be a continued focus for this intervention next year.</p> <p>AHT Maths Group All children made expected or above expected progress within this targeted group for maths</p>

				DHT phonics focus Strong attainment in phonics through targeted intervention (see data in Reading focus)
Staff member-family liaison and pastoral support officer	<u>Personal development, behaviour and welfare</u> SDP Target: 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"> • 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. • Running parent workshops and parent forums 	£28,000	Personal development, behaviour and welfare of which the pastoral support officer provides a key role graded outstanding in most recent SIP report Safeguarding judged by Ofsted to be good and staff are 'highly effective' Fixed term exclusions remain low Improvements have been made in attendance but remains a focus and key families will continued to be targeted for increased support
Breakfast Club Places	<u>Personal development, behaviour and welfare.</u> Targets: Improve overall attendance and reduce persistent absenteeism. 3.1b 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"> • Breakfast club places subsidised for PP children in order to positively impact on attitudes to learning and attendance 	£500	PP persistent absenteeism is 9.5% and breakfast club will continue to support both working and non-working families
Music Development	<u>Personal development, behaviour and welfare</u> Ensuring that PP children can have the same opportunities as Non PP children	<ul style="list-style-type: none"> • Funding given to PP children who want to participate in private music tuition. 	£200	20 PP children accessed free music tuition throughout the year and will continue to play next year.

TOTAL SPEND £228,200