

Hazeldene Lower School

Pupil Premium grant expenditure:

Report to parents: 2012/13

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	301
Total number of pupils eligible for PPG	<i>52 pupils Yr R- Yr 4 & ever6</i>
Amount of PPG received per pupil	£600
Total amount of PPG received	£32,381

Nature of support 2012/13
<p>The funding received from pupil premium has been allocated in the following ways:</p> <ul style="list-style-type: none"> • <i>Every Child a Counter Teacher 1:1.</i> • <i>Learning mentor to support individual children to improve well-being self-image and self-esteem including, small group social skills, anger management, and 1:1 work with the more vulnerable children.</i> • <i>Weekly Forest school run by trained learning mentor and class teacher</i> • <i>Play therapy with trained therapist and play sessions with play support workers</i> • <i>Increased teaching assistant support 1-2-1 and small groups to increase targeted support in phonics, reading, writing and maths.</i> • <i>Employment of gardening teaching assistant for 1-2-1 and small groups</i> • <i>Homework club lead by school staff.</i> • <i>Time for staff to support CHUMS transition programme with additional support before/after sessions.</i> • <i>Support for extracurricular activities ; i.e. trips inc residential</i> • <i>Opportunities to work and meet other children within the Trust schools, through PE events and curriculum projects.</i> • <i>Achievement for all</i> <p>Future plans for 2013/14 include :</p> <ul style="list-style-type: none"> • <i>All of the above</i> • <i>Increased attendance at after school clubs</i> • <i>G & T maths clubs yr 3,4</i>

Nature of support 2012/13	Cost
<i>Every Child a Counter Teacher 1:1. Every morning 2 hours per day</i>	14631.90
<i>Extension Maths Teacher small groups. 3 hrs per week</i>	4389.57
<i>Learning mentor to support individual children to improve well-being self-image and self-esteem including, small group social skills, anger management, and 1:1 work with the more vulnerable children.</i>	4986.00
<i>Achievement for all</i>	3000.00
<i>Opportunities to work and meet other children within the Trust schools, through PE events and curriculum projects.</i>	free
<i>Weekly Forest school run by trained learning mentor and class teacher half day staffing 40 weeks</i>	£2870.96
<i>Play therapy with trained therapist and play sessions with play support workers 10hrs at £15 per hour</i>	150
<i>Increased teaching assistant support 1-2-1 and small groups to increase targeted support in phonics, reading, writing and maths.</i>	1271.40
<i>Homework club lead by school staff.</i>	free
<i>Time for staff to support CHUMS transition programme with additional support before/after sessions.</i>	free
<i>Support for extracurricular activities ; i.e. trips inc residential</i>	450
<i>Employment of gardening teaching assistant for 1-2-1 and small groups</i>	133.50
<i>Before/After School care (3 pupils)</i>	360
<i>Intensive class based 1:1 extra pupil support for 2 pupils (15 hrs per week for 40 weeks at £8.20 per hour)</i>	4767.75
<i>Leadership time for assessment Leader and (18 hours at £30 per hour)</i>	691.56
<i>Admin time (20 hours at £8.50)</i>	191.20
TOTAL	37,893.84
<p><i>All teaching staff provided free after school clubs during this year including: Choir, Music, Phonics, Homework, Dance, Gardening, ICT, Cookery, Swimming, Art, Marathon, Latin, challenge club, puzzle and Kinex</i></p> <p><i>The progress of pupil premium pupils is monitored on a half termly</i></p>	

basis through Pupil Progress Meetings with the Head Teacher, Class teacher and assessment leader. Any pupil not making good enough progress is highlighted and interventions are reviewed and appropriately allocated.

Measuring the impact of PPG spending

2012-13

The school evaluates the full impact of the pupil premium funding on the progress of individual pupils at the end of each term.

This focuses on academic gains and how self-confidence has developed as a result of the support. Ongoing tracking of children ensures that the most appropriate interventions are in place.

	2012-2013
% of pupils making expected progress in reading	Year 2: 83% Year 3: 100% Year 4: 83%
% of pupils making expected progress in writing	Year 2 : 83% Year3 : 90% Year 4 : 100%
% of pupils making expected progress in mathematics	Year2 : 83% Year 3: 90% Year 4: 100%

In year 2 we had one statemented pupil one who has downs syndrome.

Year1 Phonics Screener Test 2013

67% pass rate for Pupil Premium Children (6 children) 2013 compared to 57% nationally 2013. As a school we received a 90% pass mark compared to 69% nationally. This demonstrates the massive impact phonics had in school last year. It will also positively impact on year2 results 2014.

KEY STAGE 1 SATs (end of year 2)

Pupil Premium Achievement:

	Pupil Premium	Non Pupil Premium	Difference	National Difference 2012
Reading	16.0	17.6	1.6	2.2

Writing	14.0	16.3	2.3	2.0
Maths	15.0	16.3	1.3	1.7
Overall	15.0	16.8	1.8	2.0

In year 2 we had 7 pupil premium pupils however 1 of these pupils has a statement of special educational needs, she has downs syndrome and is working at P levels. Compared to 2012 results we have significantly reduced the gap for reading and writing

The gap between 2012 FSM and Non FSM children is 1.5, 1.6 and 0.3 (Reading, Writing and Maths).

