



### **Pupil Premium Plan 2017-2018**

<b>Financial Year</b>	<b>Amount of Pupil Premium Funding</b>	<b>Number of disadvantaged pupils</b>
2015-2016	£176931	112
2016-2017	£142559	93
2017-2018	£133303	81

### **What is Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between children from low income families and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil.

Holly Hill Church School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. At Holly Hill we actively promote equality of opportunity for all staff, governors, pupils and parents, striving to create an outstanding community where all can succeed. We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated robustly and on a regular basis. In depth analysis ensures that the correct support and strategies are identified to maximise progress of all pupils. Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes one identified governor having responsibility for Pupil Premium, a senior leader who is accountable for pupil premium and leading the development plan and a designated teacher and teaching assistant who are employed to support pupil premium pupils across the school. All matters relating to the Pupil Premium are reported back to the Governors via the Standards Committee, ensuring that the school is held to account for the impact of spending.

### **OFSTED Evaluation**

'Middle leaders share senior leaders' clear ambition and vision for the school. They carry out frequent and thorough checks on the progress pupils are making in reading, writing and mathematics. This has accelerated the progress made by all pupils and in particular those who are disadvantaged.'

'Additional funding is used well to support the achievement of disadvantaged pupils. Strategies to help pupils catch up with their learning are effective and, as a result, disadvantaged pupils are making good progress from their different starting points.' (OFSTED, May 2017)

### **Key Priority:**

To close the gap between pupil premium and non-pupil premium pupils so that pupil premium pupils achieve in line with non-pupil premium nationally across all subjects.

### **What we expect to see:**

Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra – curricular experiences. All pupils in the target group who are currently underperforming because of the impact of their disadvantaged background will make improved progress leading to the narrowing of any attainment gaps.

<b>Reception Good Level of Development</b>			
	2015	2016	2017
National Average	66%	69%	70.7%
All Pupils	38%	54%	55%
Pupil Premium	36%	42%	48%
Non-Pupil Premium	43%	63%	63%
Girls	52%	68%	53%
Boys	27%	42%	57%

## **Reception Data 2017**

<b>Reception Early Learning Goals (Reading, Writing, Maths)</b>												
	<b>Reading ELG+</b>			<b>Writing ELG+</b>			<b>Number ELG+</b>			<b>Shape, Space and Measure ELG+</b>		
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>National Average</b>	<b>76%</b> <b>(Exc 20%)</b>	<b>77%</b> <b>(Exc 20%)</b>	<b>77%</b> <b>(Exc 19%)</b>	<b>71%</b> <b>(Exc 13%)</b>	<b>73%</b> <b>(Exc 12%)</b>	<b>73%</b> <b>(Exc 11%)</b>	<b>77%</b> <b>(Exc 16%)</b>	<b>79%</b> <b>(Exc 16%)</b>	<b>79%</b> <b>(Exc 16%)</b>	<b>81%</b> <b>(Exc 14%)</b>	<b>82%</b>	<b>82%</b> <b>(Exc 15%)</b>
All Pupils	52% (Exc 22%)	56% (Exc 0%)	<b>62% (Exc 3%)</b>	40% (Exc 13%)	54% (Exc 0%)	<b>57% (Exc 2%)</b>	55% (Exc 7%)	59% (Exc 0%)	<b>73% (Exc 2%)</b>	55% (Exc 8%)	63% (Exc 2%)	<b>73% (Exc 2%)</b>
Pupil Premium	44%	46%	<b>52% (Exc 3%)</b>	39%	42%	<b>52% (Exc 0%)</b>	54%	50%	<b>64% (Exc 3%)</b>	49%	58%	<b>67% (Exc 3%)</b>
Non-Pupil Premium	68%	63%	<b>74% (Exc 4%)</b>	42%	63%	<b>63% (Exc 4%)</b>	58%	66%	<b>85% (Exc 0%)</b>	58%	66%	<b>81% (Exc 0%)</b>
Girls	62%	68%	<b>59% (Exc 3%)</b>	50%	68%	<b>56% (Exc 3%)</b>	69%	75%	<b>69% (Exc 0%)</b>	65%	75%	<b>66% (Exc 0%)</b>
Boys	44%	45%	<b>64% (Exc 4%)</b>	32%	42%	<b>59% (Exc 0%)</b>	44%	45%	<b>79% (Exc 4%)</b>	47%	52%	<b>82% (Exc 4%)</b>

## Key Stage One Data 2017

<b>Phonics Year 2</b>			
Pupils	Pass % 2015	Pass % 2016	<b>Pass % 2017</b>
<b>National Average</b>	<b>90%</b>	<b>91%</b>	
All Pupils	84%	89%	<b>85%</b>
Pupil Premium	80%	88%	<b>86%</b>
Non-Pupil Premium	100%	94%	<b>88%</b>
Girls	86%	89%	<b>92%</b>
Boys	82%	90%	<b>79%</b>

