

## Pupil premium grant expenditure, Castle Hills Primary School: 2014/15

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### Overview of the school

| Number of pupils and pupil premium grant (PPG) received                                 |                                    |
|---|------------------------------------|
| Total number of pupils on roll  | 240                                |
| Total number of pupils eligible for PPG<br>Total number of LAC pupils eligible for PPG+ | 90<br>1                            |
| Amount of PPG received per pupil<br>Amount of PPG+ received per pupil                   | £1,900<br>£600+£600+? (max £1,900) |
| <b>Total amount of PPG received</b>   | £117000 + PPG+                     |

### Objective of PPG spending 2014/15

#### Overview of objectives in spending PPG:

#### Whole School, Improve attainment by:

- Raise parental engagement across whole school (parental engagement activities)
- Raise attendance across school (3 strikes, attendance cups, attendance reward day)
- Raise SMSC for vulnerable groups (case studies)
- Providing intervention groups to support pupils with additional requirements, to target their needs and improve their attainment and accelerate their progress.
- Ensuring good levels of attendance and punctuality by employing a Parent Support Advisor who will work with those families who are vulnerable and have difficulties in supporting their child/children to attend school on time and regularly.
- Providing a nurturing and supportive environment for children to complete homework tasks, have the opportunity to use equipment such as lap tops, and be involved in a variety of enriching activities such as baking, crafting and sport.
- Providing an inclusive culture where every child has the same opportunities

**Foundation Stage and Key Stage 1**

*Accelerated progress and improved attainment of phonics in Foundation Stage and KS1 resulting in improved phonics screening results (new phonics resources and CPD)*

*Accelerated progress in speech and language in Foundation Stage and KS1 (early intervention)*

**Key Stage 2**

*Accelerated progress in maths, reading and writing in year 6 (two class teachers, specialist teacher, booster groups)*

**Summary of spending and actions taken:**

Intervention groups have been in place since the funding allocation in April 2014. SENCO lead, intervention Lead and LSAs are employed to specifically target those Pupil Premium children who require additional academic support, alongside those children not eligible for Pupil Premium funding. We provide after school clubs to all children, so as not to single out Pupil premium children but they are specially invited to join. Teachers are running booster sessions after school to accelerate the progress in maths and literacy for year six pupils. We provide a light tea/snack and support children with their homework. This provides a nurturing environment and develops a good relationship between staff and pupils, which is particularly important with vulnerable children. The development of trust has resulted in better behaviour and social and moral sensibilities have been learnt and developed. In order to improve attainment pupils need to be in school on time and regularly. We have employed a PSA to work with vulnerable families which is developing the trust of pupils and parents and encouraging a culture of support and a nurturing environment. In order to provide an inclusive culture we have committed a proportion of the funding to pay for, all or part of, educational visits for those children in receipt of Pupil Premium funding. Uniform boxes have been set up to ensure that all pupils feel part of the school community. This ensures that all children have the same opportunities and are therefore able to join in all activities and visits regardless of their economic situation at home. This has meant that all children feel part of the school family, and ensures that there is no stigma associated with anyone not attending a visit.

**Outcomes to date: March 2015**

The actions taken have ensured that Pupil Premium children's attainment has remained consistently level with those children not with Pupil Premium, and there is no significant difference in attainment and progress. Interestingly, the additional support given to pupil premium children, in the form of interventions, PSA work and provision of groups, has resulted, in some cases, Pupil Premium children outperforming non-Pupil Premium children in terms of both attainment and progress (see accelerated progress percentages below). The progress of these pupils is closely monitored through detailed intervention group tracking and analysis, alongside Pupil premium case studies across school.

| STRATEGY or INTERVENTION           | AMOUNT    | NEW or CONT. | SUMMARY  | AIM  | SUCCESS CRITERIA   |   |
|------------------------------------|-----------|--------------|--|--|--|---|
| Employing Parent Support worker DJ | £###<br># | Continued    | Providing support to vulnerable pupils, parents and families                             | To identify /signpost to relevant agencies for support | Improve attainment and attendance of vulnerable pupils       | Improved attendance<br>Dips in attendance acted upon swiftly.<br>See caseload evaluations showing positive feedback from target families. |
| Sam's Safari                       | £200      | new          | Mobile reptile visiting school in KS1 parents and children to attend.                    | Parental engagement event                              | Improve relationships with parents and school                | Improved parental attendance to school events.<br>(see monitoring)  |
| Coffee mornings                    | £50       | new          | Opportunity to meet with parents, built relationships and understanding of parent voice. | Parental engagement event                              | Improve parents involvement/engagement in school/ Attendance | Same as above.  |
| CPD                                | £6,890    | Continued    | Target areas of development for individual staff   | Raise quality first teaching across school             | Improve attainment and attendance of vulnerable pupils       | All staff have been given the opportunity to attend training.<br>100% of staff have attended at least one CPD training session.           |
| Uniform boxes                      | £100      | new          | Ensure all pupils have correct   | All pupils look part of the school                     | Improve attendance   | Improved well being   |

