



Pupil Premium Grant 2015 - 2016



Plans for 2015/16 are set out below

Context

Holywell primary school received [pupil premium](#) grant as additional funding to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Financial year 2015 to 2016

In the 2015 to 2016 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the [virtual school head \(VSH\)](#) in the local authority that looks after the child. Holywell produces a separate expenditure sheet for Pupil premium plus grant.

	2012-13	2013-14	2014-15	2015 – 2016
Number of pupils on roll at Holywell School (at time of Pupil Premium allocation)	337	433	508	465 excluding nursery
Number of pupils eligible for Pupil Premium Grant	94	97	126	136
% of pupils eligible	27.9%	21.2%	13.2%	29%
Amount per pupil	600.00	900	1300	1320
Total amount of Grant received	56,400.00	87,300.00	163,800	179,520
Expenditure		101,503	183,236	175,705

Since September 2014 the focus at Holywell has been to increase attainment rates and accelerate progress for all pupils. The aim of the school is to deliver good first quality teaching through an inclusive rich, expansive and immersive curriculum. Teaching and learning session has focussed on meeting the needs to all pupils. In addition to this support staff are well deployed to deliver effective support inside and outside of the classroom to meet pupils needs and to accelerate pupil's rates of progress.

Provision:

The Pupil Premium has been used in a range of ways to support pupils' attainment and progress:

The schools aim for 2015 – 2016 is to accelerate the progress of those who are entitled to receive PPG so that the attainment gap can close.

Planned Provision 2015 – 2016:

The Pupil Premium spending for 2015 – 2016 is set out below and focusses on support pupils' attainment and progress:

Area of expenditure	Specific example	
Additional adult support for specific pupils (1:1 or 1: small group).	Some pupils have had 1:1 support either daily or weekly aimed to support progress in a specific area of learning or development e.g. Learning Support Assistant time from specialist in Speech and Language, or 1:1 support in class. Children identified at Pupil Provision meetings, strategies agreed and progress closely monitored and reported at termly Progress Meetings. Where appropriate specific groups also identified in relation to performance management (PM Target 1: achievement and progress).	April 2015–March 2016
		TA interventions - £10000
Full time Family Support Worker	The Family Worker supports and works with a number of families and provides a range of support for them and their children. The Family Worker liaises with outside agencies and supports the work of the INCO and the Designated Child Protection Officer.	April 2015 – March 2016
		£6163 – Herts partnership TBC £29603 – School
Play Therapy	Permanent, part time Play Therapist who supports a small number of children. The school also contracts an external Play Therapist on a needs basis.	April 2015 – March 2016
		£8380
Additional teaching time	A number of pupils have taken part in intervention groups to support their accelerated progress. These have been focused primarily on attainment and progress in Literacy and Maths.	April 2015 – March 2016
		£3018
Learning Support Assistant	An additional LSA has been funded through the grant to support children both in class and through small group and 1:1 interventions, particularly focussed on narrowing the gaps in Literacy and Maths and phonics	April 2015 – March 2016
		£4100
School assessment, tracking and analysis	Pupil Progress Meetings and provision mapping meetings are held termly with each teacher to discuss the needs of the class and ensure that provision meets the needs of pupils.	April 2015 – March 2016
		£4000
Enhanced curricular experiences such as a residential trip (Year 6) climbing (Year 5) and orienteering (Year 4) together with clubs and activities subsidised	Some of these activities are subsidised for all pupils to reduce the costs to families; additional subsidies are also available.	April 2015 – March 2016
		£6250
Curricular visits and visitors such as History off the Page and visiting theatre companies	Where some families cannot afford the contribution these activities have been subsidised. Some of these are subsidised for all pupils to reduce costs to all families	April 2015 – March 2016
		£8000
Specialist teachers; art and sports	The school has specialist teaching for Art, PE and Dance & Drama. As well as teaching lessons for all classes, they also run clubs, which are subsidised for some children.	April 2015 – March 2016
		£40000
Breakfast Club	The school subsidises an early morning breakfast club for some children.	April 2015 – March 2016
		£8300
KS1 Curriculum enrichment	Children in KS1 all participate in focussed, outdoor	April 2015 – March 2016