<b>Year 2 SATS (Reading, Writing, Maths, Science)</b>								
	<b>Reading (Expected +) %</b>		<b>Writing (Expected +) %</b>		<b>Maths (Expected +) %</b>		<b>Science(Expected +) %</b>	
	<b>2016</b>	<b>2017</b>	<b>2016</b>	<b>2017</b>	<b>2016</b>	<b>2017</b>	<b>2016</b>	<b>2017</b>
<b>National Average</b>	<b>74% (GD 24%)</b>	<b>75.5%(GD25.2%)</b>	<b>65% (GD 13%)</b>	<b>68.2% (GD15.6%)</b>	<b>73% (GD 18%)</b>	<b>75.1% (GD 20.5%)</b>	<b>82%</b>	<b>82.6%</b>
All Pupils	63% (GD 12%)	<b>74% (GD 24%)</b>	49% (GD 0%)	<b>61% (GD 9%)</b>	67% (GD 0%)	<b>72% (GD 22%)</b>	56%	<b>85%</b>
Pupil Premium	65% (GD 10%)	<b>78% (GD 22%)</b>	53% (GD 0%)	<b>59% (GD 5%)</b>	70% (GD 0%)	<b>76% (GD 19%)</b>	59%	<b>86%</b>
Non-Pupil Premium	59% (GD 18%)	<b>65% (GD 29%)</b>	42% (GD 0%)	<b>65% (GD 18%)</b>	59% (GD 0%)	<b>65% (GD 29%)</b>	50%	<b>82%</b>
Girls	61% (GD 11%)	<b>76% (GD 28%)</b>	46% (GD 0%)	<b>64% (GD 12%)</b>	61% (GD 0%)	<b>80% (GD 24%)</b>	54%	<b>92%</b>
Boys	66% (GD 14%)	<b>72% (GD 21%)</b>	52% (GD 0%)	<b>59% (GD 7%)</b>	72% (GD 0%)	<b>66% (GD 21%)</b>	59%	<b>79%</b>

