

Hollinswood Primary and Nursery School
Pupil Premium Grant Expenditure
Report to Parents 2014-2015

The Government allocate funding to schools to support raising attainment for specific groups of children these groups include children who are eligible for free school meals, children in care and children who have a parent who works in the armed services. School and Governors work in partnership to carefully plan how we allocate this funding according to the needs of our children. The table below highlights targeted action

Number of Pupils and PPG received	
Total number of pupils on roll	364
Total number of pupils eligible for PPG	123
Amount of PPG received per pupil	£1300
Total amount Of PPG received	£159,900

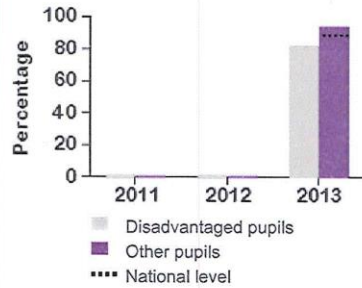
Hollinswood Primary School(URN: 123456, DfE No.: 8942200) - Key Stage 2

Closing the gap between disadvantaged and other pupils

Reading expected progress

In 2013, 82% of disadvantaged pupils achieved expected progress, while 94% of other pupils achieved expected progress.

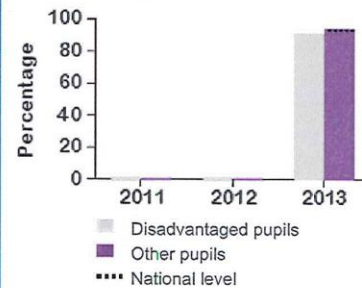
Percentage of pupils who achieved expected progress



Writing expected progress

In 2013, 91% of disadvantaged pupils achieved expected progress, while 94% of other pupils achieved expected progress.

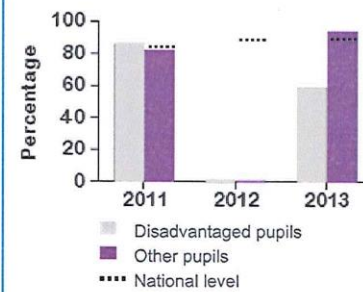
Percentage of pupils who achieved expected progress



Mathematics expected progress

In 2013, 59% of disadvantaged pupils achieved expected progress, while 94% of other pupils achieved expected progress.

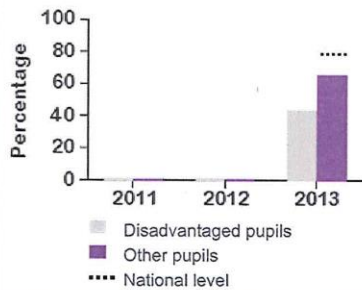
Percentage of pupils who achieved expected progress



Grammar, Punctuation and Spelling

In 2013, 43% of disadvantaged pupils attained Level 4 or above in the key stage 2 Grammar, Punctuation and Spelling test and assessment, while 65% of other pupils attained Level 4 or above.

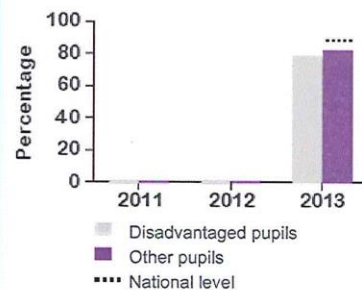
Percentage of pupils who attained Level 4 or above



Reading attainment

In 2013, 78% of disadvantaged pupils attained Level 4 or above in the key stage 2 reading test and assessment, while 82% of other pupils attained Level 4 or above.

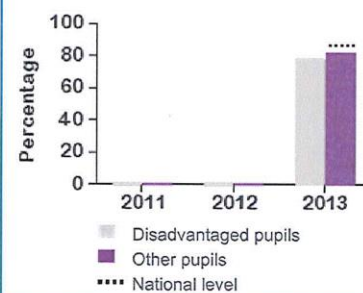
Percentage of pupils who attained Level 4 or above



Writing attainment

In 2013, 78% of disadvantaged pupils attained Level 4 or above in the key stage 2 writing test, while 82% of other pupils attained Level 4 or above.

