



Hall Green Primary School Pupil Premium funding

2014/2015

The Pupil Premium Grant is a specific Government funding allocated to schools to support pupils who belong to particularly “vulnerable” groups which at risk of not achieving at expected levels for their age. The groups of pupils who are funded by the Pupil Premium Grant are:

- Those eligible for Free School Meals (FSM)
- Children who are Looked After (CLA)
- Services children.

Funding for the financial year 2014-2015 year was £301,600

53.5% (235) of our pupils in YR to Y6 were supported through pupil premium.

The information below provides a summary of how the Pupil Premium Grant for 2014/15 was spent along with the school’s objectives in allocating the funding.

A summary of the impact each initiative has had is also provided.

YOUR CHANCE TO SHINE

Pupil Premium spending 2014/15 (Academic year)

Initiative	Cost	Objective	Outcome																																																
<i>Provision of expert teaching and interventions targeted at appropriate Y6 pupils</i>	£39,005	To continue to narrow the attainment gap in attainment between pupils eligible for pupil premium funding and those not.	<p>In 2015 39 of 60 pupils were eligible for Pupil Premium (65% of the cohort). 1 pupil = 2.6% of the Pupil Premium group 1 pupil = 5% of the Non Pupil Premium group</p> <p>Significant variables: prior attainment low (32.8% of cohort were within the low attainment band at KS1 in contrast with 16.5% nationally) Pupil mobility high: 7 pupils arrived during Y5/6 (14%) and 12 since end of Y4 (24%)</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">% pupils attaining L4+ Reading, Writing & Maths</th> </tr> <tr> <th></th> <th style="text-align: center;">Eligible for PP</th> <th style="text-align: center;">Not Eligible for PP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">62% (24 pupils)</td> <td style="text-align: center;">85% (17 pupils)</td> </tr> </tbody> </table> <p>Although additional provision enabled more PP funded pupils to attain the expected level in each of the three subjects (reading, writing and maths) than the number of pupils not funded, the percentage gap in attainment between the two groups is wide.</p> <p>However, as shown in the table below, the proportion of disadvantaged pupils making at least expected levels of progress exceeds the national proportion of funded pupils for maths and reading,</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="text-align: center;">% Pupil Premium funded pupils making expected progress</th> </tr> <tr> <th colspan="2" style="text-align: center;">Read</th> <th colspan="2" style="text-align: center;">Write</th> <th colspan="2" style="text-align: center;">Maths</th> </tr> <tr> <th style="text-align: center;">School</th> <th style="text-align: center;">national</th> <th style="text-align: center;">School</th> <th style="text-align: center;">national</th> <th style="text-align: center;">School</th> <th style="text-align: center;">national</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">97</td> <td style="text-align: center;">86</td> <td style="text-align: center;">79</td> <td style="text-align: center;">88</td> <td style="text-align: center;">95</td> <td style="text-align: center;">92</td> </tr> </tbody> </table> <p>The attainment gap within school, between Pupil Premium funded children and non-funded children (as measured by Overall Average Point Score) is smaller than the comparative gap nationally:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Average Point Score 2015</th> </tr> <tr> <th></th> <th style="text-align: center;">School</th> <th style="text-align: center;">national</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Disadvantaged</td> <td style="text-align: center;">26.8</td> <td style="text-align: center;">27.2</td> </tr> <tr> <td style="text-align: center;">Other</td> <td style="text-align: center;">28.9</td> <td style="text-align: center;">29.5</td> </tr> <tr> <td style="text-align: center;">Gap</td> <td style="text-align: center;">2.1</td> <td style="text-align: center;">2.3</td> </tr> </tbody> </table>	% pupils attaining L4+ Reading, Writing & Maths				Eligible for PP	Not Eligible for PP	2015	62% (24 pupils)	85% (17 pupils)	% Pupil Premium funded pupils making expected progress						Read		Write		Maths		School	national	School	national	School	national	97	86	79	88	95	92	Average Point Score 2015				School	national	Disadvantaged	26.8	27.2	Other	28.9	29.5	Gap	2.1	2.3
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		To achieve a VA measure for pupil premium funded pupils greater than 100 in all subjects.	<table border="1"> <thead> <tr> <th colspan="8">Value Added measures for Pupil Premium funded pupils 2015</th> </tr> <tr> <th colspan="2">Overall</th> <th colspan="2">Read</th> <th colspan="2">Write</th> <th colspan="2">Maths</th> </tr> <tr> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>School</th> <th>National</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>99.8</td> <td>99.8</td> <td>98.1</td> <td>99.7</td> <td>99.3</td> <td>99.8</td> <td>100.8</td> <td>99.7</td> </tr> </tbody> </table> <p>The table above shows that the Value Added (VA) measure (measuring progress from KS1 to KS2) did not exceed the expected measure of 100. However, VA for PP funded pupils was in line with national averages overall and in writing. VA exceeded the national average in maths, but fell significantly below in reading.</p>	Value Added measures for Pupil Premium funded pupils 2015								Overall		Read		Write		Maths		School	National	School	National	School	National	School	National	99.8	99.8	98.1	99.7	99.3	99.8	100.8	99.7
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To facilitate progress such that at least 90% Y6 pupil premium funded pupils attain their individual targets.	<p>The percentage of Y6 Pupil Premium pupils achieving individual target at the end of 2015:</p> <p>Reading: 78.4% (81%) Writing: 94.9% (95.2) Maths: 94.9% (95.2)</p> <p>⇒ In writing and maths, more than 90% of disadvantaged Y6 pupils achieved their individual target.</p>																																		

