Hollinswood Primary School and Nursery

Pupil Premium Grant Expenditure

Report to Parents 2017-2018

The Government allocate funding 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 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. The evaluation of the plan from the previous year demonstrated that the pupil premium money was used effectively to close the attainment gaps between PPG pupils and the national figures. Therefore, the approach to this year's plan has been very similar. The plan is based on needs, what works well and on research findings.

Number of pupils and PPG received	
Total number of pupils on roll	391
Number of pupils eligible for PPG	147
Amount of PPG received per pupil.	1,320.00
Total amount of PPG received.	£194,040

Key question identified from analysis of school data.	Success criteria – measurable and with termly milestones.	Actions	Who is responsible?	Monitoring activity	Evaluation
		Outcomes for Pupils			
Data Dashboard *How can we ensure that the % of disadvantaged pupils achieving a Good level of development is in line with their peers? (-22%) particularly in the areas of reading and writing?*	At least 72% of PPG pupils achieve a Good Level of Development. At least 80% of PPG pupils achieve expected + in reading and 75% in writing.	Data analysis to highlight the attainment gaps in groups across the cohort. This makes it clear to see the areas that require further input and development. Pupil progress meetings and action plans show how to address the gaps in the different groups and with individual children. Staff to keep intervention folders with evaluations and evidence of the impact the intervention has had on the children who have accessed it. EY practitioner to work with Inclusion manager to create a child profile. From the profiles EY	EY leader EY leader and class teachers All EY practitioners. EY practitioner	DHT to share data in Achievement and Progress Committee meeting. EY leader to feedback impact in a Senior Leader Team meeting.	

		practitioner will be able to identify areas of need.			
			EY practitioner		
		EY practitioner will work specifically with EYPP and PPG to further close any gaps. Role will include reading with groups, carrying S/L activities. Talking about how to get themselves prepared for the school day. EY practitioner to set up case studies of the children looking into family background; siblings, parents etc to build a picture of the child to identify areas that require further support.			
Data Dashboard *How can we ensure that disadvantaged pupils in Year 1 achieve in line with their peers in phonics? (-8% gap)*	At least 83% of PPG pupils pass the phonics test.	Literacy Subject Leader to track the progress of PPG pupils in phonics and analyse half termly.	Literacy subject leader	Literacy subject leader to feedback the phonics data in SLT half termly.	
		Literacy subject leader to share headlines with teachers in KS1 team.	Literacy subject leader	Senior leaders to monitor the impact of the interventions.	
		Class teachers to plan and implement interventions to target PPG pupils who are not on track to	Class teachers		

		achieve the phonics test and monitor the impact.			
		Literacy subject leader to plan and lead a Phonics workshop for parents. Class teachers to target parents of PPG pupils.	Literacy subject leader		
		Literacy subject leader to provide handouts and web links for parents so that they can support their child at home.	Literacy subject leader.		
Data Dashboard _Key Stage two_ _How can we ensure that the disadvantaged pupils of the middle prior attaining group, attain in line with their peers at the expected standard in reading (-2 gap) and writing (-1 gap)?_ _How can we ensure that disadvantaged pupils of the middle prior attaining group, attain in line with their peers at Greater depth in writing?_	% of PPG pupils from the middle prior attaining group, achieving the expected standard in reading is 68% or above. (National figure from previous year) and 84% or above in writing (National figure from previous year). % of PPG pupils from the middle prior attaining group, achieving greater depth in writing is 12% or above (National	DHT to analyse the progress from previous Key Stage of PPG pupils, half termly. DHT to share data headlines with team leaders. Team leaders to share data headlines with teaching staff in their team and identify spotlight pupils and additional interventions or a change in provision to target underachieving pupils.	DHT DHT and team leaders Team leaders	DHT to feedback impact and data to Governors in an Achievement and Progress Committee meeting.	

