



Pupil Premium Grant 2017 - 2018



Plans for 2017/18 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 2017 to 2018

In the 2017 to 2018 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	2016 - 2017	2017 – 2018
Number of pupils on roll at Holywell School (at time of Pupil Premium allocation)	337	433	508	465 excluding nursery	487	495
Number of pupils eligible for Pupil Premium Grant	94	97	126	136	126	1216
% of pupils eligible	27.9%	21.2%	13.2%	29%	25.8%	23.4%
Amount per pupil	600.00	900	1300	1320	1320	1320
Total amount of Grant received	56,400.00	87,300.00	163,800	179,520	166,320 (indicative figure) 1,813 (EYFS) ----- £168,133	145,200 (indicative figure) 1,813 (EYFS) ----- £147,013
Expenditure		101,503	183,236	175,705	£172771	

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 2017 – 2018 is to accelerate the progress of those who are entitled to receive PPG so that the attainment gap can close.

Planned Provision 2017 – 2018:

The Pupil Premium spending for 2017 – 2018 is set out below and focusses on support pupils' attainment and progress:

Area of expenditure	Specific example	
Verbal feedback to pupils fortnightly	Teachers to provide all PPG pupils from Year 1 up to Year 6 with 5min verbal feedback every fortnight. Feedback linked to pupils' targets, next step marking and Herts assessment grids. Evidence to be recorded in children's books	Cover 1 day per week. £6591
Verbal feedback to teachers half termly	Increase progress meetings for PPG pupils to once per half term as opposed to once per term.	Headteacher Leader of inclusion Class teacher Cover teacher £5481
Verbal feedback to parents half termly	Pupil premium pupils' parents to be invited in once per half term to receive an update on pupil progress and targets until the next review	Teacher time (5min per pupil in the second half term and 10min in the first term = £1200
Mastery learning	Pre teaching and revising of concept delivered through teaching and learning.	TA time for 3 times for 30 min = £11232
Reading	Daily reading	TA 30min per week in a 2 week literacy cycle £1872
Cover supervisors in year 4 and then 5		3 hours a day for 15 weeks for cover supervisor 33% of £8775 £4342.50

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).	TA interventions - £15000
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.	£8056
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.	£4527
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	£6150
School assessment, tracking and analysis	Pupil Progress Meetings, PPG 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.	£6000
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.	£2000
Breakfast Club	The school subsidises an early morning breakfast club for some children.	£12450
KS1 Curriculum enrichment – 'Holywell Explorers'	Children in KS1 all participate in focussed, outdoor activities each week to develop leadership and collaborative skills.	
Attendance	Work undertaken to increase attendance rates of pupils in the school as well as to limit lateness of pupils.	£2250
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.	£6900

Pastoral care worker	Working with pupils who need support around, friendships groups, protective behaviours and those that are more vulnerable.	£21,266
Wizard theatre project	Drama workshops that aims to build people's confidence and literacy skills	£17,000
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.	£8733
Parent workshops	Literacy and maths leaders to invite parents of PPG children to a workshop on the teaching and learning of these subjects including homework support.	Supply cover for 2 half hour sessions
		£150,800
EYFS PPG		
Home visits	New entrants PPG home visits and visit to previous providers.	1 day per teacher £169 per day
Phonics training with new staff	Phonics training for new staff to the school	
Phonics sessions with parents		Teacher £150 Cover teacher £200 = £1750
Small groups phonics sessions with PPG pupils	45min focussed phonics session once a week for 5 weeks	Teacher, Cover teacher = £1750
Physical development sessions with parents		Teacher, Cover teacher = £1750
Physical development sessions with PPG pupils		Teacher, Cover teacher = £1750
Adult-led activities	PPG children to be part of more adult-led activities in differentiated groups in order to challenge all groups of learner	
		£7000
		£157,800

Some of the things I have highlighted would have more impact if they were happening as regularly as they should. But due to circumstances, something such as verbal feedback is not taking place consistently. When it does happen, it is very purposeful and moves those children on.

