



Pupil Premium



What is it?

Schools receive a payment, or Pupil Premium for any child who:

- who have been in receipt of free school meals at any point in the past 6 years or
- who have been continuously looked after the past six months or
- whose parents are currently serving in the armed forces.

Schools are held accountable for this funding. Performance tables will capture the achievement of disadvantaged pupils covered by the Pupil premium. Hillstone School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged pupils to improve their academic outcomes. This will take the form of both academic and pastoral support. The range of strategies will be evidence based using strategies identified by the Education Endowment Trust, past experience, or by other schools. Research shows that for disadvantaged pupils the most effective strategy is quality first teaching .

Page 2 shows a summary of how much pupil premium we received last year and the performance of our disadvantaged children compared to non-disadvantaged children nationally in the previous year.

Pages 3 - 8 give a more detailed description of the strategy, the rationale behind it and the impact that it had. We then give a recommendation as to whether this strategy should be continued this year.

Pages 9 - 16 Show the amount of pupil premium we have received this year and the specific strategies that we intend to utilise.

Summary of Pupil Premium for 2014-15

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED 2014-15

Total number of pupils on roll September 2014 (excluding nursery and kindergarten)	412
Total number of pupils eligible for Pupil Grant	235 = 58.1%
Amount of Pupil Premium Grant received per pupil	£1320
Total amount of Pupil Premium Grant received	£312,000
Total expenditure September 2014 – July 2014	£317,577

PERFORMANCE OF PUPILS AT END OF KS2

PUPILS ELIGIBLE FOR PUPIL PREMIUM IN 2014 AND 2015 COMPARED WITH NON-PUPIL PREMIUM NATIONALLY IN 2014

Academic year	School (2013/14)	School (2014/15)	National (2013/14)
% pp pupils attaining L4+ in Reading, Writing and Maths combined	68.2%	82.4%	83%
% pp pupils attaining L4+ Reading	84.1%	82.4%	92%
% pp pupils attaining L4+ Writing	79.5%	88.2%	89%
% pp pupils attaining L4+ Spelling, Punctuation and Grammar	70.5%	91.2%	81%
% pp pupils attaining L4+ Maths	79.5%	97.1%	90%
% pp pupils making expected progress (2 levels) in Reading	93.0%	86.7%	92%
% pp pupils making expected progress (2 levels) in Writing	95.3%	100%	94%
% pp pupils making expected progress (2 levels) in Maths	90.7%	100%	84%

2. Key Objective: To support FSM meal children who have fallen behind in reading in Y1 and 2

Action:

Reading recovery teacher working with approx 15 children
 Lunchtime supervisors to work an additional hour after lunch trained to hear readers.
 Reading/writing toolbox provided for all reception parents.

Rationale:

Even with additional phonic support through read write inc, some children still need further intervention.
 The introduction of read Write inc means teachers are struggling to find time to hear readers. Parents like to know that their child has been heard read and book changed if necessary. By having additional readersk this engages parents and creates opportunities to build bridges with parents expressing the importance of reading.
 Supporting all parents in reception, we will put together a tool box of activities (fine motor skills and books) for parents to keep. This will be given out at an inspire workshop. Parents of pp children will be specifically targeted.

Success criteria:

Close the gap between pp children and non pp children attaining level 2+ reading in KS1 Sats.
 Gap for School in 2014 was 16.8% - national gap was 12% in 2013.

Monitoring & Evaluation

Reading for all pupils improved to 87.9% by the end of key stage 1. The in-school gap between disadvantaged and non-disadvantaged has closed by 12.7% and is now only 4%. Our higher ability children (those attaining level3) actually performed better than the non disadvantaged.

Recommendation

This has been a successful programme and should continue.

Staffing:	Resources	Cost: £
5 Lunchtime supervisors (5 hours per week.)		6683
Reading recovery teacher	Resources	500
		27,437
	RR reading recovery training.	1,000
		Total = 35,620

3. Key Objective: To close the attainment gap for disadvantaged children in English and maths throughout school

Action:

A series of interventions delivered by fully trained teaching Assistants. The interventions will be provided for all children who need them but the costings have been worked out as a percentage of children eligible for pupil premium who receive each intervention. This is predominantly pupil premium children.

Fine motor skills

Word Shark

Language Land

Double digits

Key words

Rationale:

Some children in the juniors (predominantly pupil premium) struggle to make adequate progress or attainment because they are lacking basic core skills. The series of interventions will plug this gap.

Success criteria:

Close the attainment gap between pp and non pp children in English and maths throughout the school.

Monitoring and Evaluation

At key stage 1, the gap reduced dramatically in reading and slightly in writing.