These children have narrowed the gap further in year 3 to have a difference of 0.6 in reading, 0.4 in writing, and 0.2 in maths.

I have also compared the gap that the same cohort of free school meals had when they were in year 1 to their current gap:

	Pupil Premium gap Yr1 2012	Pupil Premium gap Yr2 2013
Reading	3.0	1.6
Writing	3.1	2.3
Maths	2.3	1.3

The above data demonstrates the impact that the pupil premium funding has had by narrowing the gap for these pupils in all subjects.

	School % Level 2+ Pupil Premium Level 2013	National% Level 2+ Pupil Premium Level 2012
Reading	86% (100%)	81%
Writing	71% (83%)	75%
Maths	86% (100%)	85%

2013 We had 7 Pupil Premium pupils in year 2. One of these pupils has a Full statement of Special Educational needs and is working at P levels. The other 6 pupils all achieved or exceeded the expected level which would put school achievement higher than National.

(The figures in red indicate the % of children excluding the one statemented child (with downs syndrome)

Year 4 Pupil Premium Achievement

	Pupil Premium	Non Pupil Premium	Difference
Reading	21.5	23.0	1.5 (2.3)
Writing	21.2	21.5	0.3 (2.3)
Maths	21.0	22.2	1.2 (0.7)
Overall	21.2	22.2	1.0 (2.0)

The figures in green show the gap between Pupil premium children in the KS1 SATs. The gap has narrowed considerably in reading and writing. In Maths the gap has increased slightly , this was due to a lower ability child joining the school in the summer term of year 4 (pupil premium) , if that child was removed from the data (6 weeks of teaching before data collected in year4) the gap in maths would have decreased to 0.6.

	Key stage 1 results 2011 Year 4 cohort 2013 Pupil premium gap	Year 4 results 2013 Pupil premium gap
Reading	3.9	0.6
Writing	4.8	0.4
Maths	0.7	0.6
Overall	3.1	0.6

This data shows that the gap has significantly narrowed in Reading and Writing and has also further narrowed the gap in Numeracy.

Number of pupils and pupil premium grant (PPG) received for the year 2013-14

This is pupils who are currently receiving a Free school Meal and those who have been eligible for a Free School Meal in the last six years

<i>Total number of pupils on roll</i>	297
<i>Total number of pupils eligible for PPG</i>	44 pupils Yr R- Yr 4 & ever6
<i>Amount of PPG received per pupil</i>	£900
Total amount of PPG received	£39,600

Nature of support focus of PPG spending 2013/14	Estimated Cost £
<i>Every Child a Counter Teacher 1:1. Every morning 2 hrs per day</i>	12,690.80
<i>Extension Maths Teacher for small groups in year 3 and 4. 1 hour per day</i>	6345.40
<i>Learning mentor to support individual children to improve well-being self-image and self-esteem including, small group social skills, anger management, and 1:1 work with the more vulnerable children.</i>	5037
<i>Opportunities to work and meet other children/schools within the Trust schools, through PE events and curriculum projects with a specific emphasis on FSM.</i>	free
<i>Weekly Forest school run by trained learning mentor and class teacher</i>	3158.02
<i>Play therapy with trained therapist and play sessions with play support workers 10hrs at £15 per hour</i>	150.00
<i>Increased teaching assistant support 1-2-1 and small groups to increase targeted support in phonics, reading, writing and maths.</i>	12,83.88
<i>Homework club lead by school staff.</i>	free

<i>Time for staff to support CHUMS transition programme with additional support before/after sessions.</i>	free
<i>Support for extracurricular activities ; i.e. trips inc residential</i>	1000
<i>Employment of gardening teaching assistant for 1-2-1 and small groups</i>	134.70
<i>Before/After School care (notional amount due to need to be responsive)</i>	1000
<i>Intensive class based 1:1 extra pupil support for 4 pupils (25 hrs per week for 40 weeks at £8.20 per hour)</i>	8,024.25
<i>Leadership time for assessment Leader and (18 hours notionally)</i>	601.56
<i>Admin time (20 hours at £8.50)</i>	191.20
TOTAL	39,706

All teaching staff throughout the year will provide free after school clubs during the year across the year groups including:

Choir, Music, Phonics, Homework for yrs 1 2 and 4, Dance, Gardening, ICT, Cookery, Swimming, Art, Marathon, French, challenge club, puzzle and Kinex

The progress of pupil premium pupils is monitored on a half termly basis through Pupil Progress Meetings with the Head Teacher, Class teacher and assessment leader. Any pupil not making good enough progress is highlighted and interventions are reviewed and appropriately allocated.

Curriculum focus of PPG spending 2013/14

The school has focused its additional support in raising the attainment in maths, reading and writing, through increased targeted support from teaching assistants, maximising the intervention group sizes to increase individualized input and purchase of resources to support in school learning.