

Pupil Premium Report 2019 - 2020

Principles

- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We are committed to reducing class sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular vulnerable pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil premium resources may also be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of narrowing the achievement gap, for socially disadvantaged pupils.

Barriers Faced by Our Pupils

- Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading.
- Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
- Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.
- Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects pupil confidence and knowledge of the key basic skills such as times tables and spelling development.
- Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
- Some of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.
- Some of our most able disadvantaged pupils do not have aspirational home backgrounds.
- Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

Deployment

PPG is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our children who are looked after is subject to specific scrutiny and review as our most vulnerable group.

Hoxton Garden Primary School Impact Statement 2018 - 2019

Current Achievement of PPG Pupils (2019 KS2 Outcomes)

% achieving the expected standard or above	Our pupils eligible for PPG				National average for <i>all</i> pupils			
	Progress Score	% at expected standard	% at the high standard	Average Scaled Score	Progress Score	% at expected standard	% at the high standard	Average Scaled Score
Reading, Writing & Maths	n/a	79%	14%	n/a	n/a	65%	10%	n/a
Reading	4.7	86%	45%	108	0	73%	27%	104
Writing	2.8	90%	21%	n/a	0	78%	20%	n/a
Mathematics	5.1	97%	38%	109	0	79%	27%	105
Grammar, Spelling, Punctuation	n/a	90%	41%	109	n/a	77%	36%	106

- In 2019, the progress of disadvantaged **Key Stage 2** pupils in all subjects was significantly above average overall in comparison with all pupils nationally. Disadvantaged KS2 pupils attained an average scaled score above the national score for all pupils in reading, writing and mathematics in 2019. The percentage of most able disadvantaged pupils achieving a high standard in reading, maths and GSP was significantly above that of other pupils nationally and broadly in line for writing.
- The number of disadvantaged pupils achieving the expected standard at **Key Stage 1** was broadly in line with the national average for all pupils in reading and writing and below for maths. The number of disadvantaged pupils exceeding the expected standard at Key Stage 1 was in line with or above those achieving the higher standard nationally in reading, writing and mathematics.
- At the end of **Foundation Stage**, the majority of disadvantaged pupils met the expected standard (Good Level of Development 73%) with a gap of 6% to that of all pupils (Good Level of Development 79%).
- Disadvantaged children in all year groups make progress in line with their peers in reading, writing and maths (in house data, June 2019).
- Children receiving small group intervention make better than expected progress in literacy and maths (in school SEN data and KS2 pupil outcomes).
- Homework club and booster intervention (lexia, symphony, precision teaching, parent reading champions) for PPG pupils support good or better end of year outcomes (intervention analysis, June 2019).
- Therapeutic support sessions provided by Unlocking Potential have been accessed by disadvantaged pupils inclusive of play or art therapy, talk time sessions, occupational therapy and additional speech and language support.
- Families have benefit from advice and support through additional workshops and interventions organised by the Inclusion Team, resulting in better engagement with school. This is demonstrated by attendance at coffee mornings and school events such as significant males into school and curriculum fayres.
- A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context. Within this the investment in quality, first-hand experiences e.g. residential trips, day trips, visitors and resources continues to be a priority and a high number of disadvantaged children access this provision.

Hoxton Garden Primary School Planned Pupil Premium Expenditure 2019 - 2020

Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	313
Total Number of Pupils eligible for PPG	169
Amount of PPG received per pupil	£1,320
Total PPG received	£223,080
CLA Pupils	£7,200
EYFS PPG	£1,860
Total Amount of PPG Received	£232,140

Whole School Priorities

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- Further develop oracy and knowledge of basic skills e.g. times tables, spellings.
- Engage parents and develop strong home school links to support learning and oracy.

Aims

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the phonics check, timestable check and by the end of KS2 in reading, writing, mathematics and GSP.
2. To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics, (reading and mathematics in KS1 and writing and mathematics in KS2).
3. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent, particularly in EYFS.
4. To increase the number of parents attending coffee morning workshops and in school oracy/social projects with feedback that indicates a high degree of engagement.
5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.

