



The Holme CE Primary School Pupil Premium 2017 - 2018

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In the 2017 to 2018 financial year, schools will receive £1,320 for each child registered as eligible for free school meals at any point in the last 6 years. Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following: adoption, a special guardianship order, a child arrangements order or a residence order. If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Evidence of What Works

The Education Endowment Foundation has produced a teaching and learning toolkit to help teachers and schools effectively use the pupil premium to support disadvantaged pupils. Its Families of Schools toolkit helps teachers learn about effective practice from similar schools. It has also produced an evaluation tool to help schools measure the impact of the approaches they are using.

Information can be found on schools that have been recognised for their successful use of the premium on the Pupil Premium Awards website. The DfE encourage all schools with excellent results to share their achievements, strengths and experience with other schools.

Pupil Premium Reviews

Ofsted will recommend that a school commissions a pupil premium review if they identify concerns with the school's provision for disadvantaged pupils. Other bodies may also recommend a pupil premium review, including: the academy trust, the regional schools commissioner, the Department for Education.

Accountability

Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Online reporting

From the 1 September 2016, schools maintained by the local authority must publish their strategy for the school's use of the pupil premium on their websites. Details of the specific information you need to publish can be found in our guidance on what must be published online is available from <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online>

Pupil Premium Reporting

You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'.

For the current academic year you must include: your school's pupil premium grant allocation amount; a summary of the main barriers to educational achievement faced by eligible pupils at the school; how you'll spend the pupil premium to address those barriers and the reasons for that approach; how you'll measure the impact of the pupil premium; and the date of the next review of the school's pupil premium strategy.

For the previous academic year you must include: how you spent the pupil premium allocation; the impact of the expenditure on eligible and other pupils;

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system. As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures. School and college performance tables also report on the performance of disadvantaged pupils compared with their peers.

Pupil Premium Strategy Statement: The Holme CE Primary School

Summary Information			
Academic Year	2017 - 2018	Total PP Budget	£35, 500
Total No of Pupils	144	No of Pupils Eligible for PP	27
Date of Most Recent PP Review	February 2018	Date of Next Review	July 2018

Whole School Attainment (YR-6)			
% Pupils achieving ARE in R/W/M	Whole School (144)	Non-Disadvantaged Pupils (114)	Disadvantaged Pupils (27)
Reading	87%	90%	78%
Writing	84%	85%	83%
Mathematics	86%	88%	78%
Combined R/W/M	77%	79%	72%

Barriers to Future Attainment for Disadvantaged Pupils	
44% of pupils in receipt of PP are boys (33% on SEND register) and 56% are girls (13% on SEND register) Only 17% of non-DA children have SEND.	1 child has an EHCP and a 2 nd child has SENSEA funding. Both children work with the class below their chronological age.
Absence rates for DA pupils are 6% compared to 5.1% for the whole school and 4.8% for non-DA pupils. (2016-2017 figures)	Highlighted on Data Dashboard for 2015 – 2016. This reduces their school hours and causes them to fall behind on average.
Lack of support with learning at home & lack of engagement from parents of pupils who are most vulnerable to under-achievement	Very little daily reading or practise of spellings, number facts at home. 50% of our DA children have parents either unable to help or with severe mental health issues.
For last 3 years, 100% of DA children have entered Year R with below expected levels in CLL.	Of our older children, 47% have joined the school after their YR. 50% are Summer born, 26% are Spring born and 26% are Autumn born.

Desired Outcomes	Success Criteria
Improve speech and language skills for DA pupils in YR	DA pupils make at least expected progress so that they achieve GLD in line with non-DA pupils.
Of the 4 children who were DA in EYFS, 3 achieved ELG in CLL at the end of the year, where only 1 had entered at ARE. However, none of them achieved higher levels in CLL.	
Improve reading, phonics and maths outcomes for DA children in KS1 to diminish differences with non-DA children	DA pupils make at least as much progress as other pupils across KS1 and accelerate progress for those currently below ARE. Use of end of KS1 tests, teacher assessment and Y1 phonics testing
Improve reading and maths outcomes for DA children in KS2 to diminish differences with non-DA children	DA pupils make at least as much progress as other pupils across KS2 and accelerate progress for those currently below ARE. Use of end of KS2 tests and in-year teacher assessments.
DA children made similar progress to whole school progress in Reading and Writing, but slightly less in Maths. Similar outcomes were achieved in all subjects at ARE.	
Improve the proportion of DA pupils achieving Greater Depth (2015-2016 0% achieved GD, 2016-2017 15%/10%/5%).	Children who might achieve GD to be identified & interventions in place to support accelerated progress; focus in Pupil Progress meetings
Greater Depth outcomes increased to Reading - 18.5%, Writing - 18.5% and Maths - 7.4% which is a slight increase, but still below the whole school figures.	
Improved learning behaviours which lead to greater motivation, aspiration and independent learning.	Children are engaged in learning and know what and how to improve. They develop skills which support better learning.
All children across the school are engaged in learning and behaviour is good. Instances of poor behaviour in class are supported and no pattern seen between DA and non-DA children.	

Increased attendance and punctuality rates for pupils eligible for PP.	Reduce number of persistent absentees among DA pupils to <10%
Attendance for DA children was 95.07% compared with 95.94% for non-DA children. However 11% were persistent absentees compared to only 4.95% among non-DA children.	

Outcome	Actions	Rationale	Monitoring	Staff Lead	Review Date	Cost
Improve speech and language skills for DA pupils in YR	EYFS leader to work with feeder pre-schools to support CLL at an earlier age	Entry level is low, so need to address before children arrive with us	Baseline Pre-school outcomes	EYFS Leader	Feb 2018 July 2018	Release time SALT TA
Improve reading, phonics and maths outcomes for DA children in KS1 to diminish differences with non-DA children	Half termly progress meetings Interventions as appropriate Targeted for daily reading & number bond practice Use of FFT for English	There are gaps in learning for this group and these need to be accurately identified. Fluency and recall is preventing attainment for many DA children with lack of home support.	Half termly data collection Progress meetings Final KS1 & 2 data Learning walks Pupil voice Drop ins Book scrutiny	SLT	Each half term	FFT TA SALT TA
Improve reading and maths outcomes for DA children in KS2 to diminish differences with non-DA children	Half termly progress meetings Interventions as appropriate Targeted for daily reading & number bond practice Accelerated/write				Each half term	Inter-vention TA SALT TA
Improve the proportion of DA pupils achieving Greater Depth (2015-6, only % achieved GD).	Half termly progress meetings Teacher targeted support in class Boosters	Need to analyse data closely to find areas that will make a difference in overall performance	Half termly data collection Progress meetings Final data	INCo	Each half term	Booster TA or teacher
Improved learning behaviours which lead to greater motivation, aspiration and independent learning.	Habits of the Mind R time Values-based learning Growth Mindset Experiences programme	Many of our DA children have low self-esteem and lack of aspiration, which prevents the drive to learn and improve.	Learning walks Pupil voice Drop ins Book scrutiny	AHT	Each term	Brain books/ models Habits of Mind resources Enrichment costs
Increased attendance and punctuality rates for pupils eligible for PP.	Strive to engage parents more fully Work with outside agencies (ALP, nurse) Transport support ELSA support Support for parents as well as for children	The figures show a case-by-case approach is needed There are emotional factors for 2 of the target children and all of the 4 target families	Data analysed each term for whole school	HT	Each half term	ELSA TA Lego Therapy Bridges Therapy