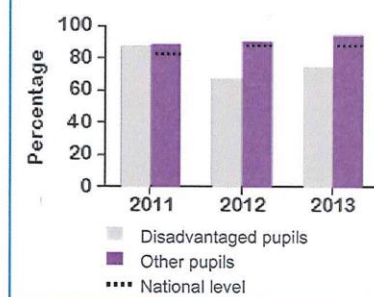
Percentage of pupils who attained Level 4 or above



Mathematics attainment

In 2013, 74% of disadvantaged pupils attained Level 4 or above in the key stage 2 mathematics test, while 94% of other pupils attained Level 4 or above.

Percentage of pupils who attained Level 4 or above



Key question identified from analysis of school data	Success criteria – measurable and with termly milestones	Actions	Who is responsible?	Monitoring activity	Evaluation
<p>How can we ensure PPG pupils in the Foundation stage make accelerated progress in order to close the gap?</p>	<p>% of PPG pupils achieving a good level of development is similar to non-PPG pupils.</p>	<p>In the Autumn term Birmingham Rep drama tutor to work with children in Reception to develop pupil's language and communication skills.</p> <p>Inclusion leader to work 1:1 or with small groups leading targeted interventions for those PPG pupils who are at risk of not achieving the good level of development.</p> <p>Foundation team leader to provide training to the new staff in the Foundation stage so that they are confident to question, observe and challenge children appropriately during child initiated sessions.</p>	<p>Foundation stage team leader.</p>	<p>Foundation stage team leaders to report half termly to the PPG Governor on the impact of the additional provision in the Foundation stage.</p> <p>What is the % of Reception pupils that are not on track to achieve a good level of development?</p> <p>What is the outcome of monitoring in the foundation stage? Do all adults question, observe and assess pupils accurately?</p>	<p>Baseline – 5.3% of pupils were on track to achieve a GLD by Summer 2015 61% achieved a GLD which is in line with the national figure for 2014.</p> <p>In the Autumn term at baseline 21% of pupils were on track to attain age appropriate in CL, at the end of the term 72.2% of pupils achieved a GLD.</p>
<p>How can we ensure PPG pupils perform in line with their peers in Phonics in Year one, particularly PPG boys?</p>	<p>Close the gap of the % of pupils of PPG pupils passing the phonics test compared to non-PPG pupils.</p>	<p>Develop tracking grid for phonics so that PPG pupils are identified and tracked every half term.</p> <p>Plan specific interventions for those PPG pupils who are at risk of failing the phonics test. Pupils targeted for 20 minutes outside of QFT sessions.</p> <p>Purchase texts that are phonetically decodable and appeal to boys in particular.</p> <p>TA to read 1:1 daily with PPG pupils who are identified as at risk.</p>	<p>PPG Admin assistant</p> <p>KS1 co-ordinator and intervention manager.</p> <p>Literacy co-ordinator</p>	<p>KS1 team leader to report half-termly to PPG Governor on progress and attainment of PPG pupils in phonics.</p> <p>What is the % of PPG children that are on track to pass the phonics test? How does this compare to Non-PPG pupils? How does this compare to last half term? Which PPG children have attended interventions? What is the impact of these interventions?</p>	<p>73% of pupils passed the phonics test which is in line with the national figure for 2014. Still a slight gap between PPG and non-PPG (-6%) but this narrowed considerably over the year.</p>

