

Pupil Premium Grant (PPG) Impact Report

Holycroft Primary School

2018 to 2019

What the grant is for

Pupil Premium is allocated on the current number of pupils on free school meals and 'Ever 6 FSM' (pupils identified as being on FSM at anytime within the last 6 years).

The Government believes that the Pupil Premium Grant , which is in addition to main school funding, is the best way to address inequalities between pupils eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Amount of Pupil Premium Received

FINANCIAL YEARS (1 st April to March 31 st)	2014/15	2015/16	2016/17	2017/18	2018/19
Total amount of PPG received	£201 500	£196 108	£186 162	£180 529	...

Context

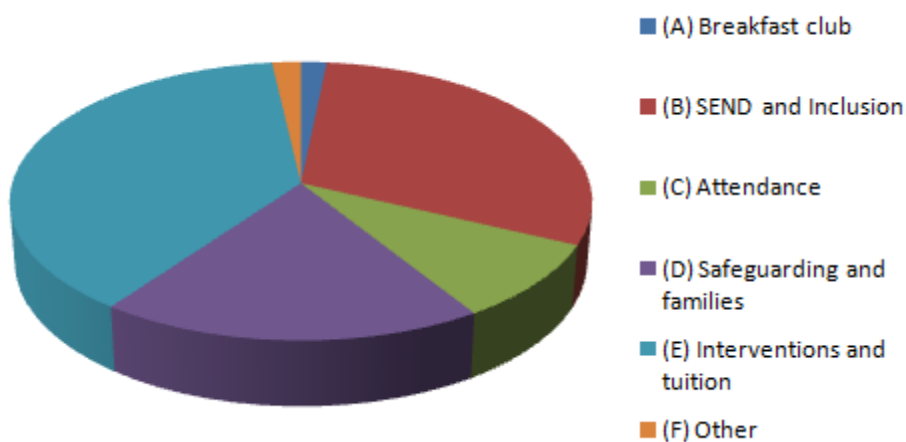
- Of the 405 children on roll, 113 pupils in 2018/19 received FSM in one or more of the previous 6 years.
- 2 children were eligible for Pupil Premium funding due to Looked After status.
- Seven pupils in Nursery received the Early Years Pupil Premium.

Main barriers to educational achievement for our disadvantaged pupils

- A significant proportion of Pupil Premium Grant (PPG) pupils start school with a relatively poor level of development in Reading, Writing and Mathematics compared to other pupils in their cohort.
- They also have low development in key aspects of prime areas, including their social and emotional development, and this can act as a barrier to learning as they move up through school. This reflects the sometimes chaotic home-lives some of our disadvantaged pupils have.
- A high portion of our disadvantaged pupils also have specific learning needs. 31% of the pupils on the SEN register also receive PPG.
- Historically attendance for our pupil premium pupils has been below national expectations.

How we have spent the Pupil Premium Grant

Breakdown of expenditure in school



Pupil Premium Expenditure Action Plan 2017 - 2018

Barriers/Issues	Action	Cost	Success Criteria	Review dates
Low level of development in reading, writing and maths. Low outcomes in reading and lower point score in maths at end of key Stage 2.	Provide range of bespoke interventions to ensure pupils make accelerated progress in reading writing and maths.	£105,486	Eligible pupils made accelerated progress closing the gap on their peers year on year. See Appendix	Jan 19 May 19 July 19
Social and emotional needs.	Ensure robust safeguarding and early intervention procedures in place for most vulnerable pupils, so pupils feel safe and can fully engage in their learning. Provide breakfast club to ensure pupils get a good start to the school day.	Safeguarding and families £41,109 Breakfast Club £4,002	Our most vulnerable pupils with pupil premium are fully engaged in learning and are at ARE or rapidly closing the gap.	Jan 19 May 19 July 19
Specific Learning Needs	There is targeted support to meet the specific needs of each pupil.	£39,724	Pupil premium Pupils with specific needs achieve end of year targets, closing the gap on other pupils nationally.	Jan 19 May 19 July 19
Attendance	Regular monitoring and actions by the school attendance officer to ensure pupils have high attendance.	£8,500	Pupil premium pupils attendance is at least at national attendance for all pupils	Jan 19 May 19 July 19
Looked After Children	Provide bespoke tuition to ensure pupils quickly close the gap on their peers in reading, writing and/or maths.	£701	Eligible Pupils make accelerated progress closing the gap on their peers year on year.	Jan 19 May 19 July 19

