

Holy family R.C. Primary School

Pupil Premium Funding - planned spend for academic year 2015-16

Allocation

Allocation: financial year 2015-16 (Sept-Mar)	7/12 x £153570 =	£89 582
Extra allocation: Autumn 2015	=	£ 2 600
Estimated allocation financial year 2016-17(Apr-Aug)	5/12 x £153660=	£64 025

Estimated total for academic year 2015-16 **£156 207**

Spend

Additional teaching hours to provide cover to release Assistant Head to provide 1-1 and small group tuition – in particular in maths and phonics	£27 934
Part time (0.54) intervention teacher KS 2 to ensure more rapid progress -writing and maths	£21 703
Additional teaching hours to support KS1 and EYFS to focus on phonics, writing and language and communication (January to July)	£18 000
Attendance Officer to improve attendance and provide pastoral support (proportion of full cost)	£ 8 022
Pastoral worker to provide emotional/social support (proportion of costs)	£17 398
Additional teaching assistant hours to support learning and provide interventions	£17 000
Contribution to costs of nurture group –providing social/emotional support	£16 777
Training for TAs to deliver interventions (ECC, ECAR)	£ 6 000
Resources to promote communication and language (EYFS)	£ 6 000
Free fruit for KS 2 children	£ 2 000
Wider opportunities music to provide instrumental tuition	£ 2 000
Contribution to residential – Y5/6 and other educational visits for PP children	£ 5 993
Nursery Free meals	£ 3 900
Enrichment days, drama groups in school	£ 2 000
Uniform, resources to ensure inclusion	£ 500
Individual identified needs (eg support for LAC children)	£ 1 000

Total Projected Spend **£156 227**

Initiative	Impact	Evaluation																																																															
<p>Additional teaching hours to provide cover to release Assistant Head to provide 1-1 and small group tuition – in particular in maths and phonics £27 934</p> <p>Part time (0.54) intervention teacher KS 2 to ensure more rapid progress -writing and maths £21 703</p> <p>Additional teaching hours to support KS1 and EYFS to focus on phonics, writing and language and communication £18 000</p> <p>Additional teaching assistant hours to support learning and provide interventions £17 000</p>	<p>Phonics: In school evaluation identifies teaching in phonics as good following training for all staff across the year. Year 1 and 2 phonics check data indicates a narrowing of the gap between disadvantaged and non disadvantaged children: Year 1 2016 in school gap similar to national gap (-10% school, -13%, national) However, by Year 2 over the past two years the gap has narrowed (in school gap -6% 2015 and +22% 2016). In 2016, Year 2 disadvantaged score was the same as non disadvantaged national score.</p> <p>Writing and maths across the school Progress in writing and maths across the school: In 2016, in years 1 to 6, disadvantaged children made similar progress to non disadvantaged children in the majority of classes and in some cases made better progress. *</p> <p>Writing</p> <table border="1" data-bbox="501 699 1830 804"> <thead> <tr> <th>Years</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>7.4</td> <td>7.2</td> <td>6.2</td> <td>6.6</td> <td>5.9</td> <td>8.2</td> </tr> <tr> <td>Non Disadvantaged</td> <td>7.3</td> <td>6.6</td> <td>6.8</td> <td>6.9</td> <td>4.8</td> <td>8.0</td> </tr> </tbody> </table> <p>Maths</p> <table border="1" data-bbox="501 874 1830 979"> <thead> <tr> <th>Years</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>6.9</td> <td>7.0</td> <td>8.9</td> <td>6.2</td> <td>6.2</td> <td>8.0</td> </tr> <tr> <td>Non Disadvantaged</td> <td>7.1</td> <td>6.4</td> <td>6.3</td> <td>6.4</td> <td>5.4</td> <td>6.9</td> </tr> </tbody> </table> <p>Reading</p> <table border="1" data-bbox="501 1050 1830 1155"> <thead> <tr> <th>Years</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>7.7</td> <td>7.2</td> <td>6.4</td> <td>5.9</td> <td>6.1</td> <td>6.9</td> </tr> <tr> <td>Non Disadvantaged</td> <td>7.3</td> <td>6.9</td> <td>6.6</td> <td>6.3</td> <td>5.6</td> <td>6.1</td> </tr> </tbody> </table> <p><i>*6 points indicates expected progress Yrs 2-6 5 points indicates expected progress Y1</i></p> <p>Attainment for Disadvantaged children at end of KS 2 By the end of KS 2- In 2016, all children, including disadvantage and non disadvantaged children, in school made progress broadly in line with national in writing but below national in reading and maths. However, disadvantaged children in school made similar progress to non disadvantaged children in school. This suggests that, although the impact of</p>	Years	1	2	3	4	5	6	Disadvantaged	7.4	7.2	6.2	6.6	5.9	8.2	Non Disadvantaged	7.3	6.6	6.8	6.9	4.8	8.0	Years	1	2	3	4	5	6	Disadvantaged	6.9	7.0	8.9	6.2	6.2	8.0	Non Disadvantaged	7.1	6.4	6.3	6.4	5.4	6.9	Years	1	2	3	4	5	6	Disadvantaged	7.7	7.2	6.4	5.9	6.1	6.9	Non Disadvantaged	7.3	6.9	6.6	6.3	5.6	6.1	<p>Good impact as disadvantaged children catch up to non disadvantaged peers in phonics by Year 2.</p> <p>Good impact as disadvantaged children make similar or better progress than their non disadvantaged peers in reading, maths and writing.</p>
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	<p>interventions has not yet brought about a narrowing of the gap nationally, interventions are ensuring that disadvantaged children are not falling behind their peers in school. As whole school improvement programmes in progress across key Stage 2 have greater impact for all children, it will be vital that interventions continue to have a positive impact on progress of disadvantaged children to ensure the national gap begins to close.</p>	
<p>Attendance Officer: £8 022</p>	<p>Attendance for disadvantaged pupils has improved over past 4 years. In 2016 Absence of disadvantaged children was broadly in line with non disadvantaged children (4.4 and 4.0) and better than disadvantaged children nationally (5.2) Absence for disadvantaged pupils is now broadly in line with national figures for non disadvantaged children at a difference of -1.0. (narrowing gap from -3.2 in 2012 to -1.0 in 2016)</p>	<p>Provision working well – good impact</p>
<p>Learning mentor to provide emotional/social support £17398</p>	<p>A high proportion of disadvantaged children have accessed support packages from pastoral worker. The support has involved addressing of concerns or worries which have been affecting children’s behaviour and attitude to school. Also working with parents to support whole family. A significant amount of work has also been undertaken to ensure children are safeguarded effectively. Children and families report that support given has helped them to feel safer, happier, work better in school and has improved relationships both at school and at home. Ultimately this has resulted in them being able to make good progress in school as outlined in data above. Case studies are available to demonstrate progress of individual disadvantaged children who have worked with our pastoral worker.</p>	<p>Provision working well – good impact</p>
<p>Nurture group –providing support for new arrivals and for children with social/emotional difficulties £16 777</p>	<p>Identified children have improved behaviour and attitude to school and are more able to learn and succeed. Entry and exit assessments at beginning and end of programme identifies good progress in managing emotions, feelings and resulting behaviours, Parent and class teacher evaluations identify good progress.</p>	<p>Provision worked well – However, due to small number of children identified as making good progress compared to needs of children across school, it has been decided to cease this intervention and use funding to provide different interventions for children within their classes to improve attainment in 2016-17</p>
<p>Additional SENCO release day</p>	<p>During 2016, disadvantaged children with SEN made good progress from starting points. Individual Action Plans, children’s books and minutes of meetings with parents identify progress and highlight and celebrate achievements.</p>	<p>Provision working well – good impact</p>
<p>Enrichment days, drama groups in school £2 000 Uniform, resources to ensure inclusion £500</p>	<p>Good evidence of improved self confidence and self-esteem, impacting on behaviour, safety and achievement. See above data.</p>	<p>Good impact for individual children</p>