		Phonics workshop for Foundation and Key Stage One parents, providing parents with information about how phonics is taught and how they can support their children at home. Target PPG pupils' parents.	KS1 and Foundation stage co-ordinator.		
How can we improve teaching and learning to accelerate the progress of PPG pupils so that they attain as well as their peers in reading, writing and maths?	100% of teaching is good and 50% is outstanding. PPG pupils' attain in line with their peers in reading, writing and maths.	All class teachers to identify PPG pupils on planning and to describe provision that is in place for these pupils. All adults in class to have access to the planning and make sure that the provision is in place. Feedback on learning All class teachers to provide written or verbal feedback to PPG pupils in all lessons Peer tutoring and peer-mentoring. Yr 6 pupils to read with Yr 3/4 pupils and support with comprehension. Class teachers to plan for opportunities for peer-tutoring and peer-mentoring.	All class teachers	Team leaders to monitor progress of PPG pupils through book looks, lesson observations and by talking to pupils. <i>Are PPG pupils on all planning? Do all adults in the class know what provision needs to be in place for PPG pupils identified on planning? Do teachers/teaching assistants provide pupils with regular feedback on learning? Are there planned opportunities for peer mentoring and peer coaching?</i>	KS2 Statutory data shows that the gap in attainment at level 4 and level 5 or above for PPG pupils is narrowing. 2015 data – no gaps in Maths, reading, writing or SPAG for level 4 or above. For level 5 or above -19% gap above in SPAG and -2% gap in writing. KS1 statutory data shows that there is a gap with national for 2B or above in reading (-12%) and at level 3 (-16%) There's als a gap at level 3 for writing (-25) and in Maths (-22). However progress from Foundation stage is outstanding for PPG pupils.
How can we accelerate the progress of PPG pupils that are at risk of underachievement?	Current Yr 6 Improve the % of pupils making expected progress in reading and writing. <i>Close the gap from -13% to 0 in reading, -12% in writing to 0.</i>	Targeted intervention during the Summer holidays for Yr 5 PPG pupils to accelerate progress in writing and maths. Summer school led by inclusion manager and Yr 5/6 teacher	Year 5 teacher and inclusion leader	Team leaders to report to PP Governor at Achievement and progress committee meeting. <i>Does evidence show that pupils targeted through the Summer school made good or better</i>	Year 3/4 Year 3s – There are no gaps between % of pupils achieving age appropriate in Maths and reading but there

	<p>Improve the % of PPG pupils attaining at age-related expectations in Maths to bring them in line with peers. Close the gap from -14% to 0%</p> <p>Current Yr 2 Improve the % of PPG pupils attaining at age-related expectations in reading and writing to bring them in line with peers. Close the gap from -36% to 0% in reading and -20% to 0% in writing</p> <p>Current Yr 3 and 4 Improve the % of PPG pupils attaining at age-related expectations to bring them in line with peers in reading, writing and maths Close the gap from -12% in reading, -12% in writing, -20% in Maths. Close the gap from -8% to 0 in reading, -14% in writing, -20% in maths</p>	<p>Targeted intervention in class that is additional to QFT led by upper KS2 class teachers and inclusion leader.</p> <p>Chatterbooks club led by SN to target PPG pupils to promote the enjoyment in reading so that pupils have an intrinsic desire to read more which in turn enhances their reading ability and comprehension.</p> <p>Identified pupils to do 1:1 tutoring with tutor.</p> <p>Targeted intervention in class that is additional to QFT led by inclusion leader and Teaching assistants.</p> <p>Parent helpers to work in both Yr 2 classes so that all PPG pupils have an opportunity to read daily.</p> <p>Intervention in place for PPG pupils that failed the phonics test.</p> <p>Targeted intervention in class that is additional to QFT led by class teacher (TP) and (SN)</p> <p>Arthog outreach project with PPG pupils focused on accelerating progress in maths.</p>	<p>Upper KS2 class teachers and inclusion leader</p> <p>Inclusion leader</p> <p>Inclusion leader and KS1 class teachers</p> <p>Inclusion leader and lower KS2 teachers</p>	<p>progress? How does the progress/attainment of PPG pupils in Yr 6, 2, 3 and 4 compare to non-PPG pupils? What is the impact of the interventions?</p>	<p>is still a gap with writing. Year 4s – There are no gaps between % of pupils achieving age appropriate and the national figure in any subjects. They either attain in line with national or above.</p>
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<p>How can we ensure PPG pupils with social, emotional and behavioural difficulties are supported well, so that they continue to make good progress and attain as well as their peers?</p>	<p>Boxall Profiles show that pupils attending the Nurture group have made good progress.</p>	<p>Identified PPG pupils to attend the nurture group, four afternoons a week led by AM and DD. Children supported to develop emotional, social and behavioural difficulties. Progress to be measured using the Boxall Profile.</p> <p>Inclusion Leaders to use the CAF / TAC process to engage in multi-agency working to support children and parents.</p> <p>KS2 Inclusion leader to train as a Relate counsellor in order to support pupils in school</p> <p>Provide opportunities for children to be involved in outdoor/sports activities to improve self-esteem and engage in the importance of the school:</p> <ul style="list-style-type: none"> - Arthog - Targeted clubs with external agencies - Additional clubs and activities led by Inclusion leaders. - Residential trips and visits 	<p>Nurture group leaders</p> <p>Inclusion leaders</p>	<p>Provision in the nurture group monitored by KS1 team leader every half term through observations, pupil interviews and book trawls.</p> <p>Pupil interviews/questionnaires used with pupils to gauge pupil's attitudes to learning prior to the activities and repeated after the activities.</p>	<p>See Nurture group monitoring</p>
<p>How can we ensure that identified PPG pupils are receiving access to appropriate resources and adult input to support homework allowing them to consolidate learning more effectively, most specifically the basic skills of reading, writing and maths?</p>	<p>Pupils attending the homework club make more than expected progress in reading, writing and maths.</p>	<p>Identified pupils are invited to access homework club.</p> <p>Appropriate resources are available to support homework including laptops/lpads.</p> <p>Basic skills are consolidated</p>	<p>Year 5/6 teachers</p> <p>Year 3/4 teachers</p>	<p>Yr 5/6 team leader to evaluate progress of pupils attending homework club.</p> <p>Do the pupils attending homework club make good or better than expected progress? Are these pupils on track to achieve their targets?</p>	<p>2015 data – no gaps in Maths, reading, writing or SPAG for level 4 or above. For level 5 or above -19% gap above in SPAG and -2% gap in writing.</p>

