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| **Holcombe Brook Primary School’s Pupil Premium Profile 2015/16** |
| **Head Teacher:** | Gill Evans |
| **Pupil Premium Reviewer:** | Kathryn Byrne |
| **Date:** | September 29th 2016 |

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| 1. **Summary Information**
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| **School** | Holcombe Brook Primary School |
| **Academic Year** | 2015/16 | **Total PP budget: £59,540** | **Date of Most recent PP Review** | September 2015 |
| **Total number of pupils** | Primary: | **Number of pupils eligible for PP:****2015/16 – 50 PP pupils****2016/17 – 44 PP pupils** | **Date for next PP Strategy Review** | September 2017 data updateJanuary 2017 Allocation update |

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| 1. **Current attainment at KS2**
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|  | ***Pupils eligible for PP*** | ***Pupils not eligible for PP*** |
| **% achieving a scaled score of 100 or more in reading, writing and maths** | 38% (3/8 achieved) | 65% |
| **Average scaled score Reading**  | 100.1 (4/8 achieved) | 102.5 |
| **Average scaled score Mathematics** | 100 (5/8 achieved) | 105.4 |
| **Average scaled score Grammar Punctuation and Spelling** | 99.3 (5/8 achieved) | 104.4 |
| **% achieving Expected Standard Writing** | 75% (6/8 achieved) | 88% |
| **% achieving Expected Standard Reading** | 50% | 77% |
| **% achieving Expected Standard Mathematics** | 63% | 88% |
| **% achieving Expected Standard Grammar, Punctuation and Spelling** | 63% | 69% |

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| **Barriers to future attainment (for pupils eligible for PP)** |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | On-entry attainment below developmental milestones – communication, language and literacy |
|  | Over 40% of Pupil Premium children in school have been to one or more schools prior to joining Holcombe Brook |
| **C.** | Speech, communication and language – low levels of language acquisition |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Some pupils unable to receive academic support and guidance from home |
| **E.** | % of PP pupils who have multiple barriers e.g. are accessing SEN provision also |

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| 1. **Desired outcomes**
 | **Success criteria**  |
|  | PP pupils in Reception will achieve GLD (Literacy, Mathematics, Communication and Language Development, PSED and Physical Development) | PP pupils in reception will achieve GLD  |
|  | All PP pupils who reached ELG in reading at the end of Reception will achieve the expected standard for phonics check at the end of Year 1 | PP will achieve the expected standard  |
|  | All PP pupils who achieved the expected standard or achieved at least a score of 25 in the phonics screen will convert to the expected standard for reading at the end of Year 2 | PP will achieve the expected standard |
|  | The attendance of those eligible for Pupil Premium funding is above other pupils nationally | Overall PP attendance is above 96.5% |
|  | The proportion of PP pupils achieving Expected Standard will increase to over 60% in R/W/M combined with 20% PP pupils achieving greater depth in maths, reading or writing. | By the end of Y5 and Y6, 60% of PP pupils will be working at or above age expectations in RWM.PP Pupils achieve 20% GD in Reading, Maths and GPS |
|  | Enriched EnvironmentTo ensure that all PP pupils have access to wider curricular opportunities. To ensure that PP pupils and those with additional needs have access to a broad and balanced curriculum | Pupils attend after school clubs, able to go on educational visits, funded places for Summer Schemes |

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| 1. **Planned Expenditure**
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| * **Academic year**
 | **£62 480** |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen Action/ Approach** | **Evidence based performance indicators** |
| APP pupils in Reception will achieve GLD (Literacy, Mathematics, Communication and Language Development, PSED and Physical Development) | Targeted intervention and support for PP pupils in receptionWorkshops for parentsSmall group interventions and 1:1 weekly sessions to ensure transition from nursery into primary school settingHome visits by class teacher and teaching assistants | All PP children achieve GLD at the end of EYFS |
| BAll PP pupils who reached ELG in reading at the end of Reception will achieve the expected standard for phonics check at the end of Year 1  | Targeted intervention and support for pupils to ensure progress continues throughout Year 1.Small group intervention and 1:1 sessions weekly by trained Phonics TA and Speech and Language TAParent workshops by Phonics Lead Teacher to raise awareness of age related skill sets | PP phonics check pass rate will rise to be in line with National Average for other pupils 80+ |
| CAll PP pupils who achieved the expected standard for phonics check will convert to the expected standard for reading at the end of Year 2 plus those who achieved a score of 25 | Targeted intervention and support for pupils to ensure progress continues throughout Year 2.Small group intervention and 1:1 sessions weekly by trained Phonics TA and Speech and Language TAReading workshops for parentsQuality First teaching to all pupilsDaily Structured Guided Reading sessions Additional Online resources | 60% of pupils achieving Expected Standard to rise from 50% and pupils who achieved phonics screen will convert to expected standard for reading in year 2 |
| EThe proportion of PP pupils achieving Expected Standard will increase to over 50% in R/W/M combined | Targeted intervention and support for pupils to ensure progress continues throughout Years 5/6.Small group intervention and 1:1 sessions weekly SATs workshops for parentsQuality First teaching to all pupilsDaily Structured Guided Reading sessionsHomework Club | By the end of Y5 and Y6, 60% of PP pupils will be working at or above age expectations in RWM (Up from 38% 2016) |
| D/FEnriched EnvironmentTo ensure that all PP pupils have access to wider curricular opportunities. To ensure that PP pupils and those with additional needs have access to a broad and balanced curriculumThe attendance of those eligible for Pupil Premium funding is above other pupils nationally | To provide a bespoke learning environment to promote improved attendance and engagement To provide high quality enriched and engaging curriculum experiencesTo provide enrichment opportunities (Drama, Forest School, Sports coaching, IT, Extra Curricular Clubs, visitors) and experiences resulting in improved self-esteem and engagement.Summer scheme places | Attendance of PP pupils is at least in line with non-PP |