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|   |                 |           | uniform   | community  | of vulnerable pupils   |  |
| Nurture groups                            | £100            | new       | Vulnerable pupils given opportunity to be involved in activities they usually would not be able to access | Provide all pupils with opportunities to access extra enriching curriculum   | Provide vulnerable pupils opportunity to pursue own interests and raise SMSC | Raised self-esteem and improved attendance. See individual case studies. Pupil feedback. |
| Case studies<br>Cost of cover for staff   | £360            | new       | Identify vulnerable pupils, detailed study of impact  | Improve understanding of how pupil premium should be spent                   | Improve effectiveness of how PP is spent to impact individuals               | See Individual case studies.   |
| Attendance day                            | £1,000 estimate | new       | Pupils achieving L.A targets to rewarded with fun activities run throughout the day                       | Improve attendance   | Improved attendance figures  | Attendance of PP children has improved with pupils attendance remaining above 90-96%     |
| Employing EAL classroom support           | £11,917         | Continued | Providing targeted pupils with EAL support  | Increased staff ratio<br>Raise attainment/engagement in EAL                  | Raised attainment<br>Improved relationships/communication with parents       | See intervention Analysis report.  |
| Employing additional classroom support EP | £12,385         | Continued | Providing additional classes with full time support   | Allow increased staff child ratio resulting in improved outcomes KS1 and KS2 | Improved results   | Interim data showing accelerated progress in reading, writing and maths for              |

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|   |        |           |   |  |   | identified children. See in year progress data and end of KS data showing accelerated progress in phonics reading and writing for identified children.(Below) |
| Employing lunch time staff for additional hours       | £6,000 | Continued | Pre Lunch time to support reading and focus vulnerable children         | Engage children in reading   | Improve Progress in reading.                                    | Same as above.  |
| Employing Midday supervisor to work 1to1 at lunchtime | £1,220 | New       | Providing 1 to 1 care for a pupil with additional needs during playtime | To ensure the pupil's safety   | Equal opportunity to a full curriculum and activities.          | Pupil's safety and inclusion.   |
| Speech and Language support CE - 10 hours per week    | £5,598 | Continued | Children targeted for 1:1 S&L support                                   | To ensure early intervention for S&L issues  | S&L issues identified Early intervention promotes good progress | See intervention Analysis report.   |
| Paying support Staff attending training days          | £2,500 | New       | Whole school training opportunities                                     | To ensure ALL school staff are highly trained and whole school initiatives are fully understood by all | Cohesive whole school ethos Raised standards                    | 100% of staff have accessed CPD.  |
| Toe by Toe SH   | £2,340 | Continued | Literacy1:1 intervention  | To support the progress of SA FSM children   | SA FSM children progress begins to close the gap                | See intervention Analysis report.   |
| Music   | £1,167 | Continued | Opportunities to learn a musical  | To allow access to musical instrument  | Anticipated take up   | 100% of PP children   |

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|   |         |           | instrument   | tuition to all  | of music lessons from Doncaster music service                           | are able to access enriched musical curriculum for year group.                            |
| Breakfast Club-staff increased due to increased pupil no's  | £8,175  | New       | Provide before school childcare and breakfast facilities   | To raise attendance and attainment  | Improved attendance / lateness Improved attainment                      | Improved attendance and punctuality . See spreadsheets.                                   |
| Visits/visitors/Transport Costs/Pant o/uniform              | £5,900  | New       | To subsidise trips, pay for whole class/school visitors into school, uniform for new FSM children (includes 'Be the Best you can Be' Programme which costs £1,122) | To improve inclusion in whole class activities/trips reducing the cost to parents. To take the some of the financial cost of school uniform from FSM children | All pupils feel part of the school and area included in every activity. | 100% children attend school trips.  |
| Additional Teacher in Year 6 -                              | £25,000 | New       | To deliver booster groups and smaller class size.  | Bridge the gaps of the low attaining vulnerable boys  | Accelerated progress  | See below data.   |
| Provide subsidised Extended School Activities to all pupils | £3,000  | New       | A varied range of activities will be on offer every day for an hour after school   | To provide all pupils with the opportunity to take part in extra-curriculum activities by removing the barrier of excessive cost.                             | All children have the opportunity to attend.                            | 82% of Pupil Premium children have been able to attend at least one after school club.    |
| Three strikes for a bike                                    | £900    | Continued | Children read four times a week, complete homework on time and bring P.E kit win a raffle ticket for a bike.   | Improve reading across school.  | Children are reading regularly.   | Children reading more at home. An average of 72% of PP children are reading at least four |

