

HOXTON GARDEN
Pupil Premium Report 2018-19

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.
- 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 Looked After Pupils is subject to specific scrutiny and review as our most vulnerable group.

HOXTON GARDEN Impact Statement 2017-18

Achievement of PPG Pupils (2018 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								
Reading, Writing & Maths	n/a	86	19	n/a	n/a	64	10	n/a
Reading	+1.5	86	33	107	-5	75	28	105
Writing	+3.1	100	33	n/a	-7	78	20	n/a
Mathematics	+1.6	100	19	106	-5	76	24	104
Grammar, Spelling, Punctuation	n/a	100	67	112	n/a	78	34	106

- Disadvantaged **Key Stage 2** pupils' progress in all subjects was significantly above average overall. Disadvantaged KS2 pupils attained an average scaled score above the national score for all pupils in reading, writing and mathematics in 2018. The percentage of most able disadvantaged pupils achieving a high standard in Reading, Writing & Mathematics was significantly above that of other pupils nationally.
- For **Key Stage 1** disadvantaged pupils achieved broadly in line or below the expected standard compared to the national averages for all pupils. Reading, Writing & Maths at greater depth was below that for all pupils nationally.
- 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 similar or better progress than their peers in Reading, Writing and Mathematics and in-line with peers in Reading (School In-House Year End 2018 data set).
- Children receiving small group intervention make better than expected progress in literacy and maths (in school SEN data and KS2 pupil outcomes)
- Mathematics, 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 2018 -2019

Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	334
Total Number of Pupils eligible for PPG	171
Amount of PPG received per pupil	£1,320
Total PPG received	£225,720
CLA Pupils	£7,200
EYFS PPG	£930
Total Amount of PPG Received	£233,850

*Census October 2017

Whole School Priorities

- To increase the % of children who achieve the expected standard in reading at the end of KS2
- To increase the % of disadvantaged children who achieve greater depth at maths at the end of KS2
- To raise standards for high prior attaining pupils at the end of KS2 so that a greater number of children are working at 'Greater Depth'.
- To ensure an increasing number of pupils achieve at greater depth in reading, writing maths at the end of KS1, particularly most able disadvantaged pupils.
- To raise standards in writing for high prior attaining pupils cross years 1-6 so that a greater number of pupils are working at 'Greater Depth'.
- To ensure disadvantaged pupils continue to make similar progress when compared to all children.

Aims

1. To continue to ensure that disadvantaged pupils achieve at least as well as all pupils nationally at the end of KS2, R,W, M
2. To ensure that disadvantaged pupils achieve at least as well as all pupils nationally at the end of KS1, R,W, M
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 2018-19

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.				
	Total Cost of Intervention	Total Amount of PPG Spend	Review Timeframe	Impact Criteria
DHT Small group support	£14,583	£14,583	July 2019	% of pupils reaching expected standard in comparison to other pupils national.
Booster classes	£10,773	£7,541		
Easter school	£1,767	£1,060		
Homework club for pupils in receipt of PPG	£2,700	£2,700		Achievement of PPG pupils across school in comparison to other pupils
2 out of class teaching assistants to deliver interventions across school	£49,853	£46,862		
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.				
Lexia – reading programme	£810	£750	July 2019	Lexia reading report showing gains for individual pupils in programme
Launch Pad for EYFS	£2,000	£2,000	Termly	Reading scores at end of EYFS for target pupils show good progress.
Two HLTAs to deliver interventions in year 1 & 2	£60,160	£60,160		Reading scores for target pupils show accelerated progress and closing of gap to peers
Additional TA (0.5) in EYFS to deliver interventions	£12,164	£12,164		Reading scores for target pupils show accelerated progress and closing of gap to peers
3. To ensure that the most able disadvantaged pupils achieve as well as other most able pupils nationally.				
AHT supporting most able in Y6	£12,271	£8,590	July 2019	% of focus pupils reaching high standard in comparison to other pupils national.
High Standard Booster classes	£2,236	£2,236		
4. To ensure that the attendance of pupils in receipt of PPG is above 95.6%, with a reduction in the % persistently absent.				
Additional time from School Attendance Officer	£6,650	£6,650	Termly	Reduction in persistent absence for PPG group
Learning mentor support for vulnerable children	£11,803	£11,803	Termly	Reduction in persistent absence for PPG group. Attendance at >95.6

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.				
Use of learning mentor to engage parent support at workshops & whole school events	£18,277	£18,277	July 2019	Review & qualitative feedback Numbers attending from target group
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.				
SENCO Learning groups	£12,271	£12,271	July 2019	Good progress for target groups in R,W,M
Additional time from S&L therapist	£8,674	£8,674	July 2019	S&L therapy reports indicate impact
Therapeutic & Social development support from Side Be Side	£25,000	£18,750	Termly	Feedback reports from Sidebeside measuring intervention and impact
Beanstalk /Mathletics/Lunchtime clubs	£1,200	£1,200	July 2019	Good progress for target groups in R,W,M
Multi skills sports festival	£500	£500		
Total Expenditure	£253,693	£236,771	Difference/Overspend: -£2,921	

*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.