

Overview of Pupil Premium Spend for the 2016.17 Academic Year (initial PP Grant allocation 16.17 £105, 600)

Item	Rationale	Principle aim	Activities (not exhaustive)	Number of DP pupils targeted	Cost (spend on disadvantaged pupils not full cost of provision)	Indicators of impact
Assistant Head – Inclusion lead	41% of roll are DP. AHT role includes responsibility for the planning, monitoring and interim evaluation Nov. 16 of the provision for these pupils so that impact can be maximised	To oversee and manage provisions aimed at narrowing the gap	<ul style="list-style-type: none"> Managing referral system Liaison with external agencies – Speech and language, Ed Psych Oversight of training Reporting on progress Oversight of behaviour impact on learning 	41% (98) of the school roll is PP – 0.4 of the AH job is spent on this	£12, 840	Reporting, Performance management, case studies, diminishing difference at all phases <i>2016 – PP pupils made better progress than their peers in KS1. PP attainment was in line with non-PP at KS2</i>
<p><i>Interim evaluation April. 17: Provisions established based on what we know works, increased time out of class will enable a more hands on approach to improve outcomes further, rapid progress evident. Oversight of provisions in reading, writing and maths, training ongoing (4 TAs trained in specific provisions this year), Speech and language input is strong and impacts on classroom practice.</i></p> <p><i>Evaluation July 17: PP pupil progress across EY and KS1 was good, no issues or gap at EY, evidence of diminishing difference in KS1. In KS2, year 3 PP pupils are making good progress, but there is a need to accelerate progress in other year groups. Outcomes for PP pupils in year 6 were not strong. Overall, the role has proved effective and a maintained focus on DA children is embedded in progress meetings and practice.</i></p>						
Learning Mentor	Many DP lack confidence and may have practical barriers to learning, emotional needs may also be a block. LM will work to remove barriers	To remove barriers to learning and to support the development of confident learners with a growth mind-set	<ul style="list-style-type: none"> One to one and group sessions Drawing therapy Social skills group Leading on school council and developing pupil voice 	Proportion of salary tbc – from Feb 17 (return from mat leave)	£7, 200	Improved attitude and learning disposition – case study

<p><i>Interim evaluation April 17: not applicable as on maternity leave, cover from AH, some class based and individual sessions (CR, KA), New appointment June 2017</i></p> <p>Evaluation September 17: New LM in place, begun to establish relationships with target children and to work with attendance.</p>						
Counsellor	Issues affecting families and children prevent full engagement in learning and impact adversely on well-being. Provision will address this and will have a longer term positive impact on outcomes	To support children and families deal with significant issues that are negatively impacting on learning and well-being	<ul style="list-style-type: none"> • Weekly counselling for up to 4 children at a time • Liaison and reporting to Inclusion team and HT 	Typically, 75% (3) of the clients are PP pupils, although this can change up or down as the provision is time limited	£7, 020	Impact assessments from Relate – better learning behaviours 2016 – 41.7% increase in well-being
<p>Evaluation July 17: reports from Relate continue to show significant impact in the defined areas of well-being, problems and social. Awaiting this year's Relate report, still seeing four children</p>						
Better Reading Support Partners	Literacy is crucial, young learners need a solid foundation in reading that will support the development of their learning across the curriculum. BRSP enables this for children who are at risk of low attainment in this area, particularly at KS1.	To raise attainment in reading through a programme of taught lessons and parent school links	<ul style="list-style-type: none"> • Training for teaching assistants and Lead teacher • Significant initial start-up costs – ongoing resource top-up and additional staff training • Staffing @ 5 hours per week x 3 	43% (20) of the children who are or have benefitted from this provision are PP	£3, 250	Individual progress Salford assessments on entry and exit Feedback from parents – rapid progress in reading <i>In Autumn term, 1 PP pupil made 2 years progress</i>
<p><i>Interim evaluation April 17: this provision is working well, with assessment support from JB (data available) showing rapid progress in most cases. (In Autumn term, of 12 children, all made 1 year's progress across the three months, of the PP pupils who completed the programme, all made at least a year's progress and one made two year's progress). Three new partners are being trained so actual spend will be higher (two have left).</i></p> <p>Evaluation July 17: Provision continues to impact – of targeted PP pupils, 83% made equivalent to one year's progress as measured by entry and exit assessments, and 21% made equivalent of two year's progress. We will continue with this provision under the PP spend.</p>						
Project X code	A lack of confidence and motivation to read is an issue for some DP. This	To raise engagement and	<ul style="list-style-type: none"> • One TA at 5 hours per week 	tbc	£2 000 approx.	Individual progress assessments on entry and exit