In key stage 2, at 4+ the gap in year 6 was reduced in both reading and writing. In spelling and grammar there was a huge improvement which actually led to disadvantaged pupils overtaking non-disadvantage in attainment. However, the picture for higher attainers at KS2 is not so positive particular in reading and not as many pupil premium children made expected progress as non-pupil premium.

Recommendation

Vicki to evaluate each individual intervention. Greater emphasis to be placed on completing intervention tracking sheet and ensuring few gaps. Continue with successful interventions and introduce a strategy to help more pupil premium attain higher levels.

Staffing:

Teaching Assistants (25% of total TA costs)

Resources:

Fine Motor Skills consultant

Speech and Language

Cost: £

131,118

2,500

5,000

Total = 138,618

4. Key Objective: To improve the learning outcomes of children in years 5 and 6.

Action:

Easter Revision Class for children in year 6.

After school Tutors

Learning mentors

Rationale:

This was not an issue for us in previous years indeed by some measures pp children outperformed non pp children. However, in 2014 there was a noticeable gap. This was largely a cohort specific issue but nevertheless we have decided to trial a more targeted approach. We will continue to run Easter Revision classes for all children who want to attend. We will ensure that we target pp children and try to remove any barriers to attendance. We believe that some of the children would benefit from a named member of staff (TA) who will meet them daily (most attend breakfast club) and talk to them ensuring they have completed homework and reading tasks. We will trial the use of tutors bought in from a company for after school tutoring for year 5.

Success criteria:

To decrease gap between outcomes for pp children and non-pp children whilst raising attainment for all.

E.g. The gap between Reading , Writing and Maths L4+ combined in 2014 was 28.6% - School.

The equivalent national figure was 14% last year.

Monitoring and Evaluation

The attainment gap lessened dramatically at 2015 sats. This was due to a number of factors though. After school tutors and learning mentors did not take place and Easter Revision classes, although successful do not account for all of the improvement.

Recommendation

Continue with Easter Revision classes for y6 children

Introduce tutors

Staffing:

Teachers for Easter Revision

Resources**Actual Cost:**

£1,000

PASTORAL

5. Key Objective: To improve health well being , attendance and punctuality

Action:

- Provide a free breakfast club
- Have a walking Bus
- Use the services of Big Community
- Employ a pastoral manager

Rationale: Using a pupil centred approach we will use pupil and school support to hold group discussion with pupil premium children to see what they think would make a difference for them.

Providing incentives and help children to get to school regularly, punctually and having eaten a hot breakfast will remove some barriers to learning for some of our children. The use of a pastoral manager and the services of the Big Community provides specialised support for a number of our families who are in difficulty for a variety of reasons. The difficulties impact on children's learning.

Success criteria:

- Reduction of number of children who are persistently absent
- Target of 96% attendance
- Continued reduction in the number of lates

2013	3,268
2014	2,062

Monitoring and Evaluation

Attendance for the year remained at 95.8%. Persistent absence dropped to 3.3% which whilst still above national averages was a significant improvement. Two parents were taken to court regarding children's high absentee rate. Punctuality improved thanks to the punctuality league and the figure was reduced to 1737 from 2062

Recommendation

Pastoral support in particular any strategies that improve attendance should continue.

Staffing:

- Pupil Centred focus groups
- Big Community
- Walking Bus
- Breakfast Club
- Pastoral Manager

Cost:

- 300
- 11,000
- 8108
- 23,000
- 32,519
- Total = 74,927

6. Key Objective: To improve curriculum engagement and academic achievement.

Action:
Subsidise half termly topic related trips for pupil premium children when needed.
Subsidise annual residential for pupil premium children in years 2 - 6

Rationale:
Residentials and educational visits are all linked to the topics. They make a huge difference to pupils' engagement and to their understanding of the topic.

Success criteria:
All children able to attend every half term topic related visit
All children have opportunity to attend annual residential.

Monitoring and Evaluation
In most indicators the gap between disadvantaged and non-disadvantaged children was reduced. It is difficult to show a direct link between such enrichment activities and attainment but we know from pupil and parents' questionnaires they consistently say how much they value these opportunities. We also know from the quality of work how valuable they are for the children's understanding and engagement. Children would not be able to attend if these were not subsidised.

Recommendation
Trips and residential opportunities should continue to be subsidised. As can be seen below, the school spent on transport costs for children to participate in cultural and sporting activities. It is recommended that the school invests in mini buses although this will come from school budget share.