<p>Individual identified needs (eg support for LAC children) £1 000</p>		
<p>Contribution to residential – Y5/6 and other educational visits for PP children £5993 Wider opportunities music tuition £2 000</p>	<p>Using the funding for disadvantaged children has enabled us to provide a wide range of subsidised activities for children, including drama, music, sport, ICT etc. Disadvantaged children have been able to widen their experience of cultural activities beyond that which they would otherwise be able to access. We have had some particular successes with children discovering their talents for music and sport and achieving great success. The Year 5/ 6 residential has had a particularly good impact in helping children to gain confidence which has then impacted on progress. See above data.</p>	<p>Good provision. Good impact to provide those opportunities which would not be available otherwise -ensuring equality of access to cultural experiences for all children, despite deprivation. Contributes significantly to behaviour/safety in school.</p>
<p>Nursery Free meals £3 900</p>	<p>Nursery children ready to learn in afternoon. Eating together provides essential opportunity for developing pshe, including communication, manners, using knife and fork etc. Contributes to numbers of children achieving good level of development.in line with national for Free School meals children. However, GLD is lower than national For all children and FSM children indicating further development needs to take place.</p>	<p>Good impact. However, due to increasingly evident need to develop language skills of EYFS children, this provision will cease in Sept 2016 and EYFS pupil premium funding will be targeted to support language development initiatives in 2016/17.</p>
<p>Free fruit for KS 2 children £2 000</p>	<p>Encourages healthy eating and ensures children receiving good nutrition in order to remain lively and ready to learn. Encourages healthy habits for future health and well being.</p>	<p>Impact not demonstrably strong enough. New healthy Tuck shop to be developed in September and funds to be re-directed to other initiatives.</p>
<p>Training for TAs to Deliver interventions (ECC, ECAR) £ 6 000</p>	<p>Initial plans changed. TAs and teachers accessed other training to develop different aspects which were necessary to impact on literacy and maths, including: Phonics training; Literacy Shed; Maths consultancy developing practical maths activities, including use of Numicon, Talk for writing.</p>	<p>Impact on phonics – as above. Impact on in year progress in writing and maths as above.</p>