<i>Provision of expert teaching and interventions targeted at appropriate KS1 pupils.</i>	£45,587	To continue to narrow the attainment gap in attainment between pupils eligible for pupil premium funding and those not.	<table border="1"> <thead> <tr> <th colspan="6">% Y1 attaining expected level in phonics screening check 2015</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>Gap PP v Non PP</th> <th>National PP</th> <th>National non-PP</th> <th>Gap PP v Non PP</th> </tr> </thead> <tbody> <tr> <td>55%</td> <td>70%</td> <td>-15%</td> <td>66</td> <td>80</td> <td>-14%</td> </tr> </tbody> </table>	% Y1 attaining expected level in phonics screening check 2015						PP	Non PP	Gap PP v Non PP	National PP	National non-PP	Gap PP v Non PP	55%	70%	-15%	66	80	-14%
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To facilitate progress such that FSM pupil's attainment in Y1 phonics screening at least meets the national average for FSM pupils.	<p>The table above shows that Y1 phonics attainment for pupil premium funded pupils</p> <ul style="list-style-type: none"> - Continues to need improvement - The "gap" between Pupil Premium funded children's attainment and that of non-Pupil Premium funded pupils is in line with the national average. 																				

		<p>To enable progress such that APS for pupil premium funded pupils, in all subjects, is greater than the comparative score in 2013/14.</p>	<table border="1" data-bbox="981 124 1686 287"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>13.0</td> <td>14.1</td> <td>14.1</td> <td>+1.2</td> </tr> <tr> <td>Reading</td> <td>13.5</td> <td>14.6</td> <td>14.4</td> <td>+0.9</td> </tr> <tr> <td>Writing</td> <td>12.4</td> <td>13.1</td> <td>12.8</td> <td>+0.4</td> </tr> <tr> <td>Maths</td> <td>13.2</td> <td>14.7</td> <td>15.1</td> <td>+1.9</td> </tr> </tbody> </table> <p>The table above shows that</p> <ul style="list-style-type: none"> - APS overall (all subjects) has risen. - APS for all subjects individually has risen. 		2013	2014	2015	Difference	Overall	13.0	14.1	14.1	+1.2	Reading	13.5	14.6	14.4	+0.9	Writing	12.4	13.1	12.8	+0.4	Maths	13.2	14.7	15.1	+1.9
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		<p>To facilitate progress such that at least 80% Y2 pupils eligible for pupil premium funding attain their individual targets.</p>	<p>Y2 Pupil Premium pupils achieving individual target:</p> <p>Reading: 91% Writing: 88% Maths: 94%</p> <p>⇒ In all subjects, more than 80% of Y2 pupils achieved their individual target.</p>																									

