

2019/20 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. We use findings from high quality, research based evidence including that of the Education Endowment Foundation to help inform the decisions we make, recognising that the biggest impact on the outcomes for disadvantaged children is quality first teaching. 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 is central to not only how finance is allocated but also in every decision made. We aim to ensure that no one is educationally, socially or culturally disadvantaged and we work closely with Children's North East to poverty proof the school day. 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 2019/20 is £212,520

Intervention/focus for improvement	Link to school priorities/school development plan INTENT	Rationale	Planned Cost
EYFS	Targets 1.1 To increase the % of children who achieve the ELG in PSED and PD 1.2– To increase the % of children who reach the ELG in knowledge and understanding of the world and expressive arts 1.3 To increase the % of children who achieve the reading ELG	<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	£10,000 (including early years PP spend)

	1.4 To increase the % of children who exceed in maths ELG	<ul style="list-style-type: none"> Nursery Apprentice used to provide sustained and frequent opportunities for 1:1 reading and phonics work Resources to support continued development of the environment and provision to support all areas of learning with a particular focus on physical development 	
<u>THRIVE/THE PLACE</u> <u>Staffing of The Place</u> <u>Training</u> <u>Ongoing CPD</u>	<u>Personal development and welfare</u> <u>Targets</u> 8.1 To reduce the number of Time out Cs 8.2 To reduce the number of fixed term exclusion 8.3 To ensure the thrive approach is used consistently and effectively by all (focus support and lunch staff) to promotes positive behaviour	<ul style="list-style-type: none"> 2 members of staff in The Place full time to deliver interventions both of whom are fully trained Thrive practitioners trained Thrive practitioners in school to support work throughout school with the THRIVE approach Parent Support Officer to be Thrive trained and subsequently train in family Thrive in order to better support parents and families Ongoing CPD for existing members to retain their qualification (@£120 per person) CPD for support staff / PE apprentice to provide basic understanding of Thrive language with a focus on de-escalation strategies / scenario based Planned areas and provision on yard to ensure 'safe space' SLT member on the yard to model on the spot The Place continue to be accessible for drop ins to support lunch time staff in ensure positive behaviour on the yard Teaching staff to model Thrive approaches 	Staffing, Initial training, whole staff CPD and ongoing CPD and resources £60,000
<u>Behaviour systems and rewards</u>	<u>Behaviour and Attitudes</u> <u>Targets</u> 8.1 To reduce the number of Time out Cs 8.2 To reduce the number of fixed term exclusion 8.3 To ensure the thrive approach is used consistently and effectively by all (focus support and lunch staff) to promotes positive behaviour	<ul style="list-style-type: none"> Purchase of epraise online reward system Merit rewards and experiences Continued and consistent use of Thrive (referenced below) pupils Member of SLT responsible for the behaviour and personal welfare of 	£3000
<u>Teaching and learning- metacognition focus and diminishing the difference in outcomes for PP children</u>	<u>CIF: Quality of Education</u> Targets-KS1 and 2 3.1 – To increase the % of pp children who reach expected standard in maths (also focus Year 3) 3.2 – To increase the % who reach the higher	Build on metacognition work <ul style="list-style-type: none"> Targeted staff CPD through staff meeting time Resources linked to metacognition and its development in classrooms Continue to develop Blooms and questioning 	£1000