Staffing:	Resources Transport to participate in sporting and cultural events. Trips Residential	Cost: £13,773
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Proposed spending of Pupil premium for 2015-16

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT RECEIVED 2015-16 (indicative)

Total number of pupils on roll September 2015 (excluding nursery and kindergarten)	416
Total number of pupils eligible for Pupil Grant	56.7%
Amount of Pupil Premium Grant received per pupil	£1320
Total amount of Pupil Premium Grant received	312,228
Total Expected expenditure September 2015 - 2016	312,237

PERFORMANCE OF PUPILS AT END OF KS2

PUPILS ELIGIBLE FOR PUPIL PREMIUM IN 2015 COMPARED WITH NON-PUPIL PREMIUM NATIONALLY IN PREVIOUS YEAR.

Academic Year	School (2014/2015)	National (2013/2014)
% pp pupils attaining L4+ in Reading, Writing and Maths combined	82.4%	83%
% pp pupils attaining L4+ Reading	82.4%	92%
% pp pupils attaining L4+ Writing	88.2%	89%
% pp pupils attaining L4+ Spelling, Punctuation and Grammar	91.2%	81%
% pp pupils attaining L4+ Maths	97.1%	90%
% pp pupils making expected progress (2 levels) in Reading	86.7%	92%
% pp pupils making expected progress (2 levels) in Writing	100%	94%
% pp pupils making expected progress (2 levels) in Maths	100%	84%

OVERVIEW OF PUPIL PREMIUM STRATEGY FOR 2015-16

Following an evaluation of last year's pupil premium spending, where we felt we had been very successful as a school, it was decided that we would continue all of last year's strategies but that there were to be some adjustments to them. Evaluating summative data at the beginning of the year, there were four areas where we found that the gap could be reduced still further. These four areas are:

- Literacy and maths at early years (this is predominantly an issue for disadvantaged boys)
- Phonics in Key stage 1
- Higher achievers in readers in Key stage 1
- Higher achievers in reading at key stage 2

Strategy	Continued or New	Evidence base	Link to School Improvement plan
Read, Write, Inc	Continue with adjustments	Education Endowment Fund suggests gains of +4 months Own data shows we improved phonic test scores by 10%. End of year data for Rec, Y1 and Y2 was considerably higher.	
Targeted Reading support	Continue with adjustments	Our KS1 reading attainment improved and the introduction of reading helpers kept parents on board.	/
Targeted TA interventions	Continue with adjustments	Education Endowment Fund suggests gains of +6 months for early years interventions. They do not suggest such impact from generally having TA's in a classroom. However, we have trained our TA's in specific interventions and are confident that with focus and excellent tracking we will make a difference. The primary focus though will be on Early Years, specifically speech and language and fine motor skills.	Link with reading and maths mastery both on the school improvement plan.
Early Years	New		
Holiday learning.	Continue with adjustments	Education Endowment Fund shows small benefits can be had. We will continue with our Year 6 Easter 2-day revision programme which can help children when it comes to exam techniques and the King Edward gifted and talented summer school programme	
Attendance strategies	Continue with adjustments	Qualitative suggests the Golden Adventure, punctuality league, breakfast club and walking bus have all improved attendance and reduced number of lates.	
Enriching curriculum	Continue with adjustments	Providing visits and visitors that support the curriculum has led to quality first wave teaching for all. If we did not subsidise these trips they would not be able to take place	
Maths mastery	New	Education Endowment Fund suggest gains of 8+ months	/
Feedback	New	Education Endowment Fund suggest gains of 8+ months	

1. Key Objective : Close the gap in attainment for pass rate at Year 1 phonic test.		
Action: Read, Write Inc Continue daily Read, Write Inc sessions for all children Provide focussed and additional 1 o 1 coaching for all children in year 1 for have fallen behind in programme.		
Rationale: This was a highly successful initiative last year. All children made huge gains in the phonic knowledge and our results were above the national average. Although our children out performed nationally, there is a gap between our disadvantaged and non-disadvantaged in year 1. We will therefore continue with read, write inc programme but additional support, 1 to 1 coaching will be given to pupils in year 1.		
Success criteria: Close the gap between our free school meals and non-free school meals in Year 1 phonic test. Currently the gap is 26.9%		
Monitoring and Evaluation		
Staffing: Read Write Inc Manager (V Chudleigh 1 day) 8 x Teacher Assistants (1 hour per day)	Resources: Training Resources	Cost: £ 11,705 27,910 2500 7800 Total 49,915

2. Key Objective: To close the gap between disadvantaged and non-disadvantaged readers at key stage 1 and 2.

Action:

- Lunchtime supervisors to work an additional hour after lunch trained to hear readers.
- Training for teachers to deliver improved group reading sessions.
- More rigorous tracking placed on higher level readers and targeted support where necessary.

Rationale:

- Even with additional phonic support through read write inc, some children still need further intervention. The introduction of read Write inc means teachers are struggling to find time to hear readers. Parents like to know that their child has been heard read and book changed if necessary.
- Quality first wave teaching is the most effective means of reducing gap between advantaged and disadvantaged. We will therefore target an improvement in group reading for all classes.
- The largest gap for our readers is at the higher levels particular at key stage 2.

