

Pupil Premium Strategy Report 2017-2018

Context

The pupil premium was introduced in April 2011. It is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils. Holywell's Pupil Premium allocation for 2017-2018 was £101,380.

	<u>FSM</u>	<u>Ever 6</u>	<u>CLA</u>	<u>Service</u>	<u>Total</u>
<u>Year 5</u>	6	13	1	2	22
<u>Year 6</u>	8	13	0	1	22
<u>Year 7</u>	11	13	2 + 1 adopted from care	1	28
<u>Year 8</u>	4	14	1	1	20
	30	52	5	5	92

The number of students who qualify for Pupil Premium funding changes throughout the year but is approximately 15% of all students. The profile of the Pupil Premium students in 2017-2018 covered the whole spectrum of students with a slight tendency towards the less able. Our most able Pupil Premium children fall within national top 4% according to GL assessment. Our least able are working below National Curriculum levels. Targeted use of Pupil Premium funding benefits all students and specific interventions are in place for the most challenged and needy.

Identifying the barriers to Learning for disadvantaged students at Holywell

"There is no such thing as a typical disadvantaged child"

" Individual needs must be researched and addressed"

The needs of our disadvantaged students are constantly being researched through data analysis on progress and attendance, talking to parents and staff and listening to pupil voice. The main barriers to learning identified at Holywell are

- Lack of support at home
- Low value placed on education by the family
- Lack of engagement of parents/carers with the educational progress of their children
- Limited opportunities outside school leading to a narrower range of experiences.
- Lack of self-confidence and self esteem
- Poor social and other skills
- Poor attendance

Desired Outcomes and Success Criteria

<u>Desired Outcomes</u>	<u>Success Criteria</u>
Improving attainment of disadvantaged learners	<p>Improve attainment of disadvantaged learners as follows</p> <p>Year 5 -All disadvantaged students continue to attain above the national average in English, Maths and Science in GL tests.</p> <p>Year 6 - all disadvantaged students achieve at least the expected standard in Reading, Writing, GPS and Maths in Key Stage 2 SATS and attain above the national average in English, Maths and Science in GL tests.</p> <p>Year 7 - All disadvantaged students continue to attain above the national average in English and Maths in GL tests.</p> <p>Year 8 - All disadvantaged students continue to attain above the national average in English, Maths and Science in GL tests.</p>
<p>Reducing Gaps</p> <ol style="list-style-type: none"> 1. Within school gap 2. Gap between disadvantaged learners in school and non-disadvantaged nationally 	<p>Reducing the gap between disadvantaged and non-disadvantaged learners at Holywell to zero.</p> <p>Reducing the gap between disadvantaged learners in Holywell and non-disadvantaged nationally to zero</p>
Ensuring progress for disadvantaged students is at least in line with progress for their cohort in English and Maths	Every disadvantaged learner makes at least 4 points progress every year using new assessment points. (14 points from KS1 to KS2 and 8 points from KS2 to end of year 8)
Improving attendance	All disadvantaged students achieve target attendance for school in 2017 97%
Improving engagement of families	All families of disadvantaged students personally invited and encouraged to attend parent consultation evenings each

	term. Attendance at parents evenings by parents of disadvantaged children is as good as non-disadvantaged learners.
Developing skills and personal qualities	Disadvantaged students attend at least one intervention group depending on need.
Extending opportunities	All disadvantaged students in year 5, 6 and 7 invited to attend at least one Success maker session per week and those in financial need receive help to attend enrichment activities such as residential and none residential trips.
Improving transition between phases	Information regarding all disadvantaged students in terms of barriers to learning and interventions shared with Upper Schools and received from Lower Schools.

