



Horninglow Primary School: a de Ferrers Trust Academy

Pupil Premium Financial Impact Statement 2017/18

£110,000 – 33% - 72 children

Summary	Target group	Objective	Outcome of impact	Cost
Interventions Teacher Salaries and Teaching Assistant Salaries	EYFS Key Stage 1 Key Stage 2 SEN Pupil Premium 1:1 tutoring across Year 1 Additional teacher in Year 4 and Year 6	<p>To provide additional targeted pupil support ensuring greater access to learning is available for identified pupils.</p> <ul style="list-style-type: none"> • For 70% (all pupils) to achieve a GLD by the end of Reception and 75% (PP). • To achieve 75% pass of the Year 1 phonics screener check for all pupils. • To achieve 100% pass of re-sit in Year 2 phonics screener. • To raise standards in-line with national expectations in reading, writing and mathematics at both Key Stage 1 and Key Stage 2. <p>To provide one to one / small group support time for English and Mathematics to ensure that pupils are able to reach individually challenging targets.</p> <ul style="list-style-type: none"> • EYFS, Key Stage 1/2 small group/tutoring – next step work • Year 1 Phonics Support Teacher • Intervention groups • Year 6 Easter School • Year 2 Easter School 	<p>Reception GLD – all children – 83% Reception GLD – PP - 80 % Year 1 phonics screener – all children 81% Year 1 phonics screener – PP - 78% Year 2 re-sit phonics – PP – 33%</p> <p>Read Write Inc. has continued to have a direct impact with the phonics results in both EYFS and Year 1</p> <p>End of Key Stage 1– PP reached the expected standard in Reading – 53% End of Key Stage 1– PP reached the expected standard in Writing – 53% End of Key Stage 1 – PP reached the expected standard in Mathematics – 60% End of Key Stage 2– PP reached the expected standard in Reading – 53% End of Key Stage 2– PP reached the expected standard in Writing – 71% End of Key Stage 2 – PP reached the expected standard in Mathematics – 59% End of Key Stage 2 – PP reached the expected standard in RWM – 35%</p> <p>Moderation of work carried out with other schools within the in the Academy demonstrating rigorous</p>	£70,000

		<ul style="list-style-type: none"> • Speech and Language Teacher • Access to Behaviour support for identified children all with necessary provision – alternative setting, 1:1 support • HOPE therapy • LEGO therapy • Nurture 	<p>assessment data and validation of teacher assessment. Key Stage 2 Writing was moderated by The Local Authority.</p> <p>Nurture – Target support for individuals emotional well-being. 44% - 8/18 of PP pupils children accessing nurture</p> <p>To provide support to reduce the risk of permanent exclusions.</p> <p>Positive impact on self-esteem, social skills and collaborative skills. Improved attitude for learning and behaviour in lessons.</p>	
Resources	<p>EYFS Key Stage 1</p> <p>Key Stage 2</p>	<p>To purchase resources to support the delivery of the curriculum along with intervention work for targeted pupils.</p> <ul style="list-style-type: none"> • Resources to establish nurture provision • Read Write Inc. Teaching Materials • Read Write Inc. Pupil Materials • Accelerated Reader • Cornerstones Curriculum delivery • Cornerstones assessments • Target Tracker • Power Maths Training (whole school) • Power Maths resources (Y1+Y2) • Art resources – Christmas craft/Easter Craft <p>To introduce additional behaviour management systems throughout the school to improve attitudes to learning.</p> <p>Resources to develop behaviour management:</p> <ul style="list-style-type: none"> • Good to be green reward system • Dojo prizes (rewards) • Horninglow House Points 	<p>An increased enjoyment of the curriculum and a development in self-esteem.</p> <p>Teacher assessment supported by standardised assessments to evidence pupil progress.</p> <p>Reception GLD – all children – 83% Reception GLD – PP - 80 % Year 1 phonics screener – all children 81% Year 1 phonics screener – PP - 78% Year 2 re-sit phonics – PP – 33%</p> <p>Read Write Inc. has continued to have a direct impact with the phonics results in both EYFS and Year 1</p> <p>End of Key Stage 1– PP reached the expected standard in Reading – 53% End of Key Stage 1– PP reached the expected standard in Writing – 53% End of Key Stage 1 – PP reached the expected standard in Mathematics – 60% End of Key Stage 2– PP reached the expected standard in Reading – 53% End of Key Stage 2– PP reached the expected standard in Writing – 71% End of Key Stage 2 – PP reached the expected standard in Mathematics – 59% End of Key Stage 2 – PP reached the expected standard in RWM – 35%</p>	£5,000

		<p>To monitor and improve attendance across school</p> <ul style="list-style-type: none"> • Support parents to meet attendance targets, providing strategies (attendance clinics) • To monitor attendance of target pupils weekly <p>To assist with the cost of Breakfast club in school to ensure that all pupils are ready to learn.</p> <ul style="list-style-type: none"> • Subsidised for PP children 	<p>Attendance 2017/18 – attendance information for whole school 96% and the PP was slightly below at 94.4%.</p> <p>Attendance clinics were completed with the SENDCO and pupil/Parent support worker to look at ways to support and improve attendance.</p> <p>38% – 27/72 PP attended Breakfast Club - A greater uptake resulting in additional staffing needed to cover ratios.</p>	
Enrichment Activities	Reception to Year 6	<p>To ensure that all pupils have the same access to broader curriculum opportunities and learning experiences. Continued enrichment to support children’s social and emotional needs</p> <ul style="list-style-type: none"> • Reception – Bowling and seaside day • Year 1 – Fire Station • Year 2 – Elford Walled Gardens • Year 3 – Think Tank Predator Man visit • Year 4 – Wroxeter Roman City • Year 5 –Whitemoor Lakes Drayton Manor Ride Visit Egyptian Experience <p>Year 5+ 6 Trip – Stanton Bowes residential</p>	<p>Opportunities were provided to extend the pupil’s experiences in real-life situations through the launch of the Cornerstones curriculum. This included launching a topic with visitors coming into school or through a themed day or a trip. Parents were invited into school each half-term for a curriculum assembly to show-case work that the pupils had learnt during the unit of work. The curriculum assemblies were well attended by parents.</p> <p>63% – 45/72 PP pupils accessed afterschool clubs 38% – 27/72 PP pupils represented the School in a sporting event</p>	£5,000
Pupil Voice	Whole School	<p>Pupil voice questionnaires completed to collect vital information to inform future plans.</p>	<p>Pupil Questionnaires/interviews completed and results were shared with all staff: 93% of PP pupils enjoy school 91% of PP pupils feel safe at school</p> <p>Opportunities were given to staff to plan provision for their PP based on the results of the questionnaires.</p>	

How PP children have said they learn best:

- Teacher demonstrates the task
- Asking for help when needed
- Working at the right level
- Listening
- Having a go
- Working with friends
- The competition with friends
- Completing extra work at home
- Seeing examples

- Setting myself challenges