<p><i>To provide focussed family and parental support via a school-dedicated Family Support Worker.</i></p>	<p>£25,008</p>	<p>To raise attainment and close gaps in learning by improving parental engagement via:</p> <p>Home visits to all new arrivals</p> <p>EYFS parent curriculum groups</p> <p>Facilitation of parental development as appropriate eg Triple P (behaviour management) & Cookwell.</p> <p>Support for parents to access services appropriate to their needs.</p> <p>Engagement in multi-agency support for Children/Families In Need and Looked After Children.</p> <p>Ensuring capacity to address all safeguarding and child protection issues, deputising as appropriate.</p>	<p>See attainment and attendance data as reported as outcomes for other initiatives.</p>
<p><i>To provide focussed challenge and support related to attendance via a school-dedicated Family Support Worker.</i></p>		<p>To raise attainment by improved attendance</p> <p>reducing levels of persistent absence</p>	<p>Attendance levels for pupils funded by Pupil Premium -:</p> <p>2011/12: 91.5%</p> <p>2012/13: 91.6%</p> <p>2013/14: 93.84%</p> <p>2014/15: 92.5%</p> <p>⇒ Improvement of 3.2% (4.2% since 2010/11)</p> <p>Persistent absence levels for pupils funded by Pupil premium -:</p> <p>2011/12: 14.1%</p> <p>2012/13: 11.3%</p> <p>2013/14: 8.1%</p> <p>2014/15: 11.1%</p> <p>⇒ Reduction of 3% (18.2% since 2010/11)</p>

LSP & HLTA Interventions

To continue to narrow the attainment gap in attainment between pupils eligible for pupil premium funding and those not.

LSP @ £595 for one hour each week for 39 weeks

HLTA @ £705 for one hour each week for 39 weeks

Total cost approx. £97,000

The following are examples of interventions and support provided along with their impact.

Maths interventions

Y1 impact over 2 terms.

Expected APS uplift: 2

Year Group	Intervention	APS Uplift	Summary
Y1	Teacher Numeracy Support	5.5	Well Above
Y1	LSP Numeracy Support	3.0	Well Above

Y2-Y6 impact over 3 terms.

Expected APS uplift: 3

Yr 2	LSP Support in class	6.0	Well Above
Yr 2	Higher ability booster groups	6.2	Well Above
Yr 3	LSP Support in class	2.8	In Line
Yr 4	ECC Resources	3.4	In Line
Yr 5	Higher ability booster group in class	2.3	Below
Yr 5	HLTA intervention	3.4	In Line
Yr 6	LSP intervention	3.4	In Line
Yr 6	LSP in class	4.7	Above
Yr 6	LSP in class	4.0	Above
Yr 6	Higher ability booster group in class	6.7	Well Above
Yr 6	Teacher Numeracy Support	4.6	Above

English interventions

Y1 impact over 2 terms.

Expected APS uplift: 2

Year Group	Intervention	APS Uplift	Summary
Y1	<i>Phonic Groups (AT)</i>	<i>Read – 4.0</i>	<i>Well Above</i>
		<i>Write – 6.0</i>	<i>Well Above</i>
Y1	<i>Literacy Teacher Support (AT)</i>	<i>Read – 5.2</i>	<i>Well Above</i>
		<i>Write – 6.0</i>	<i>Well Above</i>
Y1	<i>LSP Literacy Support</i>	<i>Write – 3.0</i>	<i>Above</i>
Yr 1	<i>Phonics</i>	<i>Read – 3.5</i>	<i>Well Above</i>
Yr 1	<i>Nurture</i>	<i>Read – 5.0</i>	<i>Well Above</i>
		<i>Write – 2.0</i>	<i>In line</i>

Y2-Y6 impact over 3 terms.