**Pupil Premium Plan 2017/2018**

Focus	Strategy	Target ed Pupils	Cost from PP funding	New or continued strategy	Led by	M onitor ed by	Intended Outcomes	Evaluation/ Impact																												
Accelerate progress for pupil premium pupils, to ensure that pupil premium pupils attainment is the same as non-pupil premium pupils nationally.	Additional teaching support across key stage one.  Interventions for specific pupils to close gaps.	Year 1 and Year 2	£23600 (PEPP lead)  £7560 (PEPP Tutor)	Continued  New	RB  KT	CT / SL T  RB	Close gaps between pupil premium and non-pupil premium pupils. Accelerate children's progress in a small group. Raise attainment in Year 2. Maximise achievement and progress of pupils.	<p>Gap between PEPP and Non PEPP is closing by the end of KS1. Table below shows gap between PEPP and Non PEPP Nationally. (2018 NA not yet released figures based on 2017 NA)</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Gap</th> <th>2017 Gap</th> <th>2018 Gap</th> </tr> </thead> <tbody> <tr> <td>Year 1 Phonics</td> <td>8%</td> <td>4%</td> <td>22%</td> </tr> <tr> <td>Year 2 Phonics</td> <td>3%</td> <td>6%</td> <td>+2%</td> </tr> <tr> <td>KS1 Writing</td> <td>12% (GD 13%)</td> <td>9% (GD 11%)</td> <td>5% (GD 9%)</td> </tr> <tr> <td>KS1 Reading</td> <td>9% (GD 14%)</td> <td>+2% (GD 3%)</td> <td>1% (GD 3%)</td> </tr> <tr> <td>KS1 Maths</td> <td>3% (GD 18%)</td> <td>+1% (GD 1%)</td> <td>6% (GD +4%)</td> </tr> <tr> <td>KS1 Combin ed</td> <td>10%</td> <td>7%</td> <td>5%</td> </tr> </tbody> </table> <p>Data indicates that over time the gap is closing. PEPP are achieving broadly in line (within 5%) with Non PEPP nationally by the end of KS1 data.</p>		2016 Gap	2017 Gap	2018 Gap	Year 1 Phonics	8%	4%	22%	Year 2 Phonics	3%	6%	+2%	KS1 Writing	12% (GD 13%)	9% (GD 11%)	5% (GD 9%)	KS1 Reading	9% (GD 14%)	+2% (GD 3%)	1% (GD 3%)	KS1 Maths	3% (GD 18%)	+1% (GD 1%)	6% (GD +4%)	KS1 Combin ed	10%	7%	5%
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Accelerate progress for early years pupil premium pupils, to ensure that pupil premium pupils attainment is the same as non-pupil premium pupils nationally.	Additional teaching assistant across Early Years to deliver interventions for specific children to accelerate progress and close gaps. Evidence from the Education and Endowment Fund suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Nursery and Reception	£23639	New	TH	RB /S LT	Close attainment gaps for specific pupils. Enable children to make accelerated progress, as children enter nursery with significantly low starting points.	<p>Gap between PEPP and Non PEPP is closing. Table below shows gap between PEPP and Non PEPP Nationally. (2018 NA not yet released figures based on 2017 NA)</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Gap</th> <th>2017 Gap</th> <th>2018 Gap</th> </tr> </thead> <tbody> <tr> <td>ELG Reading</td> <td>31%</td> <td>25%</td> <td>19%</td> </tr> <tr> <td>ELG Writing</td> <td>31%</td> <td>21%</td> <td>23%</td> </tr> <tr> <td>ELG Number</td> <td>28%</td> <td>15%</td> <td>18%</td> </tr> <tr> <td>GLD</td> <td>27%</td> <td>23%</td> <td>21%</td> </tr> </tbody> </table> <p>Gaps between PEPP and non PEPP nationally are closing over time. Although PEPP Reception children are considerably lower than National Average 6 children joined the cohort just before profile submission and these children have impacted upon data. Without these children the data would show:</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Gap</th> <th>2017 Gap</th> <th>2018 Gap</th> </tr> </thead> <tbody> <tr> <td>ELG Reading</td> <td>31%</td> <td>25%</td> <td>13%</td> </tr> <tr> <td>ELG Writing</td> <td>31%</td> <td>21%</td> <td>18%</td> </tr> <tr> <td>ELG Number</td> <td>28%</td> <td>15%</td> <td>9%</td> </tr> <tr> <td>GLD</td> <td>27%</td> <td>23%</td> <td>16%</td> </tr> </tbody> </table>		2016 Gap	2017 Gap	2018 Gap	ELG Reading	31%	25%	19%	ELG Writing	31%	21%	23%	ELG Number	28%	15%	18%	GLD	27%	23%	21%		2016 Gap	2017 Gap	2018 Gap	ELG Reading	31%	25%	13%	ELG Writing	31%	21%	18%	ELG Number	28%	15%	9%	GLD	27%	23%	16%
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Pupils to be supported with their emotional wellbeing.	<p>Employment of one full time learning mentor and one part time learning mentor assistant. Evidence from Sutton Trust suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Specific behaviour interventions are put into place by the learning mentors where appropriate.</p> <p>Children's emotions will be monitored daily by learning mentors. A record of these will be kept. Extra support will be provided for pupils on specific issues. This may include attending Sulp group, lunch club, friendship group, one to one meeting with learning mentor, working alongside families, referral to outside agencies, in-</p>	Whole School	£44,878	Continued	DH/MH	RB/DG/SLT	<p>Improve behaviour and self-confidence of specific pupils. Ensure that children's emotions are supported to ensure that they can be fully engaged in their learning.</p>	<p>85/133 PEPP children received support from learning mentors (including parenting advice and family support, signposting and collaborative working with other agencies, group support, safe and well checks, attendance/punctuality meetings, 1:1 learning mentor support, etc.)</p>						

	<p>class learning mentor support for individuals and groups. Self-esteem groups Annual PASS survey</p>						
<p>To improve the punctuality and attendance of pupil premium pupils so that it is in line with national.</p>	<p>Provide a subsidised breakfast club for specific pupil premium pupils. Home visits for specific pupils with unexplained absence or persistent lates or absences.</p>	<p>Whole School</p>	<p>Breakfast club subsidised to 65p.  £1000</p>	<p>Continued</p>	<p>DH/MW</p>	<p>Eligible children attend school more regularly and have fewer lates.</p>	<p>School attendance for end of Year 92.3%</p> <p>PEPP attendance (Excluding nursery) increased across the year: Dec 2017 91.0%, July 2018 92.3% (increase of 1.3%) When 14 persistently absent children (12 PEPP / 2 non PEPP) are discounted attendance increases considerable and gaps between attendance of groups narrow:</p> <p>Cohort 95.6%</p> <p>PEPP 95.1%</p> <p>Non PEPP 96.2%</p> <p>PEPP persistent absence: Dec 2017 (25/109) July 2018 (25/109). Number of persistently absent PEPP children remained the same. Attendance increased for 13 out of the 25 persistently absent PEPP children from Dec'17 to July 2018.</p>



