



THE KEYS FEDERATION ACADEMY TRUST

Hindley Green Community Primary School



Pupil Premium Grant Allocation – 2018/19

Summary Information for 2017/18	
Total number of pupils at September 2018	444
Total number of pupils eligible for PPG	88
Amount of PPG received per pupil	£1,320
TOTAL AMOUNT OF PPG RECEIVED	£116,160
Total number of LAC pupils	9
Amount of LAC PPG received per pupil	£2,300
Total number of service pupils	3
Amount of PPG received per pupils	£300

Summary of PPG spending 2018/19

Objectives in spending PPG:

- We aim to ensure that all children make expected progress or better than expected progress from their starting points.
- Appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of pupils with identified barriers to learning are assessed and needs are swiftly addressed.
- The attainment and progress of disadvantaged pupils are similar to our improving in relation to those of other pupils nationally and in the school.

Summary of proposed spending and actions	Budget Allocation from Pupil Premium
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Staffing resources to: -Implement small-group intervention programmes, in line with EEF recommendations. Improve Mathematics, Reading and Writing attainment of Pupil Premium children across school, with a specific focus on higher attaining pupils. Combined scores for R, W and M for all Pupil Premium children in all year groups need to be addressed. -Focus on nurture and raising esteem -Counselling sessions -Focus on developing basic skills across all areas of the curriculum, with a specific focus on reading and phonic knowledge and application. -Music and P.E specialist leaders to ensure the engagement of learners in quality music and physical education provision. Develop talents in these areas. -Provide speech, language and communication activities based	£104,616
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<p>in EYFS to overcome any barriers to learning, enabling all EYFS to be school ready at the end of Nursery.</p> <ul style="list-style-type: none"> -Use CLA Pupil Premium funding to provide Sensory and Forest School sessions, ensuring that all CLA pupils have opportunities to explore and harness their own emotional wellbeing and happiness. 	
<p>Resources to</p> <ul style="list-style-type: none"> -Provide a wide range of educational and extra-curricular experiences and increase participation in after school clubs -Support learning -Improve attendance and punctuality -Enable children to access all areas of our DREAM curriculum 	£13,144
<p>50% funding of all trips for children entitled to free school meals or ever 6 children</p>	£20,000

PUPIL PREMIUM STRATEGY – IMPACT STATEMENT

(Review date – July 2019)

All eligible pupils had the opportunity to participate in a range of first hand experiences which supported their learning, widened their knowledge and removed barriers to learning.

	17/18 Outcomes	Impact Measure of 18/19 PPG
Reception	<p>63% of eligible children achieved a Good Level of Development</p> <p>84% of non-eligible children achieved a Good Level of Development</p>	<p>Raise the proportion of eligible Pupil Premium children to close the gap by 21%</p>
End of Key Stage 1	<p><u>Year 1 Phonic test</u></p> <p>83% of eligible children met the required standard</p> <p>91% of non-eligible children met the required standard</p> <p><u>Year 2 Attainment - 10 out of 59 pupils were eligible - of these 10 children 20% had additional SEN&D</u></p> <p>70% of eligible children achieved the new expected standard in reading.</p> <p>73% of non-eligible children achieved the new expected standard in reading.</p> <p>70% of eligible children achieved the new expected standard in writing.</p> <p>67% of non-eligible children achieved the new expected standard in writing.</p> <p>89% of eligible children achieved the new expected standard in maths.</p> <p>76% of non-eligible children achieved the new expected standard in maths.</p> <p><i>Where the % figures of eligible children are significantly below non-eligible children, other factors may be evident in our inclusive school.</i></p>	<p>Increase the proportion of pupil premium children who achieve the expected standard in phonics in Year 1 by 8% to close the gap and meet standard met by non-eligible pupils.</p> <p>Raise the proportion of eligible pupils achieving the expected standard from 33% in reading in Year 1 to 67% in Year 2.</p> <p>Raise the proportion of eligible pupils achieving the expected standard from 33% in writing in Year 1 to 67% in Year 2.</p> <p>Raise the proportion of eligible pupils achieving the expected standard from 33% in maths in Year 1 to 83% in Year 2.</p>