Success criteria:

At key stage 1 we should reduce the current gap of 9.4% who achieved a 2B+

At key stage 2 we should reduce the current gap of 26.7% at 4B+

Children will not be measured but the new pass rate is likely to be at these higher levels so our success criteria will be reducing the pass rate between disadvantaged and non disadvantaged.

Monitoring & Evaluation

Staffing:

5 Lunchtime supervisors (5 hours per week.)

Resources

Training by Literacy consultant and school literacy lead on group reading

Cost: £

9683

3. Key Objective: To close the attainment gap for disadvantaged children in English and maths in the Early Years.

Action:
A series of interventions delivered by fully trained teaching Assistants. The interventions will be provided for all children who need them but the costings have been worked out as a percentage of children eligible for pupil premium who receive each intervention. This is predominantly pupil premium children.

Rationale:
Our biggest differences occur in the Early Years (particularly for boys) A series of interventions such as fine motor skills, language land etc should close that gap.

Success criteria:
Close the attainment gap between disadvantaged and non disadvantaged children in literacy and maths at the end of Early Years. Currently gap of 16.1% in literacy and 21.4% in maths.

Monitoring and Evaluation

<p><i>Staffing:</i> <i>Teaching Assistants (25% of Total TA budget)</i></p>	<p><i>Resources:</i></p> <p><i>Training</i> <i>Fine Motor Skills consultant</i> <i>Speech and Language</i></p>	<p><i>Cost: £</i> <i>143,312</i> <i>2500</i> <i>2500</i> <i>5,000</i></p> <p><i>Total 153,312</i></p>
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4. Key Objective: To improve the learning outcomes of higher attaining children in years 5 and 6.

Action:

Easter Revision Class for children in year 6.
Summer school for G and T year 5 pupils in conjunction with King Edwards.
Learning mentors from King Edwards School
Closer targeted tracking

Rationale:

Our results generally showed that we performed well in all subjects at key stage 2 last year. Although there was a gap of 9% at reading at level 4+ – in other subjects the gap was below 4%. However this gap widens when it comes to the higher level results. The gap at maths at level 5 was 30%.

Success criteria:

Gap between disadvantaged and non-disadvantaged children attaining higher levels in reading, writing and maths to be reduced. Current gap is
Reading L5 18.4%
Writing L5 18.4%
Maths L5 30.1%
This will not be a straight forward level as the SATs test will be different next year. However we believe that higher attaining children will still be reported on.

Monitoring and Evaluation

Staffing:

Teachers for Easter Revision

Resources

Actual Cost: £

1,200

PASTORAL

5. Key Objective: To improve health well being , attendance and punctuality

Action:

Provide a free breakfast club	Walking Bus
Use the services of Big Community	Spotlight programme
Employ a pastoral manager	Golden adventure and punctuality league.

Rationale:

Children who have poor attendance or poor punctuality do considerably less well than other children. Predominantly children for whom this appears to be a problem are disadvantaged. Over the years we know that the provision of a free breakfast club is a huge support and incentive for all parents. It enables parents to go to work and ensures that the majority of children have a healthy nutritious meal at the start of the day.,

Some parents still have difficulties for a range of reasons. We therefore employ a pastoral manager who works closely with the Big community to remove any barriers. Similarly the walking bus provides support for families where it has become difficult for children to get to school on time.

Incentives such as the Golden adventure and the punctuality league have improved hugely popular raising attainment and punctuality for all pupils.

We use the Big Community to provide famil support and emotional and well being support for individual pupils but we are going this year to take a tougher stance on persistent absences with the help of ur attendance worker whom we purchase from the Big Community, there will be more prosecutions under the Spotlight programme.

Success criteria:

Reduction of number of children who are persistently absent currently 3.3%
 Target of 96% attendance
 Continued reduction in the number of lates

Monitoring and Evaluation

Staffing:

Big Community
 Walking Bus
 Breakfast Club
 Pastoral Manager

Resources

Golden Adventure

Cost:

11,000
 8108
 23000
 32519
 10,000
 Total – 84,627

6. Key Objective: To improve curriculum engagement and academic achievement.

Action:

Subsidise half termly topic related trips for pupil premium children when needed.
Subsidise annual residential for pupil premium children in years 2 - 6

Rationale:

Residential and educational visits are all linked to the topics. They make a huge difference to pupils' engagement and to their understanding of the topic.

Success criteria:

All children able to attend every half term topic related visit
All children have opportunity to attend annual residential.

Monitoring and Evaluation

Staffing:

Resources
Trips
Residential

Cost: £

13,500