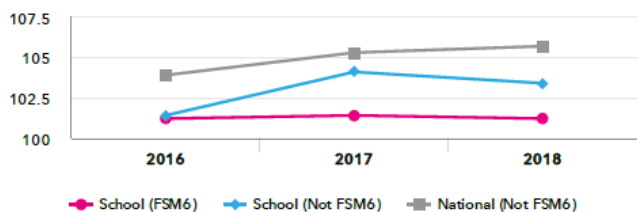
Review of Impact in 2018-2019:

Outcomes at the end of Key Stage 2 for pupils who received PPG

Disadvantaged pupils

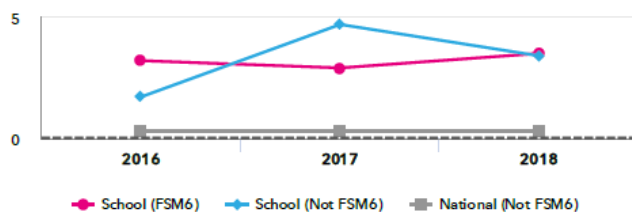
KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



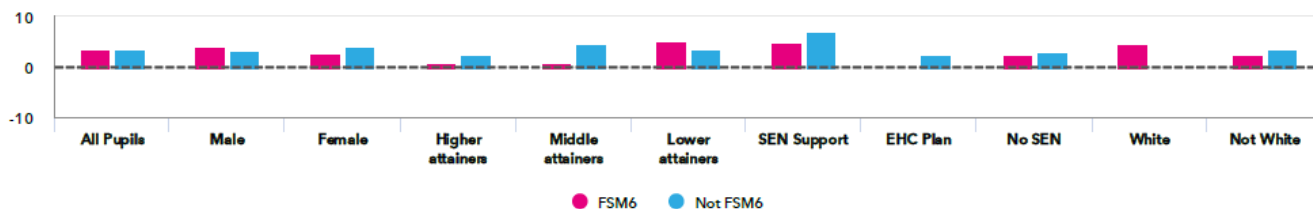
KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



Progress gap

Average Scaled Score (Re, Ma)




Attainment & progress

Pupils			Attainment			Progress			
			Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)			
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	19	29	101.2	103.4	-2.2	3.5+	3.4+	0.1
Gender	Male	11	15	102.6	103.9	-1.3	4	3.1	0.9
	Female	8	14	99.3	102.9	-3.6	2.7	3.9	-1.2
Prior Attainment	Higher attainers	3	5	108.3	112.3	-4	0.3	2.4	-2.1
	Middle attainers	3	7	105.8	108.6	-2.8	0.8	4.5	-3.7
	Lower attainers	12	13	97.9	98.5	-0.6	5	3.3	1.7
SEN Group	SEN Support	8	4	98.7	94	4.7	4.8	6.7	-1.9
	EHC Plan	-	1	-	87	-	-	2.4	-
	No SEN	11	24	103	105.7	-2.7	2.4	3	-0.6
Ethnic Group	White	11	2	98.5	100.8	-2.3	4.5	-	-
	Not White	8	27	104.8	103.6	1.2	2.2	3.4	-1.2

(ASP 2018)