Strategies used in 2017-2018

- The school continued to raise the quality of teaching for all pupils by reducing class sizes. The school continued to invest heavily in its approach of having smaller teaching groups and directing its finances to sustain this experience for pupils.
- The school continued to monitor progress robustly using new tracking systems notably the GL annual national test regime. This robust national test programme, constructed to reflect the National Curriculum, allows the school to assess pupils' current attainment and also their progress since their last GL test. It enables the school to provide teachers with a robust data point against which to set their expectations and challenges of individual pupils. The precision of this work is most especially important to the accuracy of attention required for supporting each PP student individually and for challenging school and individual teachers in that regard. The school's analysis of PP attainment and progress is built on this data together with SATs data for year 6.
- In 2017-2018 the school developed a system to monitor the progress of all students using a point system to replace the National Curriculum levels. The system allowed the school to use previous National Curriculum Level outcomes to set challenging and aspirational progress targets for every student in every subject. Progress towards these targets were monitored half termly and students not making the required levels of progress were identified and intervention put in place. The school continues to modify and embed the system so that interventions become even more timely and effective.

- Disadvantaged students were highlighted weekly to all staff to raise the profile of disadvantaged students and help identify barriers to learning. The top of every weekly staff briefing has a table with the photos of individual Pupil Premium students. The table reminds staff of ability data, current attendance rates, interventions and barriers to learning. This promotes a continued dialogue about individual students and any barriers to learning they have.
- All staff are required to mark disadvantaged students work first and half termly work scrutiny exercises prioritise these pupils' work. Staff routinely highlight disadvantaged students on class maps and Lesson Observations focus on the impact of teaching on these students.
- Staff are required to take responsibility for the progress of disadvantaged students in their classes and identify any barriers to learning or dip in progress levels, so that these can be addressed.
- There has been an increased focus on improving attendance for all students. Attendance trends are monitored robustly for Whole school, Pupil Premium students, SEN students and Persistent Absentees. Updates on each class attendance figures are given to form tutors bi-weekly. Form tutors are asked to have a discussion with any pupil that falls below 97%. Tracking and intervention is initiated for any students that are near or below 95% attendance.
- All families of disadvantaged students were encouraged to attend parent consultation evenings. Individual invitations were issued to parents of disadvantaged students and transport was arranged when required to enable parents to attend.
- Free entry to Breakfast Club provision was provided. School caterers provide light snacks and the size of the group allows for it to be a more substantial social experience. All Pupil Premium students have free access to this.
- The school engaged new caterers in January 2018 and more Pupil Premium students have taken up their entitlement to hot meals as a result.
- Revision books were provided free of charge to disadvantaged students in Year 6 and Year 8
- Targeted academic support based on identified individual student need including targeted small group intervention in English, Maths and Science was provided.
- After school Successmaker club for disadvantaged students ran on 4 nights per week. During the year a replacement for the Successmaker program was identified and implemented and the club began to use Doodle Maths in the Summer term and will hopefully introduce Doodle English when it comes on stream.
- Several individual social skills interventions eg Therapeutic Football Programme, Neuro Linguistic Programme were provided according to individual need.
- Outside agencies were engaged to provide more targeted intervention for individual students eg Bridge Counselling and Sorted.

- Subsidised music tuition was provided according to identified student need.
- The school continued to identify individual student need and responded quickly to it to provide school uniform, sports kit, school meals, IT and stationery items.
- Disadvantaged students were prioritised on enrichment activities eg Nissan trip and Big Bang Fair.
- Financial support was given to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy.
- Pupil premium champion met with Pupil premium co-ordinators at feeder Lower and Upper Schools in the Summer term to transfer information about disadvantaged students in Year 4 and Year 8 to ensure that transfer arrangements for disadvantaged students was effective. CPoms (an online recording system for safeguarding) was purchased to monitor safeguarding issues and transfer information securely.