– ‘Holywell Explorers’	activities each week to develop leadership and collaborative skills.	£2500
Ipads	Increase ICT provision in the school to be used a tool to enhance teaching and learning.	April 2015 – March 2016 £10000
Attendance	Work undertaken to increase attendance rates of pupils in the school as well as to limit lateness of pupils.	April 2015 – March 2016 £1500
EAL starters -	New comers to the school who are considered beginners in the speaking of English undertake a 2 week induction programme to assist integration into the school.	April 2015 – March 2016 £4600
Pastoral care worker	Working with pupils who need support around, friendships groups, protective behaviours and those that are more vulnerable.	April 2015 – March 2016 £20454
Wizard theatre project	Drama workshops that aims to build people’s confidence and literacy skills	April 2015 – March 2016 £15000

Key:

	The intervention had good impact
	The intervention had some impact
	The intervention had little or no impact

Summary:

The interventions implemented in 2015 – 2016 to increase the attainment and progress of disadvantaged pupils is rag-rated above. The interventions that had the most impact were well directed and planned by staff. As a result of the high pupil mobility in the school the work of the EAL team has and is continuing to have good impact on pupils’ language development and give pupils a sense of belonging in the school. Enrichment activities that are linked to learning is having a positive impact on pupils and their achievement. A lot of work has been completed to improve attendance and punctuality and there is a clear link between improved attendance and achievement. Even though in-depth marking of pupil’s books is not accounted for here, this is also having a positive impact on pupils’ achievement.

The impact measures used is pupil data, so there is less reliance on softer data. There is good evidence of impact measured through softer data in work done with pupils by Wizard theatre during nurture groups, even though this is not always evident in their assessment results. Logs exist of each session and these show clear progress. The use of the family support worker and pastoral care worker even though not showing impact on achievement, is contributing to pupils’ personal and social development and sense of safety. Where additional adults are well directed and activities are well planned additional adults are having good impact.

In Year 1, pupils entitled to receive pupil premium grant funding are achieving better and progressing faster than their peers. In year 2, this trend is reversed. In Year 3 and Year 4, pupils entitled to receive pupils premium grant funding are achieving better than those that are not, however this group is making faster progress to diminish the gap that exists. In Year 5, the achievement of pupils entitled to receive pupils premium grant funding and those that are not entitled is broadly in line with each other but non-pupil premium grant pupils are making faster progress. In Year 6 non-pupil premium grant funding pupils achieved better than those pupils who are entitled to receive pupils premium grant funding and are also making faster progress.

Areas of development

Attainment and progress of PPG pupils in year 3 (2016 – 2017)

Progress of PPG pupils in year 6

Draft outcomes 2015 – 2016

		Pupil Premium		Non Pupil Premium	
Year 1	Reading	A2	(4)	A1/A2	(54)
	Writing	A2	(4)	A1/A2	(56)
	Maths	A2	(5)	A2	(57)
Year 1	Reading	3.3	(4)	2.9	(43)
	Writing	3.0	(4)	3.1	(45)
	Maths	3.4	(5)	3.3	(45)
Year 2	Reading	A4	(20)	A4/A5	(62)
	Writing	A3/A4	(20)	A4/A5	(62)
	Maths	A4	(20)	A5	(62)
Year 2	Reading	6.4	(17)	7.1	(38)
	Writing	6.6	(17)	7.0	(38)
	Maths	6.3	(18)	7.0	(38)
Year 3	Reading	A6/B1	(24)	A6	(61)
	Writing	A6	(24)	A5/A6	(63)
	Maths	A6/B1	(24)	A6	(63)
Year 3	Reading	2.5	(24)	2.7	(55)
	Writing	2.6	(24)	2.8	(55)
	Maths	2.7	(24)	2.7	(55)
Year 4	Reading	B3	(16)	B2/B3	(39)
	Writing	B2/B3	(16)	B2	(40)
	Maths	B3	(16)	B2/B3	(40)
Year 4	Reading	5.6	(13)	5.7	(28)
	Writing	5.8	(13)	5.6	(28)
	Maths	5.8	(13)	5.9	(28)
Year 5	Reading	B4/B5	(23)	B5	(34)
	Writing	B4	(23)	B4	(34)
	Maths	B5	(23)	B5	(35)
Year 5	Reading	7.3	(20)	7.5	(25)
	Writing	7.1	(20)	7.3	(25)
	Maths	7.5	(20)	8.2	(25)
Year 6	Reading	C1/C2	(17)	C2	(42)
	Writing	C1	(17)	C2/C3	(42)
	Maths	C1/C2	(17)	C3	(42)
Year 6	Reading	10.4	(16)	11.6	(31)
	Writing	10.1	(16)	11.8	(31)
	Maths	10.3	(16)	11.7	(31)