	provision works with highly motivational texts in a supportive way and is proven to be effective across the primary phase.	attainment in reading in KS1				Feedback from parents – improved attitude to reading and learning
<p><i>Interim evaluation April 17: assessments show very good progress in the programme and a positive impact in the classrooms. Rapid progress in reading evident (up to 2 years over three months for PP learners in year 2) and an improved disposition for all participants.</i></p> <p><i>Evaluation July 17: strong progress continues, making a real difference to early reading. One child made the equivalent of four years progress, 5 of the six participating pupils attained the expected standard at KS1 SATs. We will continue with this provision.</i></p>						
Premier League Reading Stars	Motivation and engagement is an issue for boys and literacy – the programme addresses this at KS2	To raise engagement with books and reading particularly amongst boys	<ul style="list-style-type: none"> Weekly reading sessions Annual registration 	tbc	£300	Case studies and observations on reading behaviours and attitude to reading and learning
<p><i>Interim evaluation April 17: positive impact on attitudes to learning.</i></p> <p><i>Evaluation July 17: Did not run this year, staffing</i></p>						
Numbers Count/First class@number	DP can have significant gaps in their understanding of maths and these hold back their progress. This sharply focused provision engages with these gaps from year 1	To fill gaps in children’s mathematical knowledge and enable them to catch up	<ul style="list-style-type: none"> 45 minute small group maths sessions three times a week After initial training and resources staffing @ 2 days 	Tbc 40% of TA2 salary	£8, 000	Entry and exit Sandwell assessments showing rapid progress in Maths <i>2016 – 4 children made between 11 and 18 months progress in 3 months</i>
<p><i>Interim evaluation April 17: assessments show very good progress for all participants (8), more than 1 year in 3 months based on Sandwell test – rapid progress</i></p> <p><i>Evaluation July 17: Progress is measured in months using the Sandwell test on entry and exit. Typically, pupils are making between 10 and 15 months progress over a term. We will continue with this provision alongside other targeted support for mathematics</i></p>						
Reading Eggs	Maintaining motivation amongst younger learners needs a range of texts and activities. This programme engages pupils – effective before school groups for KS1 and lower KS2	Improve attainment and progress in reading and phonic knowledge in years 1, 2 and 3	<ul style="list-style-type: none"> Subscription Staffing is voluntary Daily sessions before school for target (PP) children 	25 of the 59 children in KS1 are PP – plus 10 children in KS2. Subscription is £35 per child	£1, 225	Phonics assessments and case studies Disposition to reading, engagement with learning

Interim evaluation April 17: take up is very good, clear impact and motivation increased. Rolled out to whole school and impact being monitored in years 4 to 6, initial indicators are positive. Rapid progress evident for early stage EAL, phonics progress good.
Evaluation July 17: Provision has enabled PP pupils to make rapid progress in KS1, too early to assess impact in KS2 but will form part of the overall provision to accelerate progress in the phase over next year.