<u>Desired Outcomes</u>	<u>Success Criteria</u>	<u>Actual Outcome</u>
Improving attainment of disadvantaged learners	<p>Improve attainment of disadvantaged learners as follows</p> <p>Year 5 - All disadvantaged students continue to attain above the national average in English, Maths and Science in GL tests.</p> <p>Year 6 - all disadvantaged students achieve at least the expected standard in Reading, Writing, GPS and Maths in Key Stage 2 SATS and attain above the national average in English, Maths and Science in GL tests.</p> <p>Year 7 - All disadvantaged students continue to attain above the national average in English and Maths in GL tests.</p> <p>Year 8 - All disadvantaged students continue to attain above the national average in English, Maths and Science in GL tests.</p>	<p>In year 5 disadvantaged students have not performed as well as the whole cohort.</p> <p><u>Year 5</u> <u>GL % of PP students achieving average or above (whole cohort)</u> <u>English</u> 43 (68) <u>Maths</u> 40 (63) <u>Science</u> 53 (75)</p> <p>In Year 6 GL tests disadvantaged students outperformed the whole cohort in English and Science but were below the whole cohort in Maths</p> <p><u>Year 6</u> <u>GL% of PP students achieving average or above (whole cohort)</u> <u>English</u> 89 (82) <u>Maths</u> 67 (75) <u>Science</u> 94 (86)</p> <p>In Key Stage 2 SATS tests disadvantaged students outperformed the whole cohort in Reading and GPAS and achieved the same standards as the whole cohort in Writing and Maths</p> <p><u>Key stage 2 SATS % of PP students achieving expected level (whole cohort)</u> <u>Reading</u> 80 (78) <u>GPAS</u> 90 (78) <u>Writing TA</u> 80 (80) <u>Maths</u> 80 (82)</p> <p>In Year 7 GL tests disadvantaged students achieved the same standards as the rest of the cohort in English and were slightly below the rest of the cohort in Maths.</p> <p><u>Year 7</u> <u>GL % of PP students achieving average or above (whole cohort)</u> <u>English</u> 80 (80) <u>Maths</u> 65 (69)</p>

		<p>In Year 8 GL tests disadvantaged students have not performed as well as the whole cohort.</p> <p><u>Year 8</u> <u>GL % of PP students achieving average or above (whole cohort)</u></p> <p><u>English</u> 52 (76) <u>Maths</u> 62 (76) <u>Science</u> 35 (69)</p>																																				
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Ensuring progress for disadvantaged students is at least in line with progress for their cohort in English and Maths	Every disadvantaged learner makes at least 4 points progress every year using new assessment points. (14 points from KS1 to KS2 and 8 points from KS2 to end of year 8)	Data not yet available																														

Improving attendance	All disadvantaged students achieve target attendance for school in 2017 97%. NB National average for PP students 93.5%.	Attendance	2016-2017	2017-2018
		Whole School	95.91%	96.06%
		PP students	94.01%	94.83%
Improving engagement of families	All families of disadvantaged students personally invited and encouraged to attend parent consultation evenings each term. Attendance at parents evenings by parents of disadvantaged children is as good as non-disadvantaged learners.	Year group	Tutor Evening	Subject Evening
		5	October 2017 Overall 96% PP 95% (19/20)	February 2018 Overall 94% PP 72% (16/22)
		6	November 2017 Overall 91% PP 90% (18/20)	January 2018 Overall 91% PP 100%
		7	March 2018 Overall 77% PP 43% 13/30	November 2017 Overall 91% PP 74% (20/27)
		8	March 2018 Overall 77% PP 70 % 16/23	October 2017 Overall 88% PP 75% (15/20)
Developing skills and personal qualities	Disadvantaged students attend at least one intervention group depending on need.	<p>Year 5. 2 PP students did not have any interventions.</p> <p>Year 6. All PP students had at least one intervention.</p> <p>Year 7. 6 PP students did not have any interventions.</p> <p>Year 8 All PP students had at least one intervention.</p> <p>See Annexes A and B</p>		
Extending opportunities	All disadvantaged students in year 5, 6 and 7 invited to attend at least one Success maker session per week and those in financial need receive help to attend enrichment activities such as residential and none residential trips.	<p>All disadvantaged students in Yrs 5,6 and 7 invited to attend Success maker. 39 students attended at least one Success maker session per week.</p> <p>See Annexe C</p> <p>35 students were helped to attend residential trips as follows</p>		