Pupil Premium Impact Evaluation 2018-2019

Barrier/Issue	Actions taken	Impact Evaluation																		
Low level of development in reading, writing and maths.	A range of bespoke interventions have been provided to ensure pupils make accelerated progress in reading, writing and maths.	Pupils receiving Pupil premium targeted interventions exceeded expected progress measures (see appendix 1)																		
Complex social and emotional needs that impact negatively on outcomes and progress	<p>Robust safeguarding and early intervention procedures implemented for the most vulnerable pupils.</p> <p>Provide breakfast club to ensure pupils get a good start to the school day.</p>	<p>There is significant support in place for those vulnerable pupils who receive pupil premium. As a result these pupils are settled and fully engaged in class.</p> <p>A detailed safeguarding audit has been completed and school is performing well against the suggested criteria.</p> <p>Boxall profiling of vulnerable pupils shows steady improvements in emotional wellbeing following high quality teaching and intervention .</p>																		
Specific Learning Needs that are a barrier to learning	<p>There is targeted support to meet the specific needs of each pupil.</p> <p>Two new SENCOs have been appointed as part of the school's leadership succession planning. The new SENCOs have undergone thorough induction and have been accepted for places on the SEN PGCE.</p>	<p>In reading, writing and maths SEN pupils exceeded expected progress</p>  <p>KS2 Progress 2018 12 matched pupils</p> <p>Average Scaled Score (Re, Ma) +5.1</p> <p>FFT Rank 100 BETTER ► 1 In line with the national average (0)</p>																		
Poor attendance and persistent absence	Robust monitoring throughout school by the attendance officer to ensure any pupils with low attendance are quickly targeted.	<p>No children with persistent absence were pupil premium funded</p> <p>Whole school attendance:</p> <table border="1" data-bbox="815 1352 1501 1464"> <thead> <tr> <th colspan="3">Overall Attendance 2017-2018:</th> </tr> <tr> <th>Attendance</th> <th>Authorised Absence</th> <th>Unauthorised Absence</th> </tr> </thead> <tbody> <tr> <td>94.4%</td> <td>3.5%</td> <td>2.1%</td> </tr> </tbody> </table> <p>PPG attendance:</p> <table border="1" data-bbox="815 1563 1501 1666"> <thead> <tr> <th colspan="3">Overall Attendance 2017-2018:</th> </tr> <tr> <th>Attendance</th> <th>Authorised Absence</th> <th>Unauthorised Absence</th> </tr> </thead> <tbody> <tr> <td>94.9%</td> <td>3.3%</td> <td>1.8%</td> </tr> </tbody> </table>	Overall Attendance 2017-2018:			Attendance	Authorised Absence	Unauthorised Absence	94.4%	3.5%	2.1%	Overall Attendance 2017-2018:			Attendance	Authorised Absence	Unauthorised Absence	94.9%	3.3%	1.8%
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Looked After Children	Effective PEPs written, monitored and reviewed by the AHT for Safeguarding and families.	<p>LAC are engaged in school, demonstrate good learning behaviours and attendance was good. Families and carers engaged with a supportive school staff, building a team around each child. PEP objectives are consistently met and reviewed.</p> <p>Average points progress 2016 - 2017 for LAC:</p> <p>Reading: 5 Writing: 5 Maths: 4</p> <p><i>LAC well exceed expected progress measures.</i></p>																		

Appendix: Interventions 2018-2019

Progress measures (tps):

2.8 and below		Aspect for enquiry
2.9-3.2		Expected progress

3.3-4.0		Exceeded expected progress
4.1+		Well exceeded expected progress

Intervention	Points Progress	RAG	Intervention	Points Progress	RAG
1:1 readers (R)	3.6		Buddy Readers	2.6	
Socially Speaking (R)	4.9		HLTA Literacy (R)	6.9	
Socially Speaking (W)	4.7		HLTA Literacy (W)	6.5	
Write from the Start (R)	4.1		HLTA Maths	6.7	
Write from the Start (W)	3.0		Lego Therapy (R)	3.5	
Breakfast Club (M)	3.3		Lego Therapy (W)	3.4	
Breakfast Club (R)	3.1		Stride Ahead (R)	4.2	
Breakfast Club (W)	3.9		ECAR (R)	3.5	
Catch up Phonics (R)	3.4		ECAR (W)	3.3	
Catch up Phonics (W)	3.9		IBP (R)	3.2	
Gross Motor Skills (R)	5.3		IBP (W)	3.1	
Gross Motor Skills (W)	4.2		IBP (M)	3.5	
ALL INTERVENTION CHILDREN					
Reading interventions	3.0		Writing interventions	3.3	
Maths interventions	3.5				