Mathletics	DP children need opportunities for regular maths practice, including at home. This provision is accessible and space is given in school for children without access to online resources	Improve attainment in maths through regular accessible practice	<ul style="list-style-type: none"> • Online resource enabling targeted homework 	41% of subscription	£1, 100	Progress and attainment in Maths increased in all phases
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Evaluation July 17: use in school and at home, ease of accessibility for independent learning, rewards in assemblies and class prizes are effective motivators, take up is good, in school short sessions are used to reinforce teaching – supports home learning well, need to ensure that access is available out of school hours for all PP learners

One to one tutoring in year 6	DP children, including some who are newly arrived, need to make accelerated progress in year 6. One to one is proven to be highly effective	Fill gaps and accelerate progress in year 6 so that children are ready for transition	<ul style="list-style-type: none"> • Twice weekly sessions for 15 PP children 	12 children	£11, 700	Rapid progress in year 6
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Additional support in grammar and English for year 6	DP have significant gaps in English, particularly in SPAG, and will benefit from targeted in-class support	Accelerated progress in English	<ul style="list-style-type: none"> • Support in class during English lessons from tutor with specialism in Grammar 	5 hours weekly	£5, 000	Rapid progress in year 6 English
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Evaluation June 2017 – In Maths, 7 of 11 PP children in year 6 made rapid progress, all made good progress. In Reading, 8 of 11 made rapid progress and in writing, 10 of the 11 made rapid progress over the year)

Additional staffing in year 1	Children do not always make the transition to KS1 from Reception without a	To support transition from EYFS to KS1 to	<ul style="list-style-type: none"> • Additional EY qualified staff in 	10 children	£11, 562	Good progress over KS1
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	slowing of the progress of their learning. Staffing enables the provision of more play based learning PP group need rapid progress	enable greater progress in KS 1, particularly of PP group	year 1 for term one			
<p><i>Interim evaluation April 17: KS1 progress is on track, support for new arrivals critical, will maintain model. Progress for PP pupils is strong (Rapid progress in Reading, 62.5%, writing 50% and Maths 37.5%)</i></p> <p>Evaluation July 17: 100% of PP pupils made expected progress in reading, writing and maths. The % making better than expected progress from start of year was: Reading 33%, writing 55%, maths 44%</p>						
EMA teacher time on Induction of mid-term entrants	Mobility among DP means that their schooling is interrupted and progress is slower. High quality induction enables this.	To engage with parents to enable learning to take place as soon as possible for new arrivals and to identify any individual learning needs	<ul style="list-style-type: none"> One half day per week set aside for this work, including PP children 	25 children have joined the school since September	£5, 319	Successful model – support quickly put in place enabling good progress from low starting points
<p>Evaluation July 17: Induction continues to be effective, linked to on-entry assessments – rapid progress of new arrivals – e.g. yr 5 D and L</p>						
Additional support for the assessment of provisions and the development of English for learners in the early stages	Many Disadvantaged learners are in the early stages of English acquisition and intensive work can enable rapid progress.	To maintain records of individual progress, assess and develop programmes of support	<ul style="list-style-type: none"> One day per week 	10 mid-term entrants have EAL and are PP There are 52 PP children with EAL across the school	£10, 638	Pupil progress meetings and strong progress data
<p><i>Interim evaluation April 17: Essential support for learners in early stages of English acquisition – 12 mid-term entrants since November 16, 8 EAL early stages of English</i></p> <p>Evaluation July 17: Essential, will need to maintain in the coming year</p>						
Supplementing Breakfast and After School Club places	Some DP children may not have access to extended day offer without financial support. This provision	Support for children and families to minimise	<ul style="list-style-type: none"> Free and subsidised places in out of school hours activities 	Flexible offer according to need – currently 6 breakfast club	£5, 000	Disposition to learning qualitative data

