



## HOXTON GARDEN Pupil Premium Report 2017-18

### Principles

- We ensure that teaching and learning opportunities meet the needs of all of the 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 means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations.
- Pupil premium resources may also be used to target able children receiving PPG to achieve end of year expectations in particular with end of Phase testing in KS1 and KS2
- The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the 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.
- 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.

### Deployment

PPG is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG. Provision for our Looked After Pupils is subject to specific scrutiny and review as our most vulnerable group.



## HOXTON GARDEN Impact Statement 2016-17

### Achievement of PPG Pupils (2017 KS2 Outcomes)

	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
% achieving the expected standard or above								
<b>Reading, Writing &amp; Maths</b>	n/a	84%	8%	n/a	n/a	61%	9%	n/a
<b>Reading</b>	+ 5.3	92%	12%	106	-5	71%	25%	104
<b>Writing</b>	+ 5.4	88%	24%	n/a	-7	76%	18%	n/a
<b>Mathematics</b>	+ 3.7	84%	16%	105	-5	75%	23%	104
<b>Grammar, Spelling, Punctuation</b>	n/a	88%	40%	109	n/a	77%	31%	106

- Disadvantaged **Key Stage 2** pupils' progress in all subjects was significantly above average overall and not significantly below average in comparison with all pupils nationally. Disadvantaged KS2 pupils attained an average scaled score equal to or above the national score for all pupils in reading, writing and mathematics in 2017. The percentage of most able disadvantaged pupils achieving a high standard in Reading, Writing & Mathematics was in line with that of other pupils nationally in Writing, Grammar, Spelling & Punctuation but below in Reading and Mathematics.
- For **Key Stage 1** disadvantaged pupils achieved at the expected standard in line with the national averages for all pupils. Reading & Maths at greater depth was below that for all pupils nationally but the combined percentage of PPG children achieving at the expected standard and at greater depth in RWM was above national averages for all pupils. Disadvantaged pupils achieved at least as well as all pupils nationally at the end of KS1 in Reading (AES).
- At the end of **Foundation stage** the majority of disadvantaged pupils met the expected standard (Good Level of Development) with a gap of 11% to the national average for all pupils.
- Disadvantaged children in all year groups made better progress than their peers in Writing and Mathematics and in-line with peers in Reading. Progress measures were more than expected for both groups (School In-House Year End 2017 data set)
- Children receiving small group intervention make better than expected progress in literacy and maths (in school SEN data and KS2 pupil outcomes)
- Athletics, booster and homework clubs for PPG pupils have supported good or better end of year outcomes for focus groups.
- A programme of therapeutic support and 'speak up' sessions provided by Sidebeside has been accessed by disadvantaged pupils and their families have benefited from advice and support from additional workshops and interventions organised by the Parent Links Co-ordinator and Learning Mentor, resulting in better engagement with school. This is demonstrated by attendance at coffee mornings and school events.



## HOXTON GARDEN Planned Pupil Premium Expenditure 2017 -2018

### Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	313*
Total Number of Pupils eligible for PPG	160*
Amount of PPG received per pupil	£1,320
Total PPG received	£211,200
CLA Pupils	£7,900
EYFS PPG	£6,200
<b>Total Amount of PPG Received</b>	<b>£225,300</b>

\*Census October 2016

### Whole School Priorities

- Improve standards of reading comprehension, including that for able pupils.
- 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
- To ensure that pupils leave Year 6 at a standard which will allow them to successfully access the KS3 curriculum.

### Aims

1. To ensure that disadvantaged pupils achieve at least as well as all pupils nationally at the end of KS2, R,W, M
2. To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2
3. 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.
4. To support the most vulnerable disadvantaged pupils to achieve their full potential by ensuring access to in school therapeutic services & enrichment events which develop social and emotional well-being.



### HOXTON GARDEN Use of Funding 2017-18

<b>1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS2, R,W, M.</b>					
	<b>% of PPG Pupils Accessing Funding</b>	<b>Total Cost of Intervention</b>	<b>Total Amount of PPG Spend</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
DHT Small group support	100%	£18,332	£18,332	July 2018	% of pupils reaching expected standard in comparison to other pupils national.
Booster classes	70%	£10,562	£7,393		
Easter school	60%	£1,500	£900		
Homework club for pupils in receipt of PPG	100%	£1,515	£1,515		Achievement of PPG pupils across school in comparison to other pupils
2 out of class teaching assistants to deliver interventions across school	90%	£48,170	£43,353		
<b>2. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS1 in Reading.</b>					
Lexia – reading programme	92.60%	£810	£750	July 2018	Lexia reading report showing gains for individual pupils in programme
Launch Pad for EYFS	70%	£2,000	£1,400	Termly	Reading scores at end of EYFS for target pupils show good progress.
Two HLTAs to deliver interventions in year 1 & 2	100%	£51,565	£51,565		Reading scores for target pupils show accelerated progress and closing of gap to peers
Additional TA (0.5) in EYFS to deliver interventions	76%	£11,883	£9,031		Reading scores for target pupils show accelerated progress and closing of gap to peers
<b>3. To ensure that the most able disadvantaged pupils achieve as well as other most able pupils nationally.</b>					
AHT supporting most able in Y6	60%	£23,706	£14,224	July 2018	% of focus pupils reaching high standard in comparison to other pupils national.
High Standard Booster classes	100%	£2,727	£2,727		

<b>4. To ensure that the attendance of pupils in receipt of PPG is above 95.6%, with a reduction in the % persistently absent.</b>					
Additional time from School Attendance Officer	100%	£6,565	£6,565	Termly	Reduction in persistent absence for PPG group
Learning mentor support for vulnerable children	100%	£12,266	£12,266	Termly	Reduction in persistent absence for PPG group. Attendance at >95.6
<b>5. 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.</b>					
Use of learning mentor to engage parent support at workshops & whole school events	100%	£15,520	£10,520	July 2018	Review & qualitative feedback Numbers attending from target group
<b>6. To support the most vulnerable pupils in receipt of the PGG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being.</b>					
SENCO Learning groups	100%	£13,222	£13,222	July 2018	Good progress for target groups in R,W,M
Additional time from S&L therapist	100%	£8,449	£8,449	July 2018	S&L therapy reports indicate impact
55 children receiving therapeutic & Social development support from Side Be Side	75%	£25,000	£18,750	Termly	Feedback reports from Sidebeside measuring intervention and impact
Horse-riding/Beanstalk /Mathletics/Lunchtime clubs	100%	£1,000	£1,000	July 2018	Good progress for target groups in R,W,M
Multi skills sports festival	100%	£505	£505		
<b>Total Expenditure</b>		<b>£254,792</b>	<b>£227,467</b>	<b>Difference/Overspend: -£2,167</b>	

\*This funding plan is based on indicative and planned strategic spend during the period 2017-18 but is subject to revision & change dependent on on-going need and changes to pupil cohorts.