|                   |          |     |   |   |   |   |
|-------------------|----------|-----|---|---|---|---|
|                   |          |     |   |   |   | times a week.   |
| Phonics           | £460     | New | Investment in phonics resources, Joining Phonics Play website | Improve phonics across school particularly year 1 screening | Phonics to be embedded in all lessons and daily routines. | Impact following June phonics screening for Y1 and Y2 retakes. Predictions for Y1 phonics screening show an increase from 32% in 2014 to 80% 2015 |
| <b>TOTAL COST</b> | £116,586 |     |   |   |   |   |

|                              |          |
|------------------------------|----------|
| <b>Total PPG received</b>    | £117,000 |
| <b>Total PPG expenditure</b> | £116,586 |
| <b>PPG remaining</b>         | £414     |

### **Foundation stage**

#### **2013-2014**

Percentage of PP pupils achieving GLD, 1/5= 20%

Whole cohort reaching achieving GLD, 16/30=53%

#### **2014-2015**

Percentage of PP pupils achieving GLD, 4/10= 40% 5/6=83% who didn't achieve GLD are SEND

Whole cohort reaching achieving GLD, 16/30=53%

***For end of 2014-2015 year in year results see PDF attachment, pupil-premium-outcomes 2014-2015***

## Raise on line data 2015

### KEY STAGE 1

#### FSM compared to National Non FSM all subjects, AVERAGE POINT SCORES

-2012-2015 the gap narrowed from -1.7 to -0.1, an improvement of 1.6

#### NON FSM compared to National Non FSM all subjects, AVERAGE POINT SCORES

-2012-2015 the gap improved from -0.9 to -0.2, an improvement of 0.7

-Both Non FSM and FSM have made progress, but FSM have improved slightly more by 0.9

-The greatest progress made across all subject was from 2014-2015 with both groups, this demonstrates the positive impact of new structure of school

- The gap within school between NONFSM and FSM has narrowed from -0.8 to +0.1, a move of 0.9

#### Comparison to National Non FSM by subjects, AVERAGE POINT SCORES

##### Reading

- From 2012 to 2015 for FSM the gap improved from -1.5 to +0.2, an improvement of 1.7

-From 2012 to 2015 for Non FSM the gap improved from -1.2 to 0, an improvement of 1.2

##### Writing

-From 2012 to 2015 for FSM the gap improved from -2.6 to +0.1, an improvement of 2.7

-From 2012 to 2015 for Non FSM the gap improved from -0.7 to +0.3, an improvement 1

##### Maths

-From 2012 to 2015 for FSM the gap improved from -0.8 to -0.1, an improvement of 0.7

-From 2012 to 2015 for NON FSM the gap improved from -0.7 to -0.5, an improvement of 0.2

### KEY STAGE 2

#### FSM compared to National Non FSM all subjects, AVERAGE POINT SCORES

-2012-2015 the gap increased from -2.8 to -4.3, a widening of the gap by 1.5

#### NON FSM compared to National Non FSM all subjects, AVERAGE POINT SCORES

-2012-2015 the gap narrowed from -0.9 to -0.5, an improvement of 0.4

-There has been a slight improvement in Non FSM, but the gap within school between FSM and Non FSM has widened by 1.9

#### Comparison to National Non FSM by subjects, AVERAGE POINT SCORES

##### Reading



- From 2012 to 2015 for FSM the gap increased from -1.8 to -4.0, an increase of 2.2
- From 2012 to 2015 for Non FSM the gap increased from -0.9 to -0.3, a decrease of 0.6

### **Writing**

- From 2012 to 2015 for FSM the gap increased from -2.2 to -4.2, an increase of 2
- From 2012 to 2015 for Non FSM the gap increased from -0.5 to -1, an increase 0.5

### **Maths**

- From 2012 to 2015 for FSM the gap increased from -2.1 to -4.1, an increase of 2
- From 2012 to 2015 for NON FSM the gap increased from -1.6 to -3.1, an increase of 1.5

### **SpaG**

- From 2013 to 2015 for FSM the gap improved from -5.1 to -5, an improvement of 0.1
- From 2013 to 2015 for Non FSM the gap improved from -2.9 to -0.4, an improvement of 2.5