Comparison of Spring Term Data to Autumn Term Data

Autumn Data PPG Children – Reading

	Progress	Attainment
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Year Group	No. of PPG Children	Suff. +	Good +	Very strong	<ARE	Broadly ARE	ARE	>ARE
1	15				93% (14 children)		7% (1 child)	
2	15 (2 children have no known EYFS outcome on which to base progress)	60% (9 children)	47% (7 children)	13% (2 children)	47% (7 children)	20% (3 children)	20% (3 children)	13% (2 children)
3	14 (2 children have no known Year 2 outcome on which to base progress)	86% (12 children)	71% (10 children)		21% (3 children)	29% (4 children)	29% (4 children)	21% (3 children)
4	24 (3 children have no known Year 2 outcome on which to base progress)	83% (20 children)	58% (14 children)	4% (1 child)	42% (10 children)	29% (7 Children)	29% (7 Children)	
5	26 (3 children have no known EYFS outcome on which to base progress)	65% (17 children)	50% (13 children)	23% (6 children)	42% (11 children)	23% (6 children)	19% (5 children)	15% (4 children)
6	18 (3 children have no known Year 2 outcome on which to base progress)	78% (14 children)	72% (13 children)	50% (9 children)	28% (5 children)	22% (4 children)	39% (7 children)	11% (2 children)

PPG Children – Writing

	Progress	Attainment
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Year Group	No. of PPG Children	Suff. +	Good +	Very strong	<ARE	Broadly ARE	ARE	>ARE
1	15				80% (12 children)		20% (3 children)	
2	15 (2 children have no known EYFS outcome on which to base progress)	73% (11 children)	60% (9 children)	13% (2 children)	46% (7 children)	20% (3 children)	27% (4 children)	7% (1 child)
3	14 (2 children have no known Year 2 outcome on which to base progress)	86% (12 children)	57% (8 children)		50% (7 children)	14% (2 children)	36% (5 children)	
4	24 (3 children have no known Year 2 outcome on which to base progress)	79% (19 children)	38% (9 children)	8% (2 children)	42% (10 children)	42% (10 children)	8% (2 Children)	8% (2 children)
5	26 (3 children have no known Year 2 outcome on which to base progress)	69% (18 children)	46% (12 children)	23% (6 children)	58% (15 children)	19% (5 children)	4% (1 child)	19% (5 children)
6	18 (3 children have no known Year 2 outcome on which to base progress)	72% (13 children)	61% (11 children)	33% (6 children)	50% (9 children)	33% (6 children)	17% (3 children)	

PPG Children – Maths

	Progress	Attainment
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Year Group	No. of PPG Children	Suff. +	Good +	Very strong	<ARE	Broadly ARE	ARE	>ARE
1	15				80% (12 children)		20% (3 children)	
2	15 (2 children have no known EYFS outcome on which to base progress)	80% (12 children)	46% (7 children)	13% (2 children)	46% (7 children)	20% (3 children)	27% (4 children)	7% (1 child)
3	14 (2 children have no known Year 2 outcome on which to base progress)	86% (12 children)	64% (9 children)		46% (5 children)	29% (4 children)	14% (2 children)	21% (3 children)
4	24 (3 children have no known Year 2 outcome on which to base progress)	83% (20 children)	54% (13 children)	8% (2 children)	25% (6 children)	46% (11 children)	16% (4 children)	5% (3 children)
5	26 (3 children have no known Year 2 outcome on which to base progress)	69% (18 children)	62% (16 children)	31% (8 children)	39% (10 children)	23% (6 children)	15% (4 children)	23% (6 children)
6	18 (3 children have no known Year 2 outcome on which to base progress)	61% (11 children)	50% (9 children)	28% (5 children)	56% (10 children)	28% (5 children)	11% (2 children)	6% (1 child)

