

## Pupil Premium Information for South Hiendley Junior, Infant and Early Years School Website

Schools receive additional funding for any pupils who have been eligible for free school meals during the last six years; pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces. This money is known as the Pupil Premium Grant (PPG).

*“The proportion of pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals and those looked after by the local authority) is higher than the national average.”* **OFSTED School Inspection Report July 2016**

- For the academic year 2016/17 our school received Pupil Premium funding for 60 pupils (31% of the school).
- For the academic year 2016/17 our school received a total of £89,100 Pupil Premium Funding.
- The main barriers to educational achievement faced by eligible pupils at the school are summarised below:

| Area of Need              | Speaking & Listening | Literacy Skills    | Maths Skills       | PSED / Self-Belief / Attitude to Learning | Parental Involvement / Home Life | Absences / Exclusions |
|---------------------------|----------------------|--------------------|--------------------|---|----------------------------------|-----------------------|
| <b>Children with Need</b> | 27 children<br>45%   | 35 children<br>58% | 34 children<br>57% | 30 children<br>50%                        | 38 children<br>63%               | 12 children<br>20%    |

○ **Therefore the money will be spent on providing:**

- A Speech and Language Therapist working with pupils in school one day per fortnight
- Providing Speech and Language interventions, as directed by Speech and Language Specialist
- Interventions and targeted support for identified pupils (Eg Lifeboat, Catch-Up Reading, Rapid Phonics, Reading Language Intervention, Reading Comprehension, Handwriting, Phonics, Additional Guided Reading, Fit to Learn, First Class @ Numbers, Rapid Maths, See and Learn First Counting, Lego Therapy, Social Stories and Drawing & Talking Therapy)
- An Additional teacher (one day per week) to support Phonics
- Training for teachers and HLTAs (Reading, Phonics and Mathematics)
- Additional reading materials
- Online access to sites such as Mathletics, Maths Factor and Spellodrome
- Addition ICT: Tablets to be used within class and group work
- Additional assessment materials
- Maths puzzles and Maths games for use in Maths lessons
- An additional teacher (4 afternoons per half term) to lead 'Outdoor Learning sessions' for Year 1 to 6 pupils
- A Learning Mentor to provide targeted support for identified pupils
- Subsidised school visits, after-school clubs and breakfast club
- A Sports Coach to lead games at lunchtimes
- An electronic Safeguarding Recording System (CPOMS)

○ **The reasons for this are:**

- To improve children's Speaking and Listening skills in order to increase attainment in Communication and Language, Phonics, Reading and Writing scores across the school.
- To improve children's Literacy skills in order to improve progress and increase attainment in Phonics, Grammar, Punctuation and Spelling, Reading and Writing across the school.
- To improve children's Mathematical skills in order to improve progress and increase attainment in Maths across the school.
- To improve children's Personal, Social and Emotional development in order to reduce barriers to learning, allowing them to self-regulate and reach their full potential.
- To ensure that pupils' attitudes to learning and behaviour for learning are consistently good across the school.

- To ensure that all pupils have equal access to educational visits and extra-curricular activities.
  - To create collaborative and cooperative learning opportunities.
  - To ensure children are safe and attendance and punctuality are good.
  - To further develop parental involvement and support.
- **The school will measure the impact of the pupil premium by:**
    - Assessing pupils: formatively (on-going assessment for learning in groups and in class) and summative (half-termly assessments in Reading, Writing, Mathematics and Grammar, Punctuation and Spelling)
    - Statutory assessments outcomes:
      - Foundation Stage Profile – pupils achieving GLD (Good Level of Development)
      - Year 1 Phonics – pupils passing the Phonics Screening Check
      - Year 2 SATs – pupils achieving the ‘expected standard’ for Year 2 pupils
      - Year 6 SATs – pupils achieving the ‘expected standard’ for Year 6 pupils
  - **The date of the next review of the school’s pupil premium strategy is: February 2017.**
  - **During the academic year 2015/16 our school received a total of £83,180.**
  - **The impact of the expenditure in 2015/16 was:**

**Key Stage 1: (2015-16)**

| <b><u>Results of Disadvantaged children</u></b> | <b><u>% Working at the Expected Standard</u></b> | <b><u>% Working at Greater Depth</u></b> |
|---|--|--|
| <b>Phonics in Year 1</b>                        | 63%  | N/A                                      |
| <b>KS1 Reading (Year 2)</b>                     | 50%  | 17%                                      |
| <b>KS1 Writing (Years 2)</b>                    | 50%  | 17%                                      |
| <b>KS1 Mathematics (Year 2)</b>                 | 33%  | 17%                                      |

### **In-Year Progress (Year 2)**

Reading: 48% of Disadvantaged children made Good or Better progress.

Writing: 49% of Disadvantaged children made Good or Better progress.

Maths: 48% of Disadvantaged children made Good or Better progress.

### **Key Stage 2: (2015-16)**

| <b><u>Results of Disadvantaged children</u></b>      | <b><u>% Working at the Expected Standard</u></b> | <b><u>% Working at Greater Depth</u></b> |
|--|--|--|
| <b>KS2 Reading (Year 6)</b>                          | 14%  | 7%                                       |
| <b>KS2 Writing (Years 6)</b>                         | 64%  | 7%                                       |
| <b>KS2 Grammar Punctuation and Spelling (Year 6)</b> | 29%  | 0%                                       |
| <b>KS2 Mathematics (Year 6)</b>                      | 21%  | 0%                                       |

### **In-Year Progress (Year 6)**

Reading: 32% of PP children made Good or Better progress.

Writing: 64% of PP children made Good or Better progress.

Maths: 24% of PP children made Good or Better progress.