



## Pupil premium grant expenditure: Hoyland Common Primary School Report to Parents: Expenditure 2015 to Present

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### Overview of the school

As outlined in the pupil premium policy the spending of funding in relation to pupil premium firstly looks to ensure pupils are receiving good or better quality teaching. Additional provision can be provided to support pupils eligible for pupil premium to ensure their progress and attainment is in line with their peers. This may also be delivered in the form of pastoral support to ensure they are in a position where they are able to learn.

Pupil premium is spent according to need and does not mean that each pupil receives direct funding.

The Pupil Premium Governor for Hoyland Common Primary School is Miss R O'Neill.

<b>Number of pupils and pupil premium grant (PPG) received – 2017/2018 (estimated)</b>	
Total number of pupils on roll	370 (397)
Total number of pupils eligible for PPG	75 (19%)
<b>Total amount of PPG received</b>	£100160 (est)
<b>Number of pupils and pupil premium grant (PPG) received – 2016/2017</b>	

Total number of pupils on roll	354 (403)
Total number of pupils eligible for PPG	76 (21%)
<b>Total amount of PPG received</b>	£102800 (est) £102800 (act)
<b>Number of pupils and pupil premium grant (PPG) received – 2015/2016</b>	
Total number of pupils on roll	356 (404)
Total number of pupils eligible for PPG	67 (19%)
<b>Total amount of PPG received</b>	£87100 (est) £97520 (act)

<b>Previous performance of disadvantaged pupils in EYFS (pupils eligible for free school meals or in local authority care for at least six months)</b>									
EYFS	2014/15			2015/16			2016/17		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
<b>% of pupils achieving GLD</b>	<b>30%</b>	<b>63%</b>	<b>-33</b>	<b>40%</b>	<b>60%</b>	<b>-20</b>	<b>61%</b>	<b>73%</b>	<b>-12</b>

**Previous performance of disadvantaged pupils in Phonics (Y1)**  
 (pupils eligible for free school meals or in local authority care for at least six months)

Phonics	2014/15			2015/16			2016/17		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
% of achieving Phonics pass	36%	92%	-56	60%	89%	-29	89	86	+3

**Previous performance of disadvantaged pupils in Phonics (Y2)**  
 (pupils eligible for free school meals or in local authority care for at least six months)

Phonics	2014/15			2015/16			2016/17		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
% of achieving Phonics pass	91%	100	-9	85	100	-15	90%	94%	-4

**Previous performance of disadvantaged pupils in KS1 SATs**  
 (pupils eligible for free school meals or in local authority care for at least six months)

KS1 SATS	2014/15	2015/16	2016/17
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	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
<b>% at National Standard in Reading</b>	<b>100%</b>	<b>97</b>	<b>+3</b>	<b>46%</b>	<b>98%</b>	<b>-43</b>	<b>55%</b>	<b>81%</b>	<b>-26</b>
<b>% at National Standard in Writing</b>	<b>64%</b>	<b>97</b>	<b>-33</b>	<b>46%</b>	<b>84%</b>	<b>-32</b>	<b>55%</b>	<b>76%</b>	<b>-21%</b>
<b>% at National Standard in Maths</b>	<b>91%</b>	<b>97%</b>	<b>-6</b>	<b>46%</b>	<b>84%</b>	<b>-32</b>	<b>63%</b>	<b>84%</b>	<b>-21%</b>

**Previous performance of disadvantaged pupils in KS2 SATs  
(pupils eligible for free school meals or in local authority care for at least six months)**

KS2 SATS	2014/15			2015/16			2016/17		
	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap	Disadvantaged	Non Disadvantaged	Gap
<b>% at National Standard in Reading</b>	<b>100%</b>	<b>98%</b>	<b>-2</b>	<b>69%</b>	<b>78%</b>	<b>-9</b>	<b>73%</b>	<b>97%</b>	<b>-24</b>
<b>% at National Standard in Writing</b>	<b>86%</b>	<b>95%</b>	<b>-9</b>	<b>69%</b>	<b>98%</b>	<b>-20</b>	<b>80%</b>	<b>94%</b>	<b>-14</b>