		<p>Osmington Bay -11 students @ £117.50 =£1292, Ski Trip 11 students @ £407.50= £4482.50, Swanage - 12 students@ £149.50 + 1 CLA student @£ 299 = £2093)</p> <p>Nissan trip was arranged solely for disadvantaged students in Year 6. 17 disadvantaged students attended.</p> <p>See Annexe D</p>
Improving transition between phases	Information regarding all disadvantaged students in terms of barriers to learning and interventions shared with Upper Schools and received from Lower Schools.	Information shared between phases.

Priorities for 2017-2018

- Identify PP students in current Year 6 not achieving national average in English, Maths and Science and improve their attainment in *GL* tests.
- Continue to identify disadvantaged students who are not attaining in line with their peers at Holywell and target intervention accordingly.
- Continue to sustain the high quality of teaching at Holywell so that disadvantaged students continue to outperform their peers nationally in Key Stage 2 SATS.
- Embedding monitoring and assessment data collection to show year on year progress for disadvantaged students.
- Build on improved PP attendance in 2017-2018 to move closer to whole school target in 2018-2019.
- Ensure parents of PP students in current Year 6 and Year 8 attend both Parents Evenings in greater numbers.
- Ensure all PP students in current Year 6 and Year 8 have at least one targeted intervention.

Annexe A

List of current Interventions attended by disadvantaged pupils funded by Pupil Premium Funding.

Bridge Counselling
Sorted counselling
Breakfast Club
Successmaker Club
Small group interventions in English Maths and Science

Free interventions attended by disadvantaged pupils

Therapeutic Football Programme. (Provided by CHUMS)
Neuro linguistic programme
Triple P Parenting Programme
Nissan STEM trip
Big Bang Science fair trip

Other Interventions provided by SEND department attended by disadvantaged students

Reading Groups
Enrichment Club
Social Skills Groups
Toe by Toe (Phonics programme)
Units of Sound (Spelling groups)

Annexe B

Questionnaire Results for small group interventions

SMALL GROUP MATHS INTERVENTION

15	<u>Evaluations received</u>
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4= Strongly Agree, 3= Agree, 2= Disagree 1= Strongly Disagree

	Average Score
I enjoyed attending Maths Intervention.	2.9
I have improved my confidence in Maths because of going to Maths Intervention.	3.1
I have learned new skills in Maths Interventions	2.9
I have practised skills I learned in Maths lessons during Maths Intervention.	3.3
I have learned a lot from Maths Intervention.	3.1
I think I would benefit from continuing Maths Intervention if that is possible.	2.8

The best thing about Maths Intervention is:

- I learned a lot and had better understanding and knowledge.
- I learn.
- You learn a bit more about the subject in Maths. Like I wasn't confident in fractions I would get a boost on it.
- Learning face to face.
- Learning and practising Maths.
- I get to learn new things.
- Challenging yourself and becoming more confident.
- I have got more confident with Maths and learnt a lot more than I knew before.
- Missing lessons
- Nothing

SMALL GROUP SCIENCE INTERVENTION

8	<u>Number of evaluations</u>
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4= Strongly Agree, 3= Agree, 2= Disagree 1= Strongly Disagree

	Average score
I enjoyed attending Science Intervention.	3
I have improved my confidence in Science because of going to Science Intervention.	3.1
I have learned new skills in Science Interventions	3
I have practised skills I learned in Science lessons during Science Intervention.	3.1
I have learned a lot from Science Intervention.	3.1
I think I would benefit from continuing Science Intervention if that is possible.	3

The best thing about Science Intervention is:

- It helps with my confidence in Science and I know stuff that I didn't.
- All of it.
- More confidence in Science.
- The activities you do.
- Being on your own, getting more help but I don't need it any more.
- Learning a few more things.

