

# Peters Hill Primary School

## Pupil Premium 2016-2017

### Aim

Our aim for 2016/17 is for all children in receipt of Pupil Premium funding to make good progress in all subjects and attain at least expected standards or higher. The bulk of our Pupil Premium funding is used for targeted teacher intervention support in every year group.

### Pupil Premium Breakdown

Year 1 – 9%  
 Year 2 – 7%  
 Year 3 – 15%  
 Year 4 – 23%  
 Year 5 – 18%  
 Year 6 – 19%

However, governors also continue to subsidise a range of other enrichment activities such as educational visits, residentials, music tuition, attendance at clubs etc. Non-class based Assistant Head Teachers ensure the quality of teaching is maintained and children are well supported. An additional teacher in Year 4 2016/17 will add additional support to our largest group of disadvantaged pupils (23% of the cohort). The proposed expenditure and impact of these activities is shown below.

Funding Profiled for	Cost	Core Step	Impact
Intervention teacher for current Year 6 pupils Sep – March Apr – August	£14309 £12826	3	KS2 Reading progress and attainment - Disadvantaged progress in 2016 was -3.6. This has now been reduced to -1.8. The percentage of children achieving the expected standard has increased from 47% to 61%. KS2 Maths progress and attainment - Disadvantaged progress in 2016 was -4.3. This has now been reduced to -2.5. The percentage of children achieving the expected standard has increased from 26% to 57%. KS2 SPaG attainment – The percentage of children achieving the expected standard has increased from 37% to 70%
Intervention teacher for current Year 5 pupils Sep - March	£18430	3	Attainment in Reading – At the end of summer 2016, 55% of children were working at or above the expected standard. This increased to 76%. Attainment in writing – At the end of summer 2016, 55% of children were working at or above the expected standard. This increased to 71%. Attainment in maths – At the end of summer 2016, 45% of children were working at or above the expected standard. This increased to 91%.
Intervention teacher for current Year 4 pupils Sep - March	£11222	3	Attainment in Reading – At the end of summer 2016, 68% of children were working at or above the expected standard. This increased to 72%. Attainment in writing – At the end of summer 2016, 43% of children were working at or above the expected standard. This increased to 66%. Attainment in maths – At the end of summer 2016, 68% of children were working at or above the expected standard. This decreased to 59%.

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Intervention teacher for current Year 3 pupils Sep – March Intervention Reading recovery TA for current Year 3 pupils April - August	£10436  £695	3	Attainment in Reading – At the end of summer 2016, 56% of children were working at or above the expected standard. This remained the same at 56%. Attainment in writing – At the end of summer 2016, 58% of children were working at or above the expected standard. This decreased to 50%. Attainment in maths – At the end of summer 2016, 50% of children were working at or above the expected standard. This increased to 56%.
Intervention teacher for current Year 2 pupils Apr - August Sep - March	£6881 £9634	3	Attainment in Reading – At the end of summer 2016, 42% of children were working at or above the expected standard. This increased to 61%. Attainment in writing – At the end of summer 2016, 58% of children were working at or above the expected standard. This decreased to 50%. Attainment in maths – At the end of summer 2016, 42% of children were working at or above the expected standard. This increased to 44%.
Intervention teacher for current Year 1 pupils Apr - August	£7454	3	Attainment in Reading – At the end of summer 2016, 62% of children were working at or above the expected standard. This increased to 73%. Attainment in writing – At the end of summer 2016, 38% of children were working at or above the expected standard. This increased to 83%. Attainment in maths – At the end of summer 2016, 62% of children were working at or above the expected standard. This increased to 83%.
<b>Funding Profiled for</b>	<b>Cost</b>	<b>Core Step</b>	<b>Impact</b>
Learning Mentor support Apr - March	£19550	4	Pastoral Care through the development of a consistent base that children can access to ensure integration and inclusion in the curriculum. Children feel safe and supported at school and able to be part of the school community. Improved the social and emotional skills, self-confidence, ability to form new friendships, emotional resilience and behaviour for learning of individual pupils.
Nurture Room Breakfast Club	£1611	1	Children have a positive start to the school day. They access breakfast and are then ready to be part of the school day. Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said: “Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils' concentration.”
Albion Foundation	£1152	2	Leadership qualities prior to them moving to high school. Raising awareness and recognising what good leaders do and how to be a good leader/role model - linking to sport and popular culture. Children to take on leadership roles around the school.

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London Visit. Every child to experience a trip to the capital city.	£390	2	Raised cultural awareness across the school by each child experiencing a trip to a capital city. Linked to our geography curriculum and enabling all children to experience an extended learning opportunity. A curriculum enrichment activity. Increased curiosity, enthusiasm and engagement in the world around us.
Birmingham MAC visit. Every child to experience a trip to the theatre.	£720	2	Raised cultural awareness across the school by each child experiencing a trip to the theatre. Linked to our English curriculum and enabling all children to experience an extended learning opportunity. A curriculum enrichment activity. Increased curiosity, enthusiasm and engagement in literature and performance.
1 to 1 tuition Apr - August Sep – March	£3300 £4870	2	Individual programmes for LAC children. The aim was to narrow the attainment gap in reading comprehension. Pupil confidence has increased. The gap between the age related expectation has narrowed for these children. Increased number of pupils working at age related expectations and all pupils make the required progress
Year 4 Residential	£1440	2	The opportunity for children to take part in a program of outdoor education activities whilst staying away from home with their peers. Raised self-esteem and confidence whilst experiencing several curriculum enrichment activities.
<b>Funding Profiled for</b>	<b>Cost</b>	<b>Core Step</b>	<b>Impact</b>
Birmingham REP – weekly drama support to improve the provision across the school Sep - March	£7395	2	More children are engaged in opportunities for drama and theatre across the school. Increased children’s knowledge and skills in drama and theatre studies. Increased children’s confidence and self-esteem when performing individually or working as part of a group.
Current Year 7 pupils Collaborative learning projects with year 6 pupils. April - July	£12826	4	To engage children in Collaborative learning. Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.
Pupil access to Mathletics, Reading Eggs and Spellodrome home learning resource.	£10,080	6	A greater number of children are completing home learning activities through this on line resource. Engagement with children and parents regarding homework is higher.
Mentor Link – 1 to 1 counselling sessions for children.	£1400	4	Children to have access to 1 to 1 sessions to support social and emotional needs. Children have demonstrated positive behaviours for learning and make better choices regarding behaviours in school. Engagement in lessons is greater and the

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			need for immediate nurture room support has decreased. Children engage more with school activities.