	<p>standard in Reading, writing and maths (KS1)</p> <p>3.3 – To increase the %of children who pass the Y2 phonic resit (KS1)</p> <p>4.1 To increase the % of children who reach expected standard in SPAG so that it is at least in line with national (KS2)</p> <p>4.2 To increase the % who make expected progress standard in reading (focus 3,4 &5)</p> <p>4.3 To increase the % who reach higher standard in maths (progress of high prior attainers (focus 3,4 and 5)</p>	<ul style="list-style-type: none"> • Develop the children’s resilience through ‘being in the pit’ and training and work around metacognition • Training for new staff given by a member of SLT • Metacognition work to be developed across and through the curriculum 	
<p><u>Trips (including residential) and memorable experiences.</u></p>	<p><u>Targets</u></p> <p>7.4 To develop cultural capital through the curriculum through defining, planned knowledge, skills and rich experiences</p> <p>12.1 To further develop learning around the work of work and future aspirations and employment.</p> <p>12.2To devise a programme of rich experiences for children at HG (cultural capital)</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 to topics through experiences. • Ensure children have experiences that enrich both the school curriculum and also celebrate their local environment, history and heritage so they can speak and reflect knowledgably and meaningfully about it. • Develop consistent high levels of respect when outside in the community 	<p>PP children subsidised for cost of trips FSM children pay only £20 (deposit) PP children to pay half</p> <p>Ensure key knowledge is mapped out in draft curriculum maps Match progression in skills to subject curriculum map Develop a planned map of rich experiences linked to curriculum, needs of children, HG values, locality and heritage linked to vocabulary in context. Provision map for PP children to ensure they have equality of experience Introduce class visits chronology to develop through school (photo album) and refer back to. Ensure visits are targeted and planned to maximize intended impact / cultural capital Develop links with local expertise such as the Blyth Hub</p> <p><u>Visits linked to curriculum and developing cultural capital</u></p> <p><u>Year 1</u> Blue Reef Aquarium (curriculum focus-animals) Beach/Lighthouse and ASDA Beamish Nurse visit (in school) Forest School</p> <p><u>Year 2</u></p>	<p>£15,000</p>

		<p>Plessey Woods Cowpen Road Visit a Local Church (Cultural development) Fire Engine (safety and respect in the community) Alnwick Castle (local heritage, historical link) Kirkley Hall (science focus) Clean Blyth Beach (environmental focus) Beamish – Transport Visit to Newcastle – Discovery Museum</p> <p><u>Year 3</u> Marsden Rock (coastal changes over time and impact of environmental change) Falconry (Visitor) Mosque (cultural development) Great North Museum (historical focus-Ancient Egypt) Visitor: Northumberland Young Farmers (understanding our local, cultural and faming heritage)</p> <p><u>Forest School</u> Woods visit Glendale Show</p> <p><u>Year 4</u> Synagogue (cultural development) Arbeia/Vindolanda (History focus) Box of delight outreach (History) Centre for Life (Science focus) Gateshead sculpture trail (Art)</p> <p><u>Year 5</u> Blyth Port-Link to DT curriculum Great North Museum – planetarium/ Centre for life planetarium (Space camp) Beamish Edinburgh/London residential Bugs ‘n’ Stuff visitor River Aln trip</p> <p><u>Year 6</u> Blyth Battery (WW2 link)</p>	
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<p><u>Development of maths across school and outcomes in maths for PP children</u></p>	<p><u>Targets</u></p> <p>1.4 To increase the % of children who exceed in maths ELG</p> <p>3.1 To increase the % of pp children who reach expected standard in maths in KS1 (Also focus Year 3)</p> <p>3.2 To increase the % who reach the higher standard in Reading, writing and maths</p> <p>4.3 To increase the % who reach higher standard in maths at KS2 (progress of high prior attainers (focus 3,4 and 5)</p>	<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 • External CPD linked to White Rose maths and mastery approach to ensure all staff have the subject knowledge and approach to maximise learning and retention • 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 • Further resources linked to White Rose Maths • Year 6 maths taught in small classes to target provision (2 x SLT members of staff) 5 sessions per week-Year 6 and Year 4 focus • Able maths days targeting PP children (higher standard) 	£4000
<p><u>Development of Phonics</u></p>	<p><u>Target</u></p> <p>2.0 – To increase the % of children who pass the year 1 phonic test so that outcomes are above national</p> <p>3.3 To increase the %of children who pass the Y2 phonic resit</p>	<ul style="list-style-type: none"> • Staff development/training for staff delivering RWI including the additional training of new staff to ensure consistency and children leaving Year 1 have the necessary fluency to continue as readers • Update of RWI resources 	£2000
<p><u>Continued development reading across school- Learning to Read and Reading to Learn</u></p>	<p><u>Target</u></p> <p>4.2 To increase the % who make expected progress standard in reading (focus 3,4 &5)</p> <p>To further increase the profile of reading at HG and build on previous school improvement work</p> <ul style="list-style-type: none"> • To increase reading opportunities across 	<ul style="list-style-type: none"> • Reciprocal reading programme continued and ongoing training • Continued purchase of high quality books to develop children’s reading ability beyond decoding including reading books matched to phonic ability and books that support the wider curriculum • Continuation of Lexia reading programme to build basic 	£15,000