								<p>Actions that have taken place to improve attendance for PEPP children include:</p> <ul style="list-style-type: none"> <li>Social workers informed of absences</li> <li>Daily safe and well visits by learning mentors and SLT for persistent lates and absentees</li> <li>Spotlight/Fast track/Penalty Notice issued where needed</li> <li>PEPP breakfast club offered</li> <li>Joint working with Reaside where applicable.</li> </ul>
<p>Eligible PEPP families experiencing difficulties will be supported so that pupils can be supported at home and therefore enjoy and achieve in school.</p>	<p>Engage family support services from Malachi to impact on emotional health and wellbeing of pupils and their families- 1 day a week.</p> <p>The OFSTED document 'The Pupil Premium How schools are spending the funding successfully to maximise achievement' (Feb 2013) identifies that "providing well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning" is one of the characteristics shared by many of the schools who spent the Pupil Premium funding successfully to improve achievement.</p>	Whole School	£9,216	Continued	Malachi Family support (outside agency)	RB /D H/CT /D G	<p>Pupils wellbeing will be improved at home and therefore they will be more likely to enjoy and achieve at school.</p>	

<p>Enable all pupils to benefit from school visits and experiences which they might otherwise not have the opportunity to do, giving them self-esteem, co-operative skills, and enjoyment of school. Pupils to increase language &amp; vocabulary to support progress in reading and writing.</p>	<p>Provide trips and extracurricular activities free of charge to eligible pupil premium pupils. As Frankley estate has a high level of deprivation often children do not have opportunities to visit places due to lack of parental income. This therefore affects their ability to share experiences by developing the broad vocabulary related to these experiences.</p>	<p>Whole School</p>	<p>£7500</p>	<p>Continued</p>	<p>DH/JR /JI</p>	<p>RB /S LT</p>	<p>Pupils will get to take part in experiences which they otherwise may not. This will improve their self-esteem, cooperative skills and enjoyment of school. Having these experiences will also enable them to develop and increase their vocabulary to support them within school.</p>	<p>All children have taken part in Education Visits paid for by the school. Trips to be mapped to match National Curriculum and evaluated and reviewed.</p>
<p>Support, develop and raise children's communication and language skills across the Early Years.</p>	<p>WellComm to be used to screen children for Communication and Language. This is then used to plan and deliver targeted language interventions and inform quality first teaching.</p>	<p>Nursery and Reception</p>	<p>£4200</p>	<p>Continued</p>	<p>Speech Language therapist/TH</p>	<p>M C/ RB /S LT</p>	<p>PEPP children make accelerated progress in Communication and Language to enable them to attain in line with National</p>	<p>96% Nursery made Expected Progress in C&amp;L 74% Nursery made Accelerated progress in C&amp;L 100% Reception children (that were in school from Autumn) made Expected progress in C&amp;L</p>

	<p>Funded speech and language therapist to provide assessments, training to staff and work with children on a 1:1 basis.</p> <p>Evidence from the Education and Endowment Foundation indicates that studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>						<p>Average for non-disadvantaged pupils in the Early Years Foundation Stage Profile at the end of reception</p>	<p>54% Reception children (that were in school from Autumn) made Accelerated progress in C&amp;L</p> <p>On average in Reception PEPP children made an additional 16 months of progress in C&amp;L)</p>
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#### Strategies that have shown impact 2017/2018:

- Specific interventions across Key Stage One for targeted pupil premium pupils.
- Breakfast club supporting parents of pupil premium children to be punctual and minimise absence.
- Additional TA to deliver high quality interventions.
- Lead pupil premium teacher to act as pupil premium champion; analyse data, set up interventions, monitor pupil premium children in lessons, ensure pupil premium are planned for within quality first teaching.
- Using Well Comm as a screening tool for Communication and Language and then working with children who need speech and language intervention.
- Referring children with complex speech and language needs to the speech and language therapist.
- Providing support to families experiencing difficulties through Malachi Therapeutic Family Support.
- Enabling children to take part in all school experiences by subsidising the cost.
- Monitoring children's emotions daily and following these up as appropriate, ran through learning mentors.
- Self-esteem groups to build children's confidence and self-esteem.

- Social use of language program to support children's understanding of language.

#### **Additional plans for funding 2018/2019:**

- Continued dedicated Teaching Assistant to support Speech and Language (alongside qualified SLT)
- Additional training for staff on phonics
- Additional Key One teacher 3 afternoons a week to support closing the gap across KS1

#### **Tracking and Intervention**

The progress and achievement of all pupils is monitored half termly. Any pupil in need of intervention is identified and the necessary support is put into place. This will take place through data analysis, pupil progress meetings and through professional conversations. The impact of these interventions will be reviewed and monitored by the lead pupil premium teacher, this will be fed back to the Governors Standard Committee half termly.

#### **Resources and Staffing:**

The contribution from pupil premium will provide a range of intervention programs to help pupils reach their full potential. These include, but are not limited to: Sulp groups, self-esteem groups, fine motor, Read Write Inc. groups, after school clubs, English intervention, Maths intervention, one to one support in Reading and Well Comm.