<b>% at National Standard in Maths</b>	<b>100%</b>	<b>95%</b>	<b>-5</b>	<b>92%</b>	<b>98%</b>	<b>-6</b>	<b>80%</b>	<b>100%</b>	<b>-20</b>
<b>% at National Standard in GPS</b>	<b>86%</b>	<b>93%</b>	<b>-7</b>	<b>77%</b>	<b>98%</b>	<b>-21</b>	<b>73%</b>	<b>94%</b>	<b>-21</b>

<b>Planned PPG spending by item/project 2017/18</b>				
<b>Item/project</b>	<b>Objective/Aim</b>	<b>Monitoring Impact</b>	<b>Linked research</b>	<b>Costs (approx.)</b>
KS2 additional teacher	Additional teacher in Y5/6 to create 2 form entry and four classes. This reduction in class sizes will be used to support quality first wave 1 teaching with clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in writing.		EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</a>	£28730
CPD for Teaching Assistants	CPD to ensure effective deployment and quality interaction with support staff and disadvantaged pupils. Use of support staff 1 hour per TA for 18 weeks (£237.36 per hour for TA / EYP)		Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a>	£4272

Additional time for Marking and Feedback	½ day per week for 38 weeks based on UPS1 average (£20.99 per hour)		Quality feedback has been identified as a key component in developing pupils' capacity for progress. Staff CPD and time for quality feedback will aim to ensure disadvantaged pupils attain in line with their peers.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</a>	£2593
Additional TA support	Additional TA support in Y5 and Y6 (identified through intervention trackers and CAPs) to improve outcomes in reading, writing and maths through modelled and supportive practice.  Additional support staff in KS1 and KS2 to support PP children across school. To ensure that the vast majority of pupil premium children across school make expected progress or better.		Research suggests that accurate and quality assessment and feedback can have a significant impact on outcomes for disadvantaged pupils. Particularly in relation to empowering pupils to become responsible for their own learning.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/</a>	£33232
Admin Support	Allow additional time to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils.		Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.	£4864
Learning Mentor	To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. (time to talk, Lego therapy)		Evidence to suggest that <i>personalised</i> support to removed barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a>	£9837

Boosters	Additional support to Y6 pupil premium children in reading, writing maths and SPAG. From January 2016, 2 x 1 hour per week x 6 teachers.		EFF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</a>	£760
Parental Engagement	Parental Engagement action plan to ensure that parents and pupils from disadvantaged families have access to support for learning at home and positive aspirations for lifelong learning.  Parent learning workshops from EYFS to Y6. Pastoral workshops and events for targeted parents. Redeveloped website to support learning at home.		Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement</a>	£2500
Additional EYP in EYFS	Identified that PP children entering FS are not attaining as well as their peers. Additional EYP to allow a greater level of support for those children and ensuring that GLD is in line with their peers.		Research identifies that positive outcomes for pupils through targeted intervention from EYP support has most impact when time and resources are spent on quality CPD to improve support staff practice.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a>	£16200
Music Tuition	Opportunities for pupils eligible for pupil premium to learn a musical instrument		Metacognition and self-regulation studies have shown that pupils taking responsibility for their own learning and developing resilience and effort can have a significant impact on learning outcomes by an average of 8+ months.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation</a>	£225