Hoxton Garden Primary School Indicative Use of Funding 2019-20*

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally in the phonics check, timestable check and by the end of KS2 in Reading, Writing, Maths and GSP.				
	Total Cost of Intervention	Total Amount of PPG Spend	Review Timeframe	Impact Criteria
DHT small group support	£15,823	£15,823	July 2020	<ul style="list-style-type: none"> • % of pupils reaching expected standard in comparison to other pupils nationally. • Achievement of disadvantaged pupils across school in comparison to all pupils nationally. • Progress of identified disadvantaged pupils reaching the higher standard because of intervention. • Phonics check data for disadvantaged pupils is above that of all pupils nationally. • Timestable check data for disadvantaged pupils is above that of all pupils nationally.
AHT release to undertake intervention groups	£13,066	£13,066		
Booster classes (Year 6 pupils only)	£3,900	£3,900		
Easter school (Year 6 pupils only)	£2,041	£1,225		
Homework club for pupils in receipt of PPG	£1,566	£1,566		
Symphony – maths programme (intervention)	£1,988	£1,988		
Mathletics and Rock Stars home learning access (across the school)	£1,512	£1,512		
Additional TA support for interventions	£12,750	£12,750		
Lexia – reading programme (intervention)	£693	£693		
Launch Pad for EYFS (intervention)	£5,688	£5,688		
Precision Teaching (intervention)	£9,722	£9,722		
2. To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 (reading and mathematics in KS1 and writing and mathematics in KS2)				
AHT release to undertake coaching, mentoring and planning support across Year 2 and Year 6.	£9,800	£9,800	July 2020	<ul style="list-style-type: none"> • Data collection points in December and June show progress in disadvantaged pupils attaining the higher standard. • Year 2 and Year 6 meetings demonstrate progress for key pupils through gap analysis.
Enrichment opportunities (university visits)	£600	£600		
HLTA supporting most able disadvantaged in YR 6	£17,118	£17,118		
More able booster groups in Year 2 and Year 6 (Spring and Summer Term)	£3,900	£3,900		

3. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent				
Additional time from School Attendance Officer	£6,650	£6,650	Termly	<ul style="list-style-type: none"> Reduction in persistent absence for PPG group. Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 96%.
Additional time from the Learning Mentor to track and monitor lates, (including home visits) and support vulnerable children	£6,826	£6,826		
4. To increase the number of parents attending coffee morning workshops and in school oracy/social projects with feedback that indicates a high degree of engagement				
Leadership of coffee mornings (including additional EYFS specific coffee mornings)	£2,210	£2,210	Termly	<ul style="list-style-type: none"> Review and qualitative feedback from main and EYFS specific coffee mornings. Numbers attending from target group.
Extended school BC & ASC Salaries & Expenses (including expansion of service as a result of school growth)	£42,000	£21,000		
Additional learning mentor employed to enable sustained family engagement and support for vulnerable families in growth to three forms of entry.	£17,066	£17,066		
5. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being				
SENCO learning groups	£21,775	£21,775	July 2020	<ul style="list-style-type: none"> Good progress for target groups in R,W,M. S&L therapy reports indicate impact. Therapy reports indicate impact. Feedback reports from Unlocking Potential measuring intervention and impact.
Additional time from S&L therapist	£23,302	£23,302		
Subsidised peripatetic lessons	£10,000	£9,000	Termly	
Therapeutic and social development support from Unlocking Potential	£25,000	£25,000		
Horse-riding for key identified pupils	£500	£500	July 2020	
Breakfast Booster (Year 6 pupils)	£3,900	£3,900		
Subsidised residential visit (Kench Hill) for children in receipt of the pupil premium grant	£4,992	£2,496		
Learning mentors supporting for vulnerable children across EYFS, KS1 and KS2	£10,240	£10,240	Termly	
Total Expenditure	£274,628	£249,316	Overspend: £17,176	

*This funding plan is based on indicative and planned strategic spend during the period 2018-19 but is subject to revision & change dependent on on-going need and changes to pupil cohorts.