How can we ensure that disadvantaged pupils of the high prior attaining group, attain in line with their peers at Greater depth in writing (-1 gap)? *How can we ensure that the disadvantaged middle prior attaining group achieve in the lines with their peers at the higher standard in Maths? (-1 gap)*	figure from previous year). % of PPG pupils from the high prior attaining group, achieving greater depth in writing is 55% or above (National figure from previous year).	Teaching staff to complete a spotlight monitoring grid and plan/implement provision. Team leaders and DHT to monitor impact of provision at the end of every half term.	Teaching staff Team leaders and DHT		
Current data *How can we ensure that PPG boys in Year 1 attain in line with their peers in writing?*	At least 83% of PPG pupils achieve the expected standard in writing.	Class teachers in Year 1 to plan for boy focused genres to engage PPG boys in particular. Class teachers in year 1 and inclusion manager to plan and implement boys creative write intervention, targeting PPG boys. Identify PPG boys to spotlight for handwriting intervention. Class teachers to lead the intervention.	Class teachers Inclusion manager.	DHT and KS1 leader to monitor the impact of interventions through book looks and lesson observations.	

Current data *How can we ensure that PPG boys in Year 2 attain in line with their peers in writing?*	At least 87% of PPG pupils achieve the expected standard in writing.	Year 2 teachers to plan and implement additional writing intervention to focus on verbalising sentences, checking that they make sense and editing to improve. Intervention to target PPG boys to achieve the expected standard by the end of the year. Class teachers to plan and implement speed Read spelling intervention. Class teachers to focus within phonics sessions on use of suffix words.	Year 2 teachers	DHT and KS1 leader to monitor the impact of interventions through book looks and lesson observations.	
Current data *How can we ensure that PPG girls attain in line with their peers in reading and Maths in year 4?*	At least 71% of disadvantaged pupils achieve expected standard in reading and 75% in maths.	Maths Daily verbal feedback to ensure misconceptions are errors are addressed immediately. Children to revisit prior learning with Teaching assistant. Power of 2 intervention led by Teaching Assistant. Reading	Year 4 teachers and teaching assistants	DHT and Lower KS2 leader to monitor the impact of interventions through book looks and lesson observations.	

		Jumpstart intervention targeting PPG girls Speed Read Daily reading with an adult Use of talk tins to support written responses Reading Comprehensions to secure inference.	Year 4 teachers, teaching assistants and Inclusion manager.		
Current data *How can we ensure that PPG pupils, particularly PPG boys attain in line with their peers in writing in Year 4?*	At least 79% of PPG pupils achieve expected standard in writing.	Daily verbal feedback to ensure misconceptions and errors are addressed immediately. Identify specific next steps on post it notes to inform daily feedback. Encourage children to revisit and read back through their writing. Use of 'speed up for writing intervention'. Use of talk tins and words mats for support.	Year 4 teachers, teaching assistants and Inclusion manager.	DHT and Lower KS2 leader to monitor the impact of interventions through book looks and lesson observations.	
Current data *How can we ensure that PPG pupils in Year 5 attain in line with their peers in reading, writing and maths, particularly PPG girls?*	At least 79% of PPG pupils achieve expected standard in writing. At least 75% of PPG pupils achieve the expected standard in maths.	Specific targets identified for pupils. Additional verbal feedback given daily directly relating to the individual targets. Team leader to monitor the provision of identified PPG pupils through spotlight monitoring.	Year 5 teachers, teaching assistants and Inclusion manager.	DHT and Upper KS2 leader to monitor the impact of interventions through book looks and lesson observations.	