Annexe C

SUCCESSMAKER CLUB

<u>24</u>	<u>Evaluations received</u>
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4= Strongly Agree, 3= Agree, 2= Disagree 1= Strongly Disagree

	Average score
I enjoyed attending Successmaker sessions	3.4
I enjoyed the snacks and drinks before the session	3.6
I have enjoyed using the Successmaker App for Maths.	3.2
I have enjoyed using the Successmaker App for English.	2.8
I have enjoyed using the Doodlemaths App.	3.6
I have become more confident in Maths by going to Successmaker Club.	3.6
I have become more confident in English by going to Successmaker Club.	3.0

The best thing about Successmaker is:

Snacks, Maths session, learning different things, Doodle Maths, nice teachers, seeing friends, crisps, food and drink, fun, I learn, listening to music, I can learn new things about English and improve on it, makes me more confident.

Successmaker club could be improved by:

Listening to music, better snacks, personal time, KFC or Macdonalds, not just going on the computer, Maths games, rewards, focussing on things you are not good at, make an English one not just Maths.

Annexe D

OSMINGTON BAY 2018

6	<u>Number of evaluations</u>
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4= Strongly Agree, 3= Agree, 2= Disagree 1= Strongly Disagree

	Average Score
I enjoyed the experience.	3.8
I learned to be more independent.	3.7
I learned new skills.	3.5
The activities were engaging and challenging	3.5
I enjoyed being in my group for the activities.	3.5
I enjoyed staying in a room with my friends.	3.5
The food was good.	3
I enjoyed the journey to and from Osmington Bay.	2.8
I would recommend this trip to other students.	3.8

The best thing about this trip was:

- Everything.
- The big swing.
- Spending time with my friends and doing the activities.
- The thrilling activities and the food.

SWANAGE 2018

4	<u>Number of Evaluations</u>
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4= Strongly Agree, 3= Agree, 2= Disagree 1= Strongly Disagree

	Average score
I enjoyed the experience.	3
I learned to be more independent.	3.25
I learned new skills.	3
The activities were engaging and challenging	2.75
The skills I learned will help me in my lessons.	2.5
I enjoyed staying in a room with my friends.	3.5
The food was good.	2.5
I enjoyed the journey to and from Swanage.	3.25
I would recommend this trip to other students.	3.25

The best thing about this trip was:

- The beach and sea front trips and crabbing.
- The beds were comfy.
- When we went crabbing.

SKI TRIP, ANDORRA 2018

7	<u>Number of Evaluations</u>
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4= Strongly Agree, 3= Agree, 2= Disagree 1= Strongly Disagree

	Average Score
I enjoyed the experience.	3.7
I learned to be more independent.	3.4
I learned new skills.	3.6
The activities were engaging and challenging	3.1
The skills I learned will help me in my lessons.	2.7
I enjoyed staying in a room with my friends.	2.9
The food was good.	2
I enjoyed the journey to and from Andorra.	2.4
I would recommend this trip to other students.	3.4

The best thing about this trip was:

- The skiing, I thought it was really fun also the coach trip.
- Death Valley and skiing down the mountains.
- Skiing
- Skiing down the Red mountains

SPENDING ON PUPIL PREMIUM PRIORITIES 2017 - 2018

	Charge to PP funds
Quality of teaching for all Enhancing teaching group sizes and intervention staffing	£61808
Pupil premium Lead	£10000
Successmaker Club Staffing	£4481
Successmaker Club Refreshments	£244
Doodle Maths as replacement for Successmaker software	£1100
FSM	£5858
Breakfast club	£2538
Music instrumental tuition	£5743
Revision books	£517
Participation in school trips - notably range of major residential experiences	£7614
Uniform, sports equipment, ICT, stationery, transport	£899
External counselling, Bridge Counselling, Sorted	£1306
CPOMS	£269
<hr/>	
TOTAL SPEND	£102377

Heather Donnellan
October 2018