

## Pupil Premium Funding 2015 to 2016

In the 2015 to 2016 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

<b>Number of pupils and pupil premium grant (PPG) received 2015.16</b>	
Total number of pupils	266
Total number of pupils eligible for PPG	160
Amount of PPG received per pupil	£1,320
<b>Total amount of PPG received</b>	<b>£211,200.00</b>

### Activities and interventions funded by the Pupil Premium

Accelerating pupils' progress in learning		Impact
Maths interventions for more able pupils in Year 4, Year 5 and Year 6.	Additional Maths teacher x four mornings per week to work with identified more able pupils in Year 4, Year 5 and Year 6. Increase percentage of pupils who achieve at a greater depth in Mathematics in those year groups.	Pupil premium children across the school made at least expected progress in maths last year, with <b>Pupil Premium</b> children attaining at <b>Greater Depth in Maths</b> as follow: <b>Y4 26%; Y5 43%; Y6 16%</b> .
Literacy Springboard literacy intervention	1:1 support to improve reading and writing for children who are in danger of being left behind in Years 3, 4, 5 and 6.	Data demonstrates an increased percentages at ARE since baseline for <b>PP</b> in majority of year groups: <b>Y3 reading 74% writing 74%</b> <b>Y4 reading 61% writing 52%</b> <b>Y5 reading 75% writing 75%</b> <b>Y6 reading 70% writing 70%</b>
Intervention teacher in Year 5, 6	Part time 3 days per week. Working with identified groups of children in Year 5 and Year 6 closing gaps in attainment and progress in Writing and Maths.	Data demonstrates that <b>PP</b> pupils in Y5 and Y6 attain well in both writing and maths: <b>Y5 writing 75% maths 75%</b> <b>Y6 writing 70% maths 70%</b>
Extra tuition	Easter and Saturday school for Y6 pupils	Data demonstrates <b>PP</b> children attaining: <b>Reading 70%, Writing 70%, Maths 70%</b> For all pupils in Y6: Reading 68% writing 82% SPAG 82% maths 73% and RWM combined 59% (All above national figures for 2016)
Books for targeted readers	Ensuring all pupils have access to rich literacy resources	There has been an increased percentages for <b>PP</b> children at ARE for majority of year groups in <b>reading</b> showing: Reception +43%, Y1 +11%, Y2 +19%, Y3 -15% (however 74% still at ARE), Y4 +15%, Y5 +8% and Y6 +11%.
Mathletics	Access to an international maths platform where children can undertake personalised programmes with on line guidance and parents can	There has been an increased percentages for <b>PP</b> children at ARE for majority of year groups in <b>maths</b> showing: Reception +28%, Y1 +2%, Y2 +19%, Y3 -8% (however 74% still at ARE), Y4 +3%, Y5 +3% and Y6 +7%.

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	receive weekly reports of progress.																																									
SENCO	Part time 3 days per week. To support teachers and improve provision and progress of pupils with Special Educational Needs across the school.	<p>Progress for SEN pupils shows as follow:</p> <table border="1"> <thead> <tr> <th></th> <th>Cohort</th> <th>Reading Typical+</th> <th>Writing Typical+</th> <th>Maths Typical+</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>5</td> <td>60%</td> <td>80%</td> <td>40%</td> </tr> <tr> <td>Y1</td> <td>5</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y2</td> <td>5</td> <td>60%</td> <td>60%</td> <td>40%</td> </tr> <tr> <td>Y3</td> <td>6</td> <td>33%</td> <td>0%</td> <td>83%</td> </tr> <tr> <td>Y4</td> <td>11</td> <td>91%</td> <td>64%</td> <td>64%</td> </tr> <tr> <td>Y5</td> <td>4</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Y6</td> <td>7</td> <td>71%</td> <td>45%</td> <td>71%</td> </tr> </tbody> </table>		Cohort	Reading Typical+	Writing Typical+	Maths Typical+	R	5	60%	80%	40%	Y1	5	100%	100%	100%	Y2	5	60%	60%	40%	Y3	6	33%	0%	83%	Y4	11	91%	64%	64%	Y5	4	100%	100%	100%	Y6	7	71%	45%	71%
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EYFS consultant	To work closely with EYFS team is ensuring effective systems for assessment and record keeping for all pupils are in place.	Enabled us to target using early intervention strategies and offering the support of raising standards in the early years. <b>2016 GLD = 66%</b>																																								
<b>Meeting the needs of all learners</b>																																										
Booster classes for Year 6 pupils.	Booster classes in the Spring and Summer Terms to take place either before or after school	<p>Data demonstrates <b>PP</b> children attaining: <b>Reading 70%, Writing 70%, Maths 70%</b></p> <p>For all pupils in Y6: Reading 68% writing 82% SPAG 82% maths 73% and RWM combined 59% (All above national figures for 2016)</p>																																								
SEN 1:1 support	Increasing the adult to pupil ratio in class in order to increase the provision for pupils with SEN needs.	This has allowed some of our most complex needs pupils to make progress END OF TERM DATA TBC																																								
Speech and Language support	Language groups for children identified for requiring speech and language development support	Enhanced SALT provision provided whole class work on developing oracy skills in EYFS & Year 1. This is a powerful early intervention. It enables us to have identified children early who require targeted support to develop their speech and language skills.																																								
Counselling	1:1 and group support for children with emotional and behavioural needs and their families	We targeted funding for this since good emotional well being and behaviour are clearly important pre cursors to effective learning and achievement. However the impact can be seen in the pupils progress data overall where the progress of pupil premium pupils overall is close to that of non pupil premium pupils suggesting that support targeting disadvantage is removing barriers meaning the children are better able to access their learning and progress in line with their peers																																								
Parent Support Worker	Targeting parents of vulnerable children, improving attendance and punctuality and parental involvement.	Ongoing this was not spent in the budget due to non recruitment.																																								
<b>Extended curriculum</b>																																										
Contribution to School Journeys	Enabling all Year 6 pupils to have the opportunity to spend a week at Osmington Bay after their SATs , and preparation for secondary school. Year 5 pupils to have the opportunity to spend three days at Rippledown centre.	Beneficial to all of our disadvantaged pupils. To develop social skills and offer wider opportunities for these pupils																																								