Residential Visit costs for eligible pupils	Opportunities for pupils eligible for pupil premium to take part in residential experiences		Metacognition and self-regulation studies have shown that pupils taking responsibility for their own learning and developing resilience and effort can have a significant impact on learning outcomes by an average of 8+ months.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation</a>	£2371
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<b>PPG spending by item/project 2016/17</b>			
<b>Item/project</b>	<b>Objective/Aim</b>	<b>Monitoring Impact</b>	<b>Costs (approx.)</b>
KS2 additional staffing	Additional member of teaching staff in Y5/6 to reduce class sizes to support all children with a particular focus on PP children to ensure PP attain as well as their peers particularly the more able.	Significant increase in the number of pupils at ARE in writing at Y6. 80% of PP pupils achieved national standard in writing for end of KS2 in comparison to 46% of pupils working at ARE in Summer 2016. This is a narrowing of the gap over the year of 34%. Reading and maths progress measures for disadvantaged pupil were both positive and above all pupils nationally.	£16839
TA support	Additional TA support in KS1 and KS2 to support PP children across school. To ensure that the vast majority of pupil premium children across school make expected progress or better.  Supporting in Year 3 to energise disadvantaged readers	TA support effective in supporting disadvantaged pupils. Pupil Premium data is analysed termly to review effectiveness and any additional actions put in place. Diary of intervention for all disadvantaged pupils are kept outlining additional support given.	£34836



RQT development programme	Support of RQTs to ensure wave 1 quality teaching is good or better. Identified that quality wave 1 teaching has the greatest impact on PP children. This will help support all PP children to make expected progress or better.	All RQTs aware of PP and strategies to support. Diaries of intervention included. Attended CPD day with focus on supporting SEN/Disadvantaged. CPD session have focussed on improving wave1 teaching, in order to maximise learning outcomes for pupils in their cohorts.	£1438
Trips, visits, clubs (social opportunities)	Children who are eligible for pupil premium have the opportunity to take part in all extracurricular activities and visits etc. to ensure PP have equal social opportunities as their peers.	All pupils have had access to the full range of visits and extra-curricular activities this year. PP residential visits have been funded by school and educational day visits have been subsidised in order for pupils to access aspirational activities (e.g. performing Shakespeare at the (Lamproom theatre).	£2500
Fruit & Vegetables in EYFS	To encourage healthy lifestyles, and promote the eating of fruit and vegetables for children from an early age.	All pupils have had access to a range of fruit and vegetables to promote healthy lifestyle choices from an early age.	£352
Admin Support	Allow additional time to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils.	Two PP pupils at CIN are receiving multi agency support. Funding for attendance officer, learning mentor and EWO have supported the family for attendance and with transition to secondary.	£5177.42
Learning Mentor	To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. (time to talk, Lego therapy)	TADS support funded to support pupils with social/emotional problems. LD targeted learning mentor provision to support disadvantaged pupils' social development in order to remove any barriers to learning (Lego therapy, time to talk).	£10330
EWO Support	Education Welfare support service which seeks to help young people and their families get the best out of the education system.	The EWO is working as part of a team to target support for 2 PP pupils who are at CIN.	£635

Boosters	Additional support to Y6 pupil premium children in reading, writing maths and SPAG. From January 2016, 2 x 1 hour per week x 6 teachers.	80% of PP pupils achieved national standard in writing for end of KS2 in comparison to 46% of pupils working at ARE in Summer 2016. This is a narrowing of the gap over the year of 34%. Reading and maths progress measures for disadvantaged pupil were both positive and above all pupils nationally.	£735
Additional EYP in EYFS	Identified that PP children entering FS are not attaining as well as their peers. Additional EYP to allow a greater level of support for those children and ensuring that GLD is in line with their peers.	63% PP pupils in FS2 achieved GLD – almost in line with cohort. Only 25% were on track for GLD at baseline, which represents a narrowing of the gap of 38%.	£15663
Music Tuition	Opportunities for pupils eligible for pupil premium to learn a musical instrument	PP music tuition funded in order to ensure that disadvantaged pupils have equal access to fulfilling aspirations around musical potential.	£1620
Residential Visit costs for eligible pupils	Opportunities for pupils eligible for pupil premium to take part in residential experiences	All pupils have had access to the full range of visits and extra-curricular activities this year. PP residential visits have been funded by school and educational day visits have been subsidised in order for pupils to access aspirational activities (e.g. performing Shakespeare at the (Lamproom theatre).	£3065