Result summary 2016

Early Years foundation stage – Good level of Development reached

Whole school 2015 Result	National 2015	Whole school 2016 Result
59%	66%	58% (44/76); PPG = 80% (4/5) Non PPG = (56% 40/71)

PPG better than peers

Year 1 Phonics

Whole school 2015 Result	National 2015	Whole school 2016 Result
78%	77%	78% (51/65); PPG =80%(4/5); Non PPG=78% (47/60)

PPG better than peers

Year 2 Phonics

Whole school 2015 Result	National 2015	Whole school 2016 Result
88%	90%	89% (76/85); PPG 75% (12/16); Non PPG 93% (64/69)

NON PPG better than their peers

Key Stage 1

			Whole school 2016 Result		Herts Results 2016
	2015 Results 2b+	National 2015	Working at the expected standard (EXS)	Working at the greater depth (GDS)	
Reading	74%	82%	76% (65/85); PPG-68%(15/22); NonPPG-79%(50/63)	32% (27/85) ; PPG-18%(4/22) Non PPG-37%(23/63)	79%
Writing	60%	72%	78% (66/85) PPG-68% (15/22) Non PPG-81%(51/63)	26% (22/85) PPG-5% (1/22) Non PPG-33% (21/63)	71%
Maths	72%	82%	80% (68/85) PPG-73% (16/22) Non PPG- 83%(52/63)	29% (25/85) PPG- 9% (2/22) Non PPG- 37%(23/63)	77%

Pupils not entitled to receive pupils premium grant funding performed better than their peers in reading and are working broadly in line with pupils who are in receipt of pupil premium grant funding in writing and maths. Pupils who are in receipt of pupil premium grant funding work

broadly in line with pupil premium grant funding pupils nationally in writing and maths. In reading, 50% of pupils emerging in reading from the Early Years foundation stage made good progress and 100% of pupils who were at expected level or exceeding it made expected progress. In writing, this is 57% (emerging) and in maths, 64% (emerging). This is better than pupils nationally.

Key Stage 2

	2015 Results 4b+	National 2015	Whole school 2016 Result		National
			Working at the expected standard (EXS)	Working at the greater depth (GDS)	
Reading	85%	80%	44% (24/55) PPG-12% (2/17) Non PPG-58% (22/38)		66%
Writing	NA	NA	70% (38/55) PPG-47% (8/17) Non PPG-79% (30/38)		74%
Maths	62%	77%	72%(39/55) PPG-47%(8/17) Non PPG- 82%(31/38)		70%
SPAG	73%	73%	70% (38/55) PPG-59% (10/17) Non PPG-74% (28/38)		70%
Reading, Writing, Maths combined	NA	NA	43% (23/55) PPG-12%(2/17) Non PPG-52% (21/38)		53%

Pupils not entitled to receive pupil premium grant funding have achieved better and made better progress than pupils that are entitled to receive this grant funding. A post analysis has demonstrated the significant needs of pupils who were entitled to receive pupils premium grant funding and this highlighted a range of needs combined with a history of underachievement. The difference is more prominent in reading and significant, putting pupils in the bottom 10% of pupils nationally. The focus for 2016 – 2017 has significantly changed and the leadership team is closely monitoring the new plan.