

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
<u>EYFS</u>	<p><u>Goal 10: The effectiveness of Early Years to be judged as Outstanding</u></p> <ul style="list-style-type: none"> Improving outcomes for children in EYFS and narrowing gaps between key groups. 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 Increase the % of PP children who reach GLD 	<ul style="list-style-type: none"> 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 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 Update of maths resources to boost early years provision in number Resources to support continued development of the environment and provision to support all areas of learning 	£5000 (including early years PP spend)
<u>THRIVE/THE PLACE</u>	<u>Personal development and welfare</u>	2 members of staff in The Place full time to deliver interventions	Staffing, Initial

<p><u>Staffing of The Place Training</u> <u>Ongoing CPD</u></p>	<p><u>Goal 5 : Behaviour and provision for children’s welfare to be outstanding.</u></p> <ul style="list-style-type: none"> Continue to reduce and maintain the number of fixed term exclusions Ensure the Thrive provision continues to impact on social and emotional development 	<ul style="list-style-type: none"> 1 member of staff currently undertaking Thrive training 1 trained TA working in The Place full time trained Thrive practitioners in school to support work throughout school with the THRIVE approach 1 more EYFS staff member to be trained Ongoing CPD for existing members to retain their qualification (@£120 per person) Thrive refresher training for all staff (October training day) 	<p>training, whole staff CPD and ongoing CPD</p> <p>£56,500</p>
<p><u>Behaviour systems and rewards</u></p>	<p><u>Personal development and welfare</u> <u>Goal 5 : Behaviour and provision for children’s welfare to be outstanding.</u></p> <ul style="list-style-type: none"> School improvement goal: Behaviour and provision for children’s welfare to be outstanding 	<ul style="list-style-type: none"> Purchase of epraise online reward system Merit rewards and experiences 	<p>£3000</p>
<p><u>Metacognition focus</u></p>	<p><u>CIF: Quality of Teaching, Learning and Assessment</u> <u>Goal 3 100% of teaching to be at least good with an increasing amount outstanding</u></p> <ul style="list-style-type: none"> Build on metacognition work Continue to develop Blooms and questioning Develop the children’s resilience through ‘being in the pit’ and training and work around metacognition 	<ul style="list-style-type: none"> 2 staff to attend metacognition (3 day) training at Huntington Research school, York and disseminate through staff CPD Targeted staff CPD through staff meeting time Resources linked to metacognition and its development in classrooms 	<p>£1000</p>
<p><u>Trips (including residential) and memorable experiences.</u></p>	<p><u>Personal development, behaviour and welfare</u> <u>Provision and opportunities to teach children to be life long readers and writers</u></p> <ul style="list-style-type: none"> 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 t topics through experiences. 	<ul style="list-style-type: none"> PP children subsidised for cost of trips <p>FSM children pay only £20 (deposit) PP children to pay half</p> <ul style="list-style-type: none"> 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) <p><u>Residential programme</u></p> <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 <u>Year 6 end of year residential</u> (FSM children to pay only the deposit) <p>Potential year 3 residential to Gibside (one night) depending on parental buy</p>	<p>£15,000</p>

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Provision linked to trips	<p><u>Personal development, behaviour and welfare</u></p> <ul style="list-style-type: none"> 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. Improve the curriculum further to engage PP children 	<ul style="list-style-type: none"> Hired minibus (Yearly cost) Cost for staff training to drive and obtain a licence for mini bus National Trust Membership 	£12,100
Development of maths across school and outcomes in maths for PP children	<p><u>CIF: Outcomes for children</u></p> <p><u>Goal 8: Key Stage 1 Outcomes to be judged at least good</u></p> <p><u>Goal 9: Key Stage 2 Outcomes to be judged at least good.</u></p> <ul style="list-style-type: none"> Improve standards of basic fluency in maths for PP children Increase the % of PP children who exceed the expected standard in maths and achieve greater depth 	<ul style="list-style-type: none"> Ongoing CPD and resources linked to developing concrete understanding through to mastery. Bridging the gap between concrete and abstract through bar modelling approaches 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 Year 6 maths taught in small classes to target provision (2 x SLT members of staff) 5 sessions per week Able maths days targeting PP children 	£4000
Development of Phonics	<p><u>Goal 7: Phonics outcomes t continue to demonstrate outstanding attainment for all groups</u></p> <ul style="list-style-type: none"> PP children attain highly in phonics (88%) and this compares well to others nationally This should continue and continue to serve as a solid platform to develop reading skills beyond decoding 	<ul style="list-style-type: none"> Staff development/training for staff delivering RWI Update of RWI resources 	£2000
Continued development reading across school.	<p><u>Increase the % of PP children that achieve the expected standard in reading</u></p> <ul style="list-style-type: none"> Interventions for PP children and previous low attainers (Lexia and Reading Plus) 	<ul style="list-style-type: none"> Reciprocal reading programme continued Continued purchase of high quality books to develop childrens reading ability beyond decoding Continuation of Lexia reading programme to build basic skills Purchase of Reading Plus intervention for PP children who may not reach the expected standard Visiting authors 	£8000
Development of writing throughout school	<p><u>CIF: Outcomes for children</u></p> <p><u>Goal 8: Key Stage 1 Outcomes to be judged at least good</u></p>	<ul style="list-style-type: none"> CPD-continued CPD (external and internal) to develop subject knowledge and expertise. CPD to include TA's who 	£3000