Expected APS uplift: 3

Yr 2	LSP Support	Read – 3.0	In Line
		Write – 2.0	Below
Yr 2	LSP Support	Read – 4.0	Above
		Write – 4.0	Above
Yr 2	HA Literacy support	Read – 5.5	Well Above
		Write – 4.5	Above
Yr 2	HA Reading Booster	Read – 5.3	Well Above
		Write – 5.0	Well Above
Yr 3	LSP Support	Read – 2.5	Below
		Write – 4.0	Above
Yr 3	Letters and Sounds	Read – 3.1	In Line
		Write – 4.4	Above
Yr 3	Sound Discovery	Read – 2.5	Below
		Write – 4.0	Above
Yr 3	Speech & Language	Read – 2.0	Below
		Write – 4.0	Above
Yr 4	Enable	Read – 4.0	Above
Yr 5	LSP Guided Reading	Read – 4.0	Above
		Write – 4.0	Above
Yr 5	HLTA Guided Reading	Read – 3.3	In Line
Yr 5	Phonics/HFW	Read – 6.0	Well Above
		Write – 4.5	Well Above
Yr 5	LSP Guided reading/writing	Read – 3.0	In Line
		Write – 2.7	In Line
Yr 5	HA Target Group	Read – 4.8	Well Above
		Write – 3.6	Above
Yr 5	HLTA Support – HA (LL)	Write – 4.0	Above
	Guided reading/writing LSP (MM)	Read – 2.5	Below
		Write – 3.7	In Line

<p><i>To provide “nurture” intervention/support for pupils in KS1 and KS2 who have been identified as needing emotional support and development.</i></p>	<p>£8571/year across 6 year groups</p> <p>£700 Resources</p>	<p>To raise both attainment and attendance levels of those pupils identified as needing emotional support and development of resilience in order that they</p> <ul style="list-style-type: none"> - develop increased levels of self-confidence and resilience - engage with the curriculum and develop independent learning skills - improve their social skills and raise their levels of self-esteem <p>⇒ improve rates of progress and their overall attainment.</p>	<table border="1" style="margin-bottom: 10px;"> <tr> <td colspan="3" style="text-align: center;"> APS progress over 2 terms (Expected gain: 2) Nurture PP pupils </td> </tr> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;">Y1</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">5.0</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">2.0</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">4.0</td> </tr> </table> <table border="1" style="margin-bottom: 10px;"> <tr> <td colspan="3" style="text-align: center;"> APS progress over 3 terms (Expected gain: 3) Nurture PP pupils </td> </tr> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;">Y4</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">4.7</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">4.7</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">8.7</td> </tr> </table> <table border="1"> <tr> <td colspan="3" style="text-align: center;"> APS progress over 3 terms (Expected gain: 3) Nurture PP pupils </td> </tr> <tr> <td rowspan="3" style="text-align: center; vertical-align: middle;">Y5</td> <td style="text-align: center;">Reading</td> <td style="text-align: center;">4.8</td> </tr> <tr> <td style="text-align: center;">Writing</td> <td style="text-align: center;">3.6</td> </tr> <tr> <td style="text-align: center;">Maths</td> <td style="text-align: center;">4.0</td> </tr> </table>	APS progress over 2 terms (Expected gain: 2) Nurture PP pupils			Y1	Reading	5.0	Writing	2.0	Maths	4.0	APS progress over 3 terms (Expected gain: 3) Nurture PP pupils			Y4	Reading	4.7	Writing	4.7	Maths	8.7	APS progress over 3 terms (Expected gain: 3) Nurture PP pupils			Y5	Reading	4.8	Writing	3.6	Maths	4.0
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