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After school enrichment clubs	The Provision of free places at after school clubs. Including football, cooking, Athletics, Maths zone, dance, film club and more.	The take up by disadvantaged pupils has been positive in encouraging high aspiration of pupils and wider opportunities.
Music tuition	Enabling children to have the opportunity to play: Recorder, Guitar and Piano	An extensive music provision has allowed pupils to be given wider opportunities
Chess	Getting children playing Chess	Chess has enriched the extended curriculum and has allowed for an enrichment of the curriculum Teaching of chess has allowed pupils to participate in competitions last year 2015 6 <sup>th</sup> in annual chess competition this year we have come 4 <sup>th</sup> 2016

**Previous performance of disadvantaged pupils - Progress**

(Pupils eligible for free school meals or in local authority care for at least six months)

	2013	2014	2015	2016
% of pupils making expected progress in Writing	93%	90%	92%	TBC
% of pupils making expected progress in Maths	100%	86%	88%	Average scale score Reading and Maths <b>101.3</b> (Expected 100) <b>+1.3</b>
% of pupils making expected progress in Reading	93%	80%	100%	

**Outcomes to date:**

Hollydale Primary School - Provisional HEADLINE DATA 2015-16 -SATS						
Early Years Foundation Stage						
GLD	21/32	66%				
Year 1 Phonics Data			Year 2 Phonics Data - retakes			
Y1 Phonics 32 marks +	<u>All (33)</u>	<u>Without Disapplied (28)</u>	<u>All (8)</u>	<u>Without Disapplied (4)</u>		
	73% (24)	86% (24)	25% (2)	50% (2)		
Year 2 Data						
	<u>All (35)</u>		<u>Without Disapplied (32)</u>			
YEAR 2	At ARE	Greater Depth	YEAR 2	At ARE	Greater Depth	
<b>R</b>	80% (28)	29% (10)	<b>R</b>	84% (27)	28% (9)	
<b>W</b>	77% (27)	29% (10)	<b>W</b>	81% (26)	28% (9)	
<b>M</b>	77% (27)	26% (9)	<b>M</b>	81% (26)	25% (8)	
<b>S</b>	83% (29)		<b>S</b>	88% (28)		
Year 6 Data						
YEAR 6	<u>All (44)</u>		<u>Without Disapplied (42)</u>			
	National Figures	At ARE	Higher standard	YEAR 6	At ARE	Higher standard
<b>R</b>	<b>66%</b>	68% (30)	25%	<b>R</b>	71% (30)	27%
<b>SPAG</b>	<b>72%</b>	82% (36)	18%	<b>SPAG</b>	81% (34)	20%

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<b>W (TA)</b>	<b>74%</b>	<b>82% (36)</b>	27%	<b>W</b>	<b>86% (36)</b>	29%
<b>M</b>	<b>70%</b>	<b>73% (32)</b>	30%	<b>M</b>	<b>71% (30)</b>	32%
<b>Combined</b>	<b>53%</b>	59% (26)	18%		62% (26)	20%
<b>Progress score Reading</b>		+0.2	Writing	<b>TBC</b>	Maths	+0.5
<b>Average Progress RWM</b>		<b>+ 0.3</b>				

**Progress of pupils in receipt of Pupils Premium**

2016 Average Progress	Progress	
	PP	Other
RWM	- 0,5	+1.9