	At least 71% of disadvantaged pupils achieve expected standard in reading				
		Quality of Teaching, Learning and Assessment			
Data Dashboard *Key Stage one* *How can we ensure that disadvantaged pupils of the expected prior attainment group, attain in line with their peers at greater depth in reading, writing and maths?* *How can we ensure that disadvantaged pupils of the exceeding prior attainment group, achieve in line with their peers ay greater depth in writing?*	At least 14% of PPG pupils from the expected prior attainment group, achieve greater depth in writing, 20% in maths and 21% in reading. At least 66% of the exceeding prior attainment group achieve greater depth in reading and 53% in writing.	Reading and writing Literacy subject leader to lead Greater Depth training, using the exemplification materials to illustrate the difference between Greater depth and expected standard. Staff to work in teams and moderate Greater Depth, identifying targets for individual pupils. Year 3 and Year 1 teacher to attend CPD training, 'Going Deeper'. Year 3 and year 1 teacher to share strategies that can be used in the classroom to support PPG pupils who are targeted to achieve Greater Depth. Maths	Literacy subject leader Teaching staff Year 3 and Year 1 teachers	DHT to share data with Governors in Achievement and Progress committee. Team leaders to monitor provision for PPG pupils on track to achieve Greater Depth through book looks.	

		Maths subject leader to research use of White Rose materials to plan and target PPG pupils with a target of Greater depth.	Maths subject leader		
		Maths subject leader to adapt Maths policy in line with recommendations.			
		Class teachers to implement changes to support PPG pupils targeted for Greater Depth.	Class teachers		
Personal Development, Behaviour and Welfare					
Data Dashboard *How can we reduce the % of exclusions for disadvantaged pupils, to bring the % in line with peers?*	% of exclusions is in line or lower that % of exclusions Nationally.	Class teachers to use CPOMS to record behaviour incidents. DHT to analyse behaviour half termly by incident and by vulnerable groups. DHT to feedback analysis to HT. DHT to work with staff in school, parents and	Class teachers DHT	DHT to feedback analysis of behaviour to Governors in Achievement and Progress Committee meeting.	

		outside agencies to ensure provision for identified pupils is appropriate.			
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?	Boxall profiles demonstrate that targeted pupils make good progress over time.	Identified PPG pupils to attend the Nurture group, four afternoons a week led by Nurture Group leader. Children supported to develop emotional, social and behavioural difficulties. Progress to be measured using Boxall Profile. Termly external monitoring of the quality of provision in the Nurture group. Nurture group leader to attend network meetings led by the LA.	Nurture group leaders	Provision in the nurture group monitored by the DHT.	
How can we promote the emotional wellbeing and resilience of our PPG pupils?	Case studies show that additional provision has impacted on the emotional well being of the identified pupils.	Inclusion leaders and teaching assistants to use Build to Express as a tool to explore emotions, responses to situations, social storied, Inclusion leaders to have time available to pick up distressed	Inclusion leaders and Teaching Assistants. Inclusion leaders	Inclusion leaders and TAs to provide a case study for identified pupils to demonstrate the progress that the children have made.	

		children/families at key times e.g. first thing, after breaks.			
			Breakfast club leader		
		Breakfast club Target PPG pupils who disclose that they do not receive breakfast at home.			
		Provide opportunities for PPG pupils that are not normally available such as Forest School, Arthog, Arthog Outreach, Music/Art/craft activities by an expert.	Inclusion leaders.		
Leadership and Management					
How can we ensure develop the capacity and specialism to monitor and report on PPG attainment and progress?	Data shows that PPG pupils are making accelerated progress in order to close attainment gaps in reading, writing and maths.	PPG Governor to attend external CPD led by the Local Authority. DHT to meet with PPG Governor and provide a data overview and share the plan. DHT to meet termly with PPG Governor for update.	PPG Governor and DHT		
How can we ensure develop the capacity and specialism to monitor and report on	Data shows that PPG pupils are making accelerated progress in order to close	Half termly rigorous analysis of PPG attainment and progress data against National %s,	PPG Governors, DHT, team leaders and Inclusion Manager.	DHT to report half termly to PPG Governor.	

PPG attainment and progress?	attainment gaps in reading, writing and maths.	using Data Dashboard and Raise Online. Non-teaching Deputy Headteacher will work alongside the Inclusion Managers and team leaders to ensure children in receipt of FSM are targeted and interventions are having an impact on progress. Track progress and evaluate. Non-teaching Deputy Head will feedback progress to the PPG Governor every half term, who will then evaluate the plan. PPG admin assistant will update provision map for PPG pupils half termly.			