



Hill View Primary School

Pupil Premium Report 2016/17 - Closing the Gap for Disadvantaged Learners

School	Hill View Primary School
Context	<p>November 2016 Raise Data 3 form entry Primary School/4 form entry in Year 3 650 on roll</p> <ul style="list-style-type: none"> • 12.9% pupils identified as disadvantaged (FSM) • 12.9% pupils with SEN Support • 1.2% pupils statemented or EHCP • 6.2% pupils not/believed not to be English • 8.6% pupils from minority ethnic groups <p>Total PP Funding allocation - £106 920</p>
Key Actions taken to maximise impact of Pupil Premium Funding	<ul style="list-style-type: none"> • Intervention groups led by TAs • Nessy intervention to support children in Year 3 who did not meet Phonic test standard. • ELSA and Counselling. • Counsellor supporting some parents • Reading Writing and Maths Groups led by additional teacher in Year 6. • Read Write Inc. training and resources to improve the teaching of phonics in Year R and 1. • Read Write Inc. Assessment Teacher. • Additional Teacher 2 days a week to support Reading, Writing and SPAG in Y5/6. • Additional Teacher 3 sessions a week in Year 6 to support Mathematics. • Part funding of trips, uniform grant, Breakfast and After School Clubs • 1:1 or small group support in class • 1:1 support for specific children on personalised timetables outside of class • Home Learning support • PP children known by class teacher and progress reviewed as part of Pupil Progress. • Parent Support Worker employed to support families. • 1:1 Tutoring for adopted/LAC pupils
Impact on attainment and progress and wider outcomes for disadvantaged learners	<p>EYFS (5 pupils)</p> <ul style="list-style-type: none"> • 40% of pupils achieved a Good Level of Development • 100% of pupils achieved or exceeded communication and language • 80% of pupils achieved or exceeded Physical Development • 100% of pupils achieved or exceeded Personal, Social and Emotional development (Self-confidence and Self-Awareness) • 100% of pupils achieved or exceeded Reading & 60% of pupils achieved or exceeded Writing • 80% of pupils achieved or exceeded in Number & 60% of pupils achieved or exceeded Shape, Space and Measure • 100% of pupils achieved or exceeded Technology • 100% of pupils achieved or exceeded Expressive Arts and Design

<p>Impact on attainment and progress and wider outcomes for disadvantaged learners</p>	<p>Phonics Screening</p> <ul style="list-style-type: none"> • Year 1 (9 children) – 89% passed • Year 2 (remaining 19 children who did not pass in Year 1) – 89% passed – 17 children <p>By the end of KS1 2016 (17 children) – 89 % passed the threshold, be that in Year 1 (2015) or Year 2 (2016).</p> <p>KS1 Year 2 – 19 pupils</p> <ul style="list-style-type: none"> • Reading - 63% reached expected standard • Reading – 16% reached greater depth • Writing - 47% reached expected or above • Writing - 5% at greater depth • Maths – 63% reached age-related • Maths - 5% greater depth <p>KS2 Year 6 - 9 pupils</p> <ul style="list-style-type: none"> • Reading - 78% attained expected or above • Reading - 56% attained greater depth • Writing - 78% attained expected or above • Writing - 0% attained greater depth • Maths – 67%% attained expected or above • 11% attained greater depth • SPAG 100% expected • 44% Greater depth • RWM – 67% attained expected or above <p>Progress KS1 to KS2 The school achieves sufficient progress in Reading and Maths if the rate is at least -5 and -7 in Writing</p> <ul style="list-style-type: none"> • Reading +0.12 • Writing -5.55 • Mathematics -2.36 <p>ELSA, Nesy, Counselling and social language groups/pairings have helped address emotional needs for some individuals which in turn has given them better access to the curriculum and improved behaviour.</p> <p>Playground equipment Children in receipt of PP have been able to attend residential and educational visits, and receive musical and swimming tuition due to the school supporting children financially.</p> <p>Some families have also opted for support of uniform grant.</p> <p>Use of School Counsellor for to support parents directly on a weekly 1:1 basis.</p> <p>Parent Support Worker running support and information groups such as coffee mornings, Children’s First Aid, Sleep Workshops, Managing finances courses and Parenting courses</p>
<p>Impact of interventions on other learners</p>	<ul style="list-style-type: none"> • Intervention groups are made up of children in receipt of PPG and other children with the same gaps in learning so the funding impact spreads wider than just PP entitled children.

	<ul style="list-style-type: none"> • All pupils benefit from pastoral support provided by class teacher, TA and Pastoral Worker • Peer to peer pairings have supported non-PP pupils as well as PP pupils • Non PP pupils have also benefitted from Booster groups and teaching from additional part time teachers and SLT
How have Governors/ Parents/ carers/children been involved?	<ul style="list-style-type: none"> • Governors are kept informed about whole school data and budget through reports. • Parents are kept informed with regard to the support available and interventions provided through letters, consultations, IEPs and meetings with class teachers and/or the Inclusion Leader. • Children are aware of increased support • Report shared with Governors and staff Autumn 2017
Responsibility for PP Funding	Headteacher
Possible plans to further develop the use of Pupil Premium funding	<p>Ensure the school is maximising the impact of Pupil Premium funding. Actions might include</p> <ul style="list-style-type: none"> • Continued analysis of the impact of specific interventions in and out of the classroom • choosing two or three PP pupils to track closely as 'case studies' e.g. those with poor attendance or those 'off track' in their learning • Investigating more 'creative' ways of targeting PP funding specific to needs of disadvantaged children – e.g. girls maths
Key contact for further information	Jo Smith

Report produced by Jo Smith

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