

2015 /
2016



PUPIL PREMIUM SPENDING REVIEW

A review of the impact of Pupil Premium Grant funding during the academic year 2015 / 2016

At Highwood Primary School we were allocated £59,258 Pupil Premium funding to support children that have been entitled to Free School Meals for the last 6 years. This funding is received in April and covers the financial year and not the school year. At present we have 49 (with 3 eligible for Early Years Pupil Premium) children entitled to pupil premium funding. Careful consideration is given as how to spend pupil premium funding. We look at the performance and need of every child and where appropriate, work with staff and families to support the children. Broadly Pupil Premium money is used to support 3 areas and different forms of provision.

Examples are listed below;

Academic provision	Pastoral care	Equality
<ul style="list-style-type: none"> • Smaller classes • Booster sessions • Homework clubs • One to one support • Small group support • Teaching assistant interventions • Reading Recovery • Numbers count work • Accelerated Reader • EAL support 	<ul style="list-style-type: none"> • Social skills groups • One to one support • Support for parenting • Restorative practice work • Emotional First Aid 	<ul style="list-style-type: none"> • Subsidising school trips • Free access to sports/afternoon and lunchtime clubs • Providing items of uniform • Assistance with travel • Attendance at breakfast club and after school club

The impact of this work is closely monitored and the school's aim is to ensure there is no gap between the pupil premium and non-pupil premium children. Members of the SLT have half termly progress meetings with teacher staff and also meet once every three weeks to monitor the progress and barriers of our vulnerable children.

Each PPG child has an individualised provision document that identifies any academic, pastoral or equality objectives that are deemed barriers to the children's learning and progress. These are updated and monitored half termly. Teachers are able to make PPG funding requests to help achieve the impact stipulated in the actions section of the template.

We have a dedicated member of staff for Pupil Premium who meets with teachers on a regular basis to help identify needs. Our initial assessment is done in relation to Maslow's Hierarchy of Needs to make sure that learning is achievable. Once these needs have been met, we then look at accelerating progress in the classroom and monitor this through learning walks and book scrutinies in line with the school's review cycle.

1. Review of outcomes

Previous Academic Year 2015-16

i. EYFS

30 children in cohort

4 children eligible for PPG funding

Expected Standard	Reading		Writing		Number		GLD	
	Whole School	Non SLI Resource	Whole School	Non SLI Resource	Whole School	Non SLI Resource	Whole School	Non SLI Resource
All	76%	83%	76%	83%	76%	83%	76%	83%
PPG	75%	75%	75%	75%	75%	75%	75%	75%
Non PPG	76%	84%	76%	84%	76%	84%	76%	84%

Successes:

I Can / Early talk boost. Highwood used EYPP money to contribute to a local research based project between maintained nurseries and local PVI settings to maximise what the funds could achieve. Two members of Highwood staff attended Early Talk Boost and then completed an action based research project based on its principles as well as sharing good practice between the other settings. Staff met regularly with group members to analyse data and feedback on impact. The initiative was a success and succeeded in helping 3 out of 4 PPG children achieve GLD.

ii. Phonics

32 children in cohort

8 children eligible for PPG funding

Expected Standard	Whole School	Non SLI Resource
All	81%	80%
PPG	75% (6 out of 8 children)	71% (5 out of 7 children)
Non PPG	83%	83%

Successes:

PPG money was used to fund additional Phonics booster sessions which secured 75% of children Working At the appropriate standard. Although slightly less than Non PPG, we have to take into account that 1 PPG child = 12.5% of the school's data.

iii. KS1

30 children in cohort

4 children eligible for PPG funding

Expected Standard	Reading		Writing		Maths		RWM Combined	
	Whole School	Non SLI Resource	Whole School	Non SLI Resource	Whole School	Non SLI Resource	Whole School	Non SLI Resource
All	67%	73%	60%	65%	70%	73%	57%	62%
PPG	75%	75%	75%	75%	75%	75%	75%	75%
Non PPG	65%	73%	58%	64%	69%	73%	54%	59%

Successes:

Internal data shows 100% of PPG children working at Expected Standard in R and W and 75% in Maths and RWM Combined. This did not match with LA data due to mobility of pupils and is currently being investigated.

iv. KS2

30 children in cohort
11 children eligible for PPG funding

Expected Standard	Reading		Writing		Maths		RWM Combined	
	Whole School	Non SLI Resource	Whole School	Non SLI Resource	Whole School	Non SLI Resource	Whole School	Non SLI Resource
All	60%	62%	50%	52%	43%	41%	33%	34%
PPG	64%	64%	45%	45%	36%	36%	27%	27%
Non PPG	58%	61%	53%	56%	47%	44%	37%	39%

Successes:

School's focus on Reading (as identified in previous year's data) was a success. Targeted spend on reading materials, in particular to interest Male readers, was a success.

We maintained the school places for 6 PPG children who were reaching stage 6 and 7 of our behaviour stages (stage 8 is permanent exclusion). The PPG allocation to pastoral support and modified timetables, as well as increased numbers of adults in the classroom to support was successful in keeping the children on roll.