	17/18 Outcomes	Impact Measure of 18/19 PPG
End of Key Stage 2	<p>Attainment Out of the whole Y6 cohort of 54 children, 48% achieved the new expected standard in Reading, Writing and Maths.</p> <p>26% of the eligible children met the new expected standard in Reading, Writing and Maths</p> <p>57% of the non-eligible children met the new standard in Reading, Writing and Maths.</p> <p>0% of the eligible children met the new higher standard in Reading, Writing and Maths.</p> <p>11% of the non-eligible children met the higher standard in Reading, Writing and Maths.</p>	<p>Pupil Premium children to make more progress than non-eligible children in Reading, Writing and Maths to 51% and accelerate progress for PPG pupils at Key Stage 2 including the more able pupil premium.</p>
Attendance	<p>Attendance for eligible children from Reception to Year 6 on school roll at year end 2017-18 was 94.1%</p> <p>Attendance for non-eligible children from Reception to Year 6 on school roll at year end 2017-18 was 95.1%</p>	<p>Attendance for children identified as eligible to increase by 1% to close the gap. This will be monitored closely by the Learning Mentor throughout the year with termly updates submitted to the Directors' Quality Assurance & Standards Committee.</p>
Behaviour	<p>Children with complex learning, developmental and behavioural needs are provided with tailor-made provision, including support from EMAS and Wigan Virtual Schools Team.</p>	<p>Reduce the number of behavioural incidents for eligible children and improve readiness to learn. This will be monitored closely by the Learning Mentor.</p>
Nurture and raising self esteem	<p>Regular nurture sessions increased children's ability to access the curriculum.</p>	<p>Accelerate progress and close the gap.</p>
Individual and small group tuition in English	<p>Children identified received specific interventions and support in English to increase outcomes.</p>	<p>Accelerate progress in spelling, reading and accuracy in English including more able pupil premium.</p>
Individual and small group tuition in Maths	<p>Children identified received specific interventions and support in Maths to increase outcomes and address gaps in mathematical understanding.</p>	<p>Accelerate progress in maths to raise and close the gap in attainment including more able pupil premium.</p>
First hand experiences	<p>Supported learning and widened knowledge whilst building firm foundations and a whole education entitlement for all. Developed confidence and a sense of belonging, co-operation as part of a team, problem solving skills and independence.</p>	<p>Accelerate progress for pupil premium children at Key Stage 2 including the more able pupil premium.</p>
Booster Breakfast club	<p>Met individual needs and supported families whilst ensuring children were ready for school, increasing children's potential.</p>	<p>Accelerate progress for pupil premium children at Key Stage 2 including the more able pupil premium.</p>

BARRIERS TO LEARNING

Barrier	Code 1 B2L Removable Barriers 1 point	Code 2 B2L Challenging Barriers 5 points	Code 3 B2L Seriously Challenging Barriers - 10 points
Entry to School	KS1 KS2	Significantly below ARE on entry to EY	Significantly below ARE on entry to school KS1/KS2
LAC			Foster Care
Behaviour		Medical condition identified (ADHD ASD) Behaviour Support involved either through school or externally/family Family involved with a number of other agencies including SS, Behaviour Support, CP issues	Diagnosed behaviour condition (ADHD ASD) that leads to EHCP.
Medical condition	Undiagnosed medical condition Early Help in place	Diagnosed medical condition that impacts upon attendance	Diagnosed medical condition that leads to EHCP
Mental Health, Emotional and/or Social Difficulties (MESD)	Queries such as: Coming without breakfast No coat Ill-fitting clothes Unkempt Basic hygiene not in place No glasses Inappropriate footwear No PE kit No homework No reading book Not wanting to go home	The following addressed by meetings, phone calls, visits to home: Shortfall in parenting, Home conditions Influence of domestic violence Alcohol Drugs Sexual exploitation Children of offenders Debt Specific needs identified by relevant professional body, i.e. CAMHS Social care Health Death of parent/life limiting condition of parent Police	Safeguarding plan resulting from: Emotional, physical, sexual, neglect Severe diagnosed non-reversible condition
SEND	Academic Intervention	Additional in school support and referral to EP	EHCP
Social Dep (FSM)	No other factors		Other factors
Mobility	1 school	2+ schools	
Child Protection (CP)	Early Help	Query Meeting involving other agencies, i.e. Social Services, Medical professional, Police	Proven Emotional, physical, sexual, neglect Child Protection Plan

Barrier	Code 1 B2L Removable Barriers 1 point	Code 2 B2L Challenging Barriers 5 points	Code 3 B2L Seriously Challenging Barriers - 10 points
Attendance	-90% Current academic year and prior attendance issues	-85% Current academic year and prior attendance issues	
Punctuality	Up to 19 lates per year (divide by 3 for term) Current academic year and prior punctuality issues	20-39 lates per year (divide by 3 for term) Current academic year and prior punctuality issues	40+ lates per year (divide by 3 for term) Current academic year and prior punctuality issues
EAL/GRT	Limited English admission prior to Year 3	Limited English Admission from ACIS	INA – no English UKS2
Language Development	Below Low (Renfrew Lang Scale)	Well Below Very Low (Renfrew Lang Scale)	Significantly (Well Well) Below Delayed (Renfrew Lang Scale)
Non-verbal reasoning	76-85 Below Average (EP assessments)	66-75 Borderline (EP assessments)	<66 Extremely low (EP assessments)