



Pupil Premium Plan 2018-2019

Financial Year	Amount of Pupil Premium Funding	Number of disadvantaged pupils
2016-2017	£142559	101
2017-2018	£133303	98
2018-2019	£129360	107

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.

Funding for each academic year is based on January census of the previous academic year.

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.

Reception Good Level of Development			
	2016	2017	2018
National Average	69%	70.7%	
All Pupils	54%	55%	72%
Pupil Premium	42%	48%	53%
Non-Pupil Premium	63%	63%	50%
Girls	68%	53%	58%
Boys	42%	57%	64%

Reception Data 2017

Reception Early Learning Goals (Reading, Writing, Maths)												
	Reading ELG+			Writing ELG+			Number ELG+			Shape, Space and Measure ELG+		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
National Average	77% (Exc 20%)	77% (Exc 19%)		73% (Exc 12%)	73% (Exc 11%)		79% (Exc 16%)	79% (Exc 16%)		82%	82% (Exc 15%)	
All Pupils	56% (Exc 0%)	62% (Exc 3%)	60% Exc 7%	54% (Exc 0%)	57% (Exc 2%)	53% Exc 3%	59% (Exc 0%)	73% (Exc 2%)	68% Exc 8%	63% (Exc 2%)	73% (Exc 2%)	63% Exc 2%
Pupil Premium	46%	52% (Exc 3%)	58% Exc 3%	42%	52% (Exc 0%)	50% Exc 0%	50%	64% (Exc 3%)	69% Exc 6%	58%	67% (Exc 3%)	64% Exc 0%
Non-Pupil Premium	63%	74% (Exc 4%)	63% Exc 13%	63%	63% (Exc 4%)	58% Exc 8%	66%	85% (Exc 0%)	66% Exc 13%	66%	81% (Exc 0%)	63% Exc 4%
Girls	68%	59% (Exc 3%)	67% Exc 9%	68%	56% (Exc 3%)	64% Exc 6%	75%	69% (Exc 0%)	67% Exc 12%	75%	66% (Exc 0%)	70% Exc 3%
Boys	45%	64% (Exc 4%)	52% Exc 4%	42%	59% (Exc 0%)	41% Exc 0%	45%	79% (Exc 4%)	70% Exc 4%	52%	82% (Exc 4%)	56% Exc 0%

Key Stage One Data 2017

Phonics Year 2			
Pupils	Pass % 2016	Pass % 2017	Pass % 2018
National Average	91%	92%	92%
All Pupils	89%	85%	92%
Pupil Premium	88%	86%	97%
Non-Pupil Premium	94%	88%	86%
Girls	89%	92%	100%
Boys	90%	79%	85%

Year 2 SATS (Reading, Writing, Maths, Science)												
	Reading (Expected +) %			Writing (Expected +) %			Maths (Expected +) %			Science(Expected +) %		
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
National Average	74% (GD 24%)	75.5% (GD25.2%)	75.% (GD 26%)	65% (GD 13%)	68.2% (GD15.6%)	70% (GD 16%)	73% (GD 18%)	75.1% (GD 20.5%)	76% (GD 22%)	82%	82.6%	83%
All Pupils	63% (GD 12%)	74% (GD 24%)	77% (GD 30%)	49% (GD 0%)	61% (GD 9%)	63% (GD 10%)	67% (GD 0%)	72% (GD 22%)	73% (GD 23%)	56%	85%	82%
Pupil Premium	65% (GD 10%)	78% (GD 22%)	75% (GD 22%)	53% (GD 0%)	59% (GD 5%)	63% (GD 6%)	70% (GD 0%)	76% (GD 19%)	69% (GD 25%)	59%	86%	75%
Non-Pupil Premium	59% (GD 18%)	65% (GD 29%)	79% (GD 39%)	42% (GD 0%)	65% (GD 18%)	64% (GD 14%)	59% (GD 0%)	65% (GD 29%)	79% (GD 21%)	50%	82%	89%
Girls	61% (GD 11%)	76% (GD 28%)	92% (GD 46%)	46% (GD 0%)	64% (GD 12%)	77% (GD 15%)	61% (GD 0%)	80% (GD 24%)	81% (GD 27%)	54%	92%	96%
Boys	66% (GD 14%)	72% (GD 21%)	65% (GD 24%)	52% (GD 0%)	59% (GD 7%)	53% (GD 6%)	72% (GD 0%)	66% (GD 21%)	68% (GD 21%)	59%	79%	71%

Pupil Premium Plan 2018/2019

Focus	Strategy	Targeted Pupils	Cost from PP funding	New or continued strategy	Led by	Monitored 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.	<p>Additional teaching support across key stage one.</p> <p>Interventions for specific pupils to close gaps.</p>	Year 1 and Year 2	<p>£10360 (PEPP lead)</p> <p>£8190 (PEPP Tutor)</p> <p>£58445 (TAs apportioned)</p>	<p>Continued</p> <p>Continued</p>	<p>RB</p> <p>KT</p>	<p>CT/SLT</p> <p>RB</p>	<p>Close gaps between pupil premium and non-pupil premium pupils.</p> <p>Accelerate children's progress in a small group.</p> <p>Raise attainment by the end of Year 2.</p> <p>Maximise achievement and progress of pupils.</p>	

<p>Accelerate progress for early years pupil premium pupils, to ensure that pupil premium pupils attainment is the same as non-pupil premium pupils nationally.</p>	<p>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.</p>	<p>Nursery and Reception</p>	<p>£5880</p>	<p>Continued</p>	<p>CH/ HA</p>	<p>RB</p>	<p>Close attainment gaps for specific pupils. Enable children to make accelerated progress, as children enter nursery with significantly low starting points.</p>	
<p>Pupils to be supported with their emotional wellbeing.</p>	<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</p>	<p>Whole School</p>	<p>£29180</p>	<p>Continued</p>	<p>DH/ MH</p>	<p>RB/ DG/ SLT</p>	<p>Improve behaviour and self-confidence of specific pupils. Ensure that children's emotions are supported to</p>	

	<p>along with a decrease in problematic behaviours. Specific behaviour interventions are put into place by the learning mentors where appropriate. 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-class learning mentor support for individuals and groups. Self-esteem groups Annual PASS survey</p>						ensure that they can be fully engaged in their learning.	
To improve the punctuality and attendance of	Provide a subsidised breakfast club for	Whole School	Breakfast club subsidised to 65p.	Continued	DH/MW		Eligible children attend school more	

pupil premium pupils so that it is in line with national.	specific pupil premium pupils. Home visits for specific pupils with unexplained absence or persistent lates or absences.		£635				regularly and have fewer lates.	
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 & vocabulary to support progress in reading and writing.	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.	Whole School	£5758 (Trips and WOW days) £1920 (After school clubs)	Continued New	DH/ JR/J I	RB/S LT	Pupils will get to take part in experiences which they otherwise may not through educational visits and after school clubs. 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.	
Support, develop and raise children's communication and language skills across the Early Years.	<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>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</p>	Nursery and Reception	<p>£4150 (Apportioned Speech and Language Therapist)</p> <p>£10722 (TA salary to support SALT across the school and deliver intervention)</p>	Continued	Speech Language therapist /NG	MC/RB	PEPP children make accelerated progress in Communication and Language to enable them to attain in line with National Average for non-disadvantaged pupils in the Early Years Foundation Stage Profile at the end of reception	

	progress over the course of a year.							
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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 SALT)
- Additional Key One teacher 3 afternoons a week to support closing the gap across KS1
- TA wage proportioned to meet PEPP needs in class through quality first teaching

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.