### Planned PPG spending by item/project 2015/16

Item/project	Objective/Aim	Outcome/Evaluation	Costs (approx.)
Y1 phonics	Additional support for Phonics in Y1. Y1 PP children have not attained as well as their peers in phonics screening test over the past	Significant increase in the percentage of PP children who attained the screening check. Cohort 83%, disadvantaged 75% (38% of	£2577

	2 years. Additional phonics groups to focus on PP/SEN/lower ability	disadvantaged in 2015). Small group focus and additional time for phonics.	
KS2 additional staffing	Additional member of teaching staff in Y5/6 to reduce class sizes to support all children with a particular focus on PP children to ensure PP attain as well as their peers particularly the more able.	Attainment of Y6 PP pupils is below their peers but in line with FFT20.	£15842
TA support	Additional TA support in KS1 and KS2 to support PP children across school. To ensure that the vast majority of pupil premium children across school make expected progress or better.	TA support effective in supporting disadvantaged pupils. Pupil Premium data is analysed termly to review effectiveness and any additional actions put in place. Diary of intervention for all disadvantaged pupils are kept outlining additional support given	£35879
NQT development programme	Support of NQTs to ensure wave 1 quality teaching is good or better. Identified that quality wave 1 teaching has the greatest impact on PP children. This will help support all PP children to make expected progress or better.	All NQTs aware of PP and strategies to support. Diaries of intervention included. Attended CPD day with focus on supporting SEN/Disadvantaged. All NQTs made exceptional progress towards meeting the teacher standards.	£1438
Trips, visits, clubs (social opportunities)	Children who are eligible for pupil premium have the opportunity to take part in all extracurricular activities and visits etc. to ensure PP have equal social opportunities as their peers.	Range of visits and trips available to all pupils including disadvantaged with a particular focus on promoting British Values. Pupil Voice questionnaire demonstrated that 98% of children enjoy school and engage effectively with their learning.	£1500
Fruit & Vegetables in EYFS	To encourage healthy lifestyles, and promote the eating of fruit and vegetables for children from an early age.	All children engaging in healthy snack. Development of PSE opportunities around this. Significant increase in GLD.	£132
Admin Support	Allow additional time to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils.	Attendance Summer 2016 for whole cohort was 96.6% compared to disadvantaged pupils of 94.7% However this is an increase of 1.1% on the previous year.	£3445

Learning Mentor	To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. (time to talk, Lego therapy)	Range of bespoke, small groups or individual support to ensure development of social and emotional needs of disadvantaged pupils.	£10084
Boosters	Additional support to Y6 pupil premium children in reading, writing maths and SPAG. From January 2016, 2 x 1 hour per week x 6 teachers.	Based on HCAT assessments. 11 out of 13 pupils have achieved or exceeded their target for writing. 10 out of 13 in reading and 10 out of 13 in maths. (Measure based on target rather than attainment as 31% of PP SEN compared to 7% of non-disadvantaged)	£672
Additional EYP in EYFS	Identified that PP children entering FS are not attaining as well as their peers. Additional EYP to allow a greater level of support for those children.	GLD for disadvantaged pupils has raised to 71% compared to 42% in 2016, (Non disadvantaged 77% 2016, 60% 2015). Gap narrowed by 12% and attainment increased by 29% Targeted support for PP pupils.	£8010
Music Tuition	Opportunities for pupils eligible for pupil premium to learn a musical instrument	School experience for all children is positive. PP children engage in as wide a range of activities as possible	£810
Residential Visit costs for eligible pupils	Opportunities for pupils eligible for pupil premium to take part in residential experiences	All PP children in Y6 and Y4 attended residential visits	£2656