Spring Data

PPG Children – Reading

Year Group	No. of PPG Children	Progress			Attainment			
		Suff. +	Good +	Very strong	<ARE	Broadly ARE	ARE	>ARE
1	14	42% (6 children)	28% (4 children)	14% (2 children)	58% (8 children)	21% (3 children)	14% (2 children)	7% (1 child)
2	15 (2 children have no known EYFS outcome on which to base progress)	73% (11 children)	53% (8 children)	20% (3 children)	39% (6 children)	27% (4 children)	7% (1 child)	27% (4 children)
3	16 (3 children have no known Year 2 outcome on which to base progress)	81% (13 children)	69% (11 children)		31% (5 children)	19% (3 children)	31% (5 children)	19% (3 children)
4	26 (4 children have no known Year 2 outcome on which to base progress)	77% (20 children)	54% (14 children)	8% (2 children)	42% (11 children)	23% (6 Children)	31% (8 Children)	4% (1 child)
5	27 (3 children have no known EYFS outcome on which to base progress)	70% (19 children)	59% (16 children)	26% (7 children)	33% (9 children)	26% (7 children)	22% (6 children)	19% (5 children)
6	18 (2 children have no known Year 2 outcome on which to base progress)	83% (15 children)	67% (12 children)	39% (7 children)	39% (7 children)	28% (5 children)	33% (6 children)	

PPG Children – Writing

Year Group	No. of PPG Children	Progress			Attainment			
		Suff. +	Good +	Very strong	<ARE	Broadly ARE	ARE	>ARE
1	14	64% (9 children)	50% (7 children)	29% (4 children)	37% (5 children)	43% (6 children)	20% (3 children)	
2	15 (2 children have no known EYFS outcome on which to base progress)	80% (12 children)	53% (8 children)	20% (3 children)	47% (7 children)	20% (3 children)	20% (3 children)	13% (2 children)
3	16 (3 children have no known Year 2 outcome on which to base progress)	75% (12 children)	50% (8 children)		56% (9 children)	13% (2 children)	25% (4 children)	6% (1 child)
4	26 (4 children have no known Year 2 outcome on which to base progress)	73% (19 children)	31% (8 children)	12% (3 children)	57% (15 children)	23% (6 children)	8% (2 Children)	12% (3 children)
5	27 (3 children have no known EYFS outcome on which to base progress)	74% (20 children)	59% (16 children)	33% (9 children)	52% (14 children)	7% (2 children)	30% (8 children)	11% (3 children)
6	18 (2 children have no known Year 2 outcome on which to base progress)	78% (14 children)	78% (14 children)	44% (8 children)	44% (6 children)	39% (7 children)	17% (5 children)	

PPG Children – Maths

Year Group	No. of PPG Children	Progress			Attainment			
		Suff. +	Good +	Very strong	<ARE	Broadly ARE	ARE	>ARE
1	14	71% (10 children)	43% (6 children)	21% (3 children)	29% (4 children)	50% (7 children)	21% (3 children)	
2	15 (2 children have no known EYFS outcome on which to base progress)	80% (12 children)	40% (6 children)	20% (3 children)	46% (7 children)	20% (3 children)	20% (3 children)	13% (2 children)
3	16 (3 children have no known Year 2 outcome on which to base progress)	75% (12 children)	75% (12 children)	13% (2 children)	37% (6 children)	19% (3 children)	25% (4 children)	19% (3 children)
4	26 (4 children have no known Year 2 outcome on which to base progress)	81% (21 children)	38% (10 children)	12% (3 children)	35% (9 children)	38% (10 children)	12% (3 children)	15% (4 children)
5	27 (3 children have no known EYFS outcome on which to base progress)	67% (18 children)	59% (16 children)	33% (9 children)	37% (10 children)	19% (5 children)	22% (6 children)	22% (6 children)
6	18 (2 children have no known Year 2 outcome on which to base progress)	67% (12 children)	44% (8 children)	11% (2 children)	67% (12 children)	22% (4 children)	11% (2 children)	

Strengths

- Attainment in year 1 has improved considerably in all areas
- Both progress and attainment in years 2 and 5 in reading have improved

- There are more children in year 4 achieving securely or above ARE in reading
- Progress in reading in year 6 has improved
- In years 5 and 6 both progress and attainment have improved in writing
- In year 6 there has been better progress in maths

Key Areas for Development

- Attainment in reading and maths in year 6 – hopefully with all the SATs revision and intensive support, this will improve by the end of the summer term
- Attainment in writing and maths in year 4