	<ul style="list-style-type: none"> • Increase the % of children at KS1 who achieve the expected standard in writing • Improve standards in basic skills of spelling, handwriting and punctuation for PP children • Raise overall attainment of disadvantaged group so that the difference with others nationally diminish 	<p>deliver RWI programme</p> <ul style="list-style-type: none"> • Visiting authors to engage children, help stimulate ideas and vocabulary and encourage a writing ethos in school. • Able writer's days delivered by Authors Abroad with a particular focus on more able PP children and boys • Purchase of class based resources to help support the development of basic skills (Nelson Handwriting, Spelling Shed) 	
Attendance rewards and tracking (continued focus)	<p><u>CIF: Personal development and welfare goal 4 : Improve overall attendance and reduce persistent absenteeism.</u></p> <ul style="list-style-type: none"> • Improve the overall attendance so that it is at least in line with whole school target of 96% • Decrease the percentage of PP children and SEND with attendance below 96% so that the gap with other learner narrows. • Continue to engage key families • Develop links with family gateway 	<ul style="list-style-type: none"> • Member of SLT responsible for attendance to drive initiatives and track progress • 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 • Link to epraise merit system and class dojo • Allocation of a staff member to a child who is PP/PA as a mentor 	£3000
Staff member responsible for PP	<p><u>Outcomes for children and learners SDP Target:</u></p>	<ul style="list-style-type: none"> • Year 6 (44%PP) taught in small targeted groups to ensure all PP children make at least expected progress • SATs booster groups from Spring 1 (reading, SPAG and maths) • Continued coaching/support • 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 	£53,800
Increased management capacity to provide additional interventions, support, coaching and allowing for small classes	<p><u>Outcomes for children and learners Goal 8 and 9:Outcomes at KS 1 and 2 to be judged at least good</u></p> <p>Focus for PP children Key Stage 1-writing Focus for PP children Key stage 2-reading and SPaG</p>	<ul style="list-style-type: none"> • Assistant Head Teacher/HOS delivering maths to Year 6 (small group) every morning to ensure accelerated progress (2 hours per day including interventions) • SENCO delivering Literacy in Year 5 (small group, focus PP/SEND) 	£19,500 £8,300
Staff member-family liaison and pastoral support officer	<p><u>Personal development, behaviour and welfare SDP Target:</u></p>	<ul style="list-style-type: none"> • Liaising with parents in terms of • attendance and referrals to EWO 	£30,734

	<p>4.1 For the behaviour of pupils and provision for their welfare to be graded outstanding.</p> <p>4.2 To continue to reduce / maintain the low number of fixed term exclusions.</p> <p>4.4 Increase the role of children in anti-bullying so that they work hard to prevent all forms of bullying behaviour</p>	<ul style="list-style-type: none"> • 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 	
Breakfast Club Places	<p><u>Personal development, behaviour and welfare.</u></p> <p>Targets: Improve overall attendance and reduce persistent absenteeism.</p> <p>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%)</p>	<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
Music Development	<p><u>Personal development, behaviour and welfare</u></p> <p>Ensuring that PP children can have the same opportunities as Non PP children</p>	<ul style="list-style-type: none"> • Funding given to PP children who want to participate in private music tuition. 	£500

TOTAL SPEND £225,834