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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2015/16** |
| **Project/****Item** | **Objective:** | **Cost** | **Outcome** |
| Funded places before and after school | Allow pupils to continue with play based learning/allow parents flexibility to support other childrenContinue the progress in reading over the summer break and into the start of the next school year | £300 | Positive feedback from all families and children engaged in play based activities before and after school.Homework/reading completed by children in these sessions with support |
| Funded Summer scheme places | Allow families time to spend with individual children. Provide childcare and flexibility for working parents | £3200 | Full take up of places offered |
| Enrichment activities Drama | Provide wider opportunities for children entitled to PP 6 week drama programme per class | £2500 | Final work presentationsSpeaking and listening developmentConfidence buildingPerformance techniques |
| Funded Forest school Half term placement x2 | Enable enhance access to the outdoors | £300 | Higher Science levels end KS1 and KS2 |
| Computing enrichment – Lego WeDo programme | Curriculum enrichment and wider opportunities for children entitled to PP | £800 | Pupils engaged and enthusiastic in sessions and progress made by pupilsChallenge for GT PP children |
| Funded after school places in Computing Club – Lego WeDO | Funded places for all PPG children wishing to attendProvides childcare for families whilst providing enrichment for the children especially those who don’t usually attend extra curricular sports clubs. | £150 | Positive feedback from familiesChildren access a different type of after school clubChildren able to use computer programming skills positively.  |
| Resources purchased to support interventions in school | Engage pupils with high quality resources | £1000 | Pupils engaged and enthusiastic in sessions and progress made by pupils |
| Pantomime contributions for pupils on FSM | Enable full access to all visits and events | £150 | Full uptake of activities |
| Outdoor education weekend 50% contribution for PP children  | Enable access for pupils wishing to attend weekend at RobinWoodEnable enhanced access to the outdoors | £800 | Positive feedback from all families |
| Contribution to school milk for PP children  | Provide milk for PP children who would like it. | £100 | Positive feedback from families |
| Curriculum development for staff | To train staff to deliver enriching literacy lessons which will engage all pupilsProvide wider opportunities for pupilsPupils become published authors and their efforts celebrated | £1000 | Positive feedback from staffPupils engaged and feel proud of achievements as work published |
| Enrichment activitiesChoir/music Mrs GeelanDrama K RyderSports coaching S. Cowling | Provide wider opportunities for children entitled to PPG and T choirDrama ProgrammeProfessional sports coaching | £5600 | High take up of activities targetedParental involvement/final work presentations and out of school performances |
| Digismart intervention weekly with HTLA and 2 TA level 2 1xpw | 19 sessions over the year weekly | £1200 | High take up of activitiesPositive feedback from parentsEnhanced reading and ICT skills |
| Educational/Social SupportEYFS and EYFS/Y1 class | Enable enhanced access to the outdoorsAdditional phonics support and tracking | £5000 | Phonics screening percentage predicted to be well above national 2016. |
| Additional Support for Y3 Literacy and Maths £33643.64 | Remove barriers to learning for the PPG children in the class who are below ARE | £5700 | Individual tracking showing progress in specific areas highlighted in KS1 SATs |
| TA support for Y2 and Y1/2Phonics/Spelling Catch up programme | Remove barriers to learning for the PPG children in the class who are below ARE | £3000 | Individual tracking showing progress in specific areas and children achieving phonics screening score |
| Additional support for phonics and writing in KS1 for PP Children | Remove barriers to learning for the PPG children in the class who are below ARE | £1300 | Individual tracking showing progress in specific areas and children achieving phonics screening score |
| TA support for Y6 PPG 4 hours per week – reading programme | Catch up reading and comprehension programme for PP children weekly | £1500 | Individual tracking shows progress in reading and ¾ achieved expected standard in SATs |
| Weekly PSHE seesions developing speaking and listening, social skills and confidence with TA Level 2 | Establish a programme to develop personal, social skills for children entitled to Pupil Premium and those in need of additional support | £1800 | Children showing increased confidence and positive feedback from parents |
| SPLD Teacher1:1 support 3 times per week for PPG children and LAC | Establish clear ‘small steps’ programme for those pupils on SEND register entitled to Pupil premium or pupils in need of additional support to fill gaps in understanding | £7,000 | Individual IEPs and reviews show small step progress for all pupils and new targets set |
| Maths support for PP children working below ARE in maths Y4Weekly sessions 1:1 (6 children) | Work on weekly targets identified by AHT in group intervention sessions | £900 | Individual tracking shows improvement in knowledge of place value and basic maths addition and subtraction |
| TA support for PP children and children with additional needs in Y4/5 and Y5 | Targeted support for 11 PP children to remove barriers to learning for those in the class who are below ARE and challenge those who are working above ARE | £8500 | Individual tracking shows improvement |
| Extracurricular sports clubs led by TA level 2 (Netball/Rugby/Football) | Curriculum enrichment and wider opportunities for children entitled to PP | £500 | Positive Feedback from parents |
| Support for PPG children in Y6 and children with additional needs | Targeted support for 8 PP children to remove barriers to learning for those in the class who are below ARE and challenge those who are working above ARE | £3000 | Individual tracking shows improvement |
| Additional welfare time during lunch period | To enable development of social skills. Requesting lunch items, knife and fork, discussion and interaction | £2000 | Children supported during lunch period and show developing social skills |
| TA support for PP children and children with additional needs in Y3/4  | Targeted support for PP children to remove barriers to learning for those in the class who are below ARE and challenge those who are working above ARE | £3500 | Individual tracking shows improvement and progress in English and Maths |