<p>How can we close the gap in attendance between PPG pupils and non-PPG pupils?</p> <p>How can we improve the punctuality of PPG pupils in the mornings?</p> <p>How can we reduce the % of persistent PPG absentees?</p>	<p>Attendance % of PPG pupils is similar to non-PPG pupils.</p> <p>The % of persistent absentees has reduced.</p> <p>% of pupils that are late in the mornings has reduced.</p>	<p>Continue to buy into EWO external support to track PPG pupils and families, planning intervention to improve overall % of attendance and persistent lates.</p> <p>Inclusion leader and PPG admin assistant to support families in improved attendance/punctuality i.e. phone calls home, collection of children from home if necessary, children encouraged to attend breakfast club.</p>	<p>Inclusion leaders, EWO and Admin staff</p>	<p>Ht and DHT to monitor attendance every half term and compare PPG and non-PPG pupils.</p> <p>How does the attendance figure for PPG pupils compare to non-PPG pupils? Have we reduced the % of persistent absentees? Have we improved the punctuality of identified PPG pupils?</p>	
<p>How can we develop the capacity and specialism to manage, monitor and report on PPG attainment and progress?</p>	<p>Data shows that PPG pupils are making accelerated progress in order to close attainment gaps in reading, writing and maths.</p>	<p>Half termly rigorous analysis of PPG attainment and progress data against national and non-PPG pupils.</p> <p>Non-teaching Deputy Head will work alongside the Inclusion leaders and class teachers to ensure children in receipt of FSM are targeted and interventions are having an impact on progress. Track progress and evaluate.</p> <p>Non-teaching Deputy Head will feedback progress to the PP Governor every half term, who will then evaluate the plan.</p> <p>PPG admin assistant will update provision map for PPG pupil's half termly.</p>	<p>PPG Governor, DHT and inclusion leaders.</p>	<p>DHT to report half termly to PPG Governor.</p> <p>Are gaps in attainment between PPG pupils and non-PPG pupils closing? What is the % of pupils that make accelerated progress?</p>	