	enables social inclusion and practical support.	disadvantage and facilitate learning	including Breakfast	places and 5 after school club		
Supplementing Instrumental tuition	DP may miss out on educational opportunities due to a lack of resources. These provisions lead to more self-confidence and an improved disposition to learning.	Enabling equality of access to a fuller range of learning opportunities	<ul style="list-style-type: none"> • Drumming for all KS2 • Guitar, violin, piano individual • Recorder for year 3 and individuals 	56 children in KS2 10 children with individual 2 recorder learners	£4, 485	Disposition to learning qualitative data
Supplementing residential visits	DP may have a more limited experience and families may not be able to provide access to e.g. museums or arts facilities. These experiences are a key part of a rich curriculum offer.	Ensuring that no child misses out because of disadvantage Broadening children's experience, strategies, risk taking and social learning to impact positively on attainment, particularly in writing	<ul style="list-style-type: none"> • Year 2, 4 and 6 residential 	33 PP children in those year groups	£3, 500	Team building and broadening experience
Supplementing trips, workshops and	Families may struggle to contribute financially and these experiences support effective learning	Ensuring that no child misses out because of disadvantage – enriching the curriculum and providing quality input	<ul style="list-style-type: none"> • Termly trips • Workshops – e.g Young Shakespeare, Be the Best You Can Be 	41% of children will not be excluded from any activity for which we require a parental contribution	£2, 000	Participation in all activities by all
<p><i>Interim evaluation April 17: Ensures an equality of offer and enables full access to curriculum. Issue with this is that some children where access due to poverty is an issue are not PP, school needs a hardship fund.</i></p> <p><i>Evaluation July 17: ensures access to the broader curriculum as well as important support for families.</i></p>						

Speech and language therapist	Many DP have specific needs around language and communication and the provision enables the development of specific programmes that can be delivered in school.	Supporting children and staff by developing individual programmes	<ul style="list-style-type: none"> Regular visits to targeted children 	41% (tbc)	£4, 500	Increased attainment and progress, better able to access curriculum
<p><i>Interim evaluation April 17: Highly effective delivering sustainable programmes that can be delivered by school staff, positive impact on PP access to learning and progress</i></p> <p><i>Evaluation July 17: SS was effective and impact is sustainable as staff have been trained and strategies shared.</i></p>						
CPD – accessing high quality CPD including collaboration with local schools, consultancy leadership support, INSET leaders and relevant courses	Staff need access to and understanding of best practice for DP in order to ensure that the offer for DP at Hollickwood is the best it can be.	Ensuring that staff development enables quality first teaching and that leaders are supported to engage with narrowing the gap	<ul style="list-style-type: none"> Membership of MH NLC BPSI membership and additional hours School reviews (BPSI) INSET on grammar and writing External courses (CLPE, IoE) 	41% of children are PP, all impacted by CPD – contribution to £12 900	£5, 000	Good practice across all phases in addressing needs of groups and individuals
<p><i>Interim evaluation April 17: IoE courses complete, CPD packages meeting need and INSET delivered, PP likely to be a focus of MH NLC School Partnership Programme reviews (additional cost of £2k)</i></p> <p><i>Evaluation July 17: Team, particularly leaders, are better able to support improvement across the school.</i></p>						
Contingency	Interim evaluation Nov. 16 and research may identify a further need or resource	An amount so that we can respond to any new need amongst the PP children that may be identified during the monitoring process	<ul style="list-style-type: none"> E.g. additional resources 	All PP children	£3, 000	Capacity to respond to new need
<p><i>Interim evaluation April 17: see additional spend outlined below</i></p> <p><i>Evaluation July 17: Spend in line with funding, contingency used.</i></p>						
					Total	£112, 639

		Overspend - £7, 039
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Further Funding of £18, 041 identified Feb 17 – planned spend outlined below

Item	Rationale	Principle aim	Activities (not exhaustive)	Number of DP pupils targeted	Cost (spend on disadvantaged pupils not full cost of provision)	Indicators of impact
Temporary (2 terms) TA support in KS1 (year 2) and KS2	Support teachers in targeting DA children during phase 1 lessons	Enable teachers to work with target children more effectively	Support learning within classrooms	Years 2, 3 and 4, 33 PP children	£10 035	Progress of PP group in years 3 and 4 – RWM
<i>Evaluation July 17: support very valuable for pupils with particular needs and new arrivals with early stages English, enabling focused teaching from class teacher</i>						
Pirate writing	Support for target children (boys) in writing in year 3	Deliver rapid progress so that ARE can be attained	Pre-planned programme delivered by TA	4	£1 500	Rapid progress in writing for group
<i>Evaluation July 17: Despite some inconsistent attendance at 8.30am sessions, pupils who participated have made good progress in writing and are in line with ARE or just below.</i>						

Total grant = £105, 600 + £18, 041 = 123, 641 Total planned spend = £112, 639 + £11, 535 = 124, 174