	the curriculum	<p>skills</p> <ul style="list-style-type: none"> • Purchase of Reading Plus intervention for PP children who may not reach the expected standard 	
<u>Development of writing throughout school</u>	<p><u>Quality of Education</u></p> <p><u>Targets</u></p> <p>6.1 To embed a consistent approach to the teaching of spelling, handwriting, vocabulary, grammar and punctuation so that fluency does so not hinder progress.</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 deliver RWI programme • 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) 	£6000
<u>Attendance rewards and tracking (continued focus)</u>	<p><u>Targets</u></p> <p>7.1 To increase overall attendance so that it is above 96%</p> <p>7.2 To reduce PA for the disadvantaged group</p>	<ul style="list-style-type: none"> • Continue to engage key families • Develop links with family gateway, Leading Link and the Laurel Trust • Member of SLT responsible for attendance to drive initiatives and track progress • Attendance tracking of key children, families and groups • Termly 100% attendance awards • Yearly 100% attendance trip • 'Asda' vouchers termly rewards for children above 95% and most improved attendance • Weekly stickers for children who have attended all week • Link to epraise merit system • family liaison and pastoral support officer to support with attendance and organise events with the outside agencies to support families and impact on attendance 	£3000
<u>Staff member responsible for PP</u>	<p><u>Continue to raise the attainment of PP children so that the differences with others nationally diminish at key assessment points</u></p> <ul style="list-style-type: none"> • increase outcomes for PP children in all areas • Increase the % of PP children working at greater depth in all areas • Ensure consistency of basic skills such as 	<ul style="list-style-type: none"> • Year 6 (56%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 to ensure consistency and development of first quality teaching • Year 4 (55% PP) maths (16 children) taught daily (5 x 1hr 	£45,000

	spelling, punctuation, handwriting, mathematical fluency and reasoning	sessions per week) to accelerate progress and ensure they reach expected standard by end of KS2	
<u>Increased management capacity to provide additional interventions, support, coaching and allowing for small classes</u>	<u>Leadership and management Targets</u> 13.3 Develop the role of the Literacy and Numeracy leads so that they have an accurate view of strengths and weaknesses in their subject standards achieved and are effective in bringing about school improvement priorities. 13.4 Develop the role of the subject leader in foundation subjects linked to the revised curriculum so that they impact on the quality of education and are confident with the 'deep dive model'. 13.5 Ensure that subject leaders and teachers are confident with the curriculum intent for the subject and the act to ensure implemented effectively.	<ul style="list-style-type: none"> Deputy Head Teacher delivering maths to Year 6 (small group) every morning to ensure accelerated progress (2 hours per day including interventions) SENCO delivering RWI phonics and 1:1 sessions Targeted maths groups (referenced in spend above) 	£8000 £6000
<u>Staff member-family liaison and pastoral support officer</u>	<u>Personal Development Targets</u> 11. 3To involve parents of children on Thrive action plans in using Thrive approaches at home. 11.4 To improve provisions in school to support mental health and well-being	<ul style="list-style-type: none"> Liaising with parents in terms of supporting their children. 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. Become a Thrive practitioner and undergo family Thrive training in order to better support parents and families Running parent workshops and parent forums Maintain links with participants of the Laurel trust and Leading Link Begin to lead family Thrive workshop as part of parent forum programme 	£31,000

<p><u>Breakfast Club Places</u></p>	<p><u>Personal development,</u></p> <p><u>Targets:</u> Improve overall attendance and reduce persistent absenteeism.</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 	<p>£500</p>
<p><u>Development of skills beyond the curriculum-enrichment clubs</u></p>	<p><u>Personal development-</u> to ensure that all children have access to and engage in a curriculum that extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents</p> <p><u>Target</u> 10. 3To increase the range, quality and uptake of extra curricular activity</p>	<ul style="list-style-type: none"> • Fund music tuition for PP children • Fund or support after school clubs that have a cost implication • Allocated responsibility for clubs to staff (arts/ music and sports) • Devise termly programme for clubs and publish on website • Balance between after school clubs and lunch time clubs to ensure targeted participation (link pp planned spend) • Range of clubs on offer to ensure opportunities to develop talents and interests and provide new experiences • Monitor uptake and quality (registers and pupil voice with a PP focus) 	<p>£2, 500</p>

TOTAL SPEND £212,000