

Pupil Premium Spend Plan and evaluation for the 2019.20 Financial Year (initial PP Grant allocation £117, 480)

| Item | Rationale | Principle aim | Activities (not exhaustive) | Number of PP pupils targeted | Cost (spend on disadvantaged pupils not full cost of provision) | Indicators of impact |
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| Learning Mentor | Many PP pupils 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 | £30, 335 | Improved attitude and learning disposition – case study |
| <i>Evaluation:</i> | | | | | | |
| 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 will or have benefitted from this provision are PP | £13, 440 | Individual progress Salford assessments on entry and exit Feedback from parents – rapid progress in reading |
| <i>Evaluation:</i> | | | | | | |
| Project X code | A lack of confidence and motivation to read is an issue for some PP pupils. This provision works with highly motivational texts in a supportive way and is proven to be effective across the primary phase. | To raise engagement and attainment in reading in KS1 | <ul style="list-style-type: none"> • One TA at 5 hours per week | tbc | £6, 600 | Individual progress assessments on entry and exit Feedback from parents – improved attitude to reading and learning |
| <i>Evaluation:</i> | | | | | | |

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| Numbers Count/First class@number | PP pupils 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 50% of TA2 salary | £10, 500 | Entry and exit Sandwell assessments showing rapid progress in Maths 2016 – 4 children made between 11 and 18 months progress in 3 months |
| <i>Evaluation:</i> | | | | | | |
| Reading Eggs | Maintaining motivation amongst younger learners needs a range of texts and activities. This programme engages pupils – effective for before school groups for KS1 and lower KS2, and for use at home for all year groups from 1 to 6 | Improve attainment and progress in reading and phonic knowledge across all year groups | <ul style="list-style-type: none"> • Subscription • Staffing is voluntary • Daily sessions before school for target (PP) children | All DA pupils | £1, 225 | Phonics assessments and case studies Disposition to reading, engagement with learning |
| <i>Evaluation: Helps with phonic knowledge – high scores in phonics check, PP pupils' attainment above national in phonics check.</i> | | | | | | |
| Mathletics | PP 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 <i>higher proportion of PP pupils attaining ARE in Maths (e.g. year 4, 2016 33%, 2017 60%)</i> | Improve attainment in maths through regular accessible practice | <ul style="list-style-type: none"> • Online resource enabling targeted homework | All DA pupils | £1, 100 | Progress and attainment in Maths increased in all phases |
| <i>Evaluation:</i> | | | | | | |
| Additional staffing in year 1 | Children do not always make the transition to KS1 from Reception without a slowing of the progress of their learning. Staffing enables the provision of more play based learning PP group need rapid progress <i>High outcomes at end of year 1 (re 93%, wr 93%, ma 93%)</i> | To support transition from EYFS to KS1 to enable greater progress in KS 1, particularly of PP group | <ul style="list-style-type: none"> • Additional EY qualified staff in year 1 for term one | 8 children | £18, 606 | Good progress over KS1 |

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| <i>Evaluation:</i> | | | | | | |
| EMA teacher time on: <ul style="list-style-type: none"> Induction of mid-term entrants Additional support for the assessment of provisions and the development of English for learners in the early stages | <p>Mobility among PP pupils means that their schooling is interrupted and progress is slower. High quality induction enables this.</p> <p>Many Pupil Premium learners are in the early stages of English acquisition and intensive work can enable rapid progress.</p> | <p>To engage with parents to enable learning to take place as soon as possible for new arrivals and to identify any individual learning needs</p> <p>To maintain records of individual progress, assess and develop programmes of support</p> | <ul style="list-style-type: none"> One day per week set aside for this work, including PP children One day per week | <p>25 children have joined the school since September</p> <p>10 mid-term entrants have EAL and are PP There are 52 PP children with EAL across the school</p> | <p>£10, 912</p> | <p>Successful model – support quickly put in place enabling good progress from low starting points</p> <p>Pupil progress meetings and strong progress data</p> |
| <i>Evaluation:</i> | | | | | | |
| Supplementing Breakfast and After School Club places | Some PP children may not have access to extended day offer without financial support. This provision enables social inclusion and practical support. | Support for children and families to minimise disadvantage and facilitate learning | <ul style="list-style-type: none"> Free and subsidised places in out of school hours activities including Breakfast | Flexible offer according to need – currently 6 breakfast club places and 5 after school club | £5, 000 | Disposition to learning qualitative data |
| Supplementing Instrumental tuition | PP pupils 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 | PP pupils 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 | <ul style="list-style-type: none"> Year 2, 4 and 6 residential | 41 PP children in those year groups | £4, 500 | Team building and broadening experience |

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| | | and social learning to impact positively on attainment, particularly in writing | | | | |
| 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 | 43% of children will not be excluded from any activity for which we require a parental contribution | £2, 000 | Participation in all activities by all |
| <i>Evaluation:</i> | | | | | | |
| <i>Evaluation: Highly effective, equipping staff with skills to best support pupils with particular needs.</i> | | | | | | |
| 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 PP pupils in order to ensure that the offer for PP 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) | 50% of children are PP, all impacted by CPD – contribution to £12 900 | £7, 800 | Good practice across all phases in addressing needs of groups and individuals |
| <i>Evaluation:</i> | | | | | | |

Total grant = £117, 480 Total spend = £119, 177