



Pupil premium grant expenditure: Hoyland Common Primary School Report to Parents: Expenditure 2016 to Present

Overview of the school

Hoyland Common Primary School recognises that all pupils, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers.

The Government have used pupils entitled to Free School meals as an indicator for derivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for free school meals. Looked After Children and those of Armed Service Personnel are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment, and 'narrow the gap' between their attainment and the attainment of other pupils.

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. Report to be reviewed July 2019.

Number of pupils and pupil premium grant (PPG) received – 2018/2019 (estimated)	
Total number of pupils on roll	412 on roll including a 52 place FS1 provision

Total number of pupils eligible for PPG	78 (19%)
Total amount of PPG received	£103600 (est)

Number of pupils and pupil premium grant (PPG) received – 2017/2018	
Total number of pupils on roll	375
Total number of pupils eligible for PPG	78 (21%)
Total amount of PPG received	£101020
Number of pupils and pupil premium grant (PPG) received – 2016/2017	
Total number of pupils on roll	354(403)
Total number of pupils eligible for PPG	76 (21%)
Total amount of PPG received	£102800

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

EYFS	2015/16			2016/17			2017/18		
	Disadvantaged	National all/other (non)	Gap	Disadvantaged	Non disadvantaged (school)	Gap	Disadvantaged	National all/other (non)	Gap
% of pupils achieving GLD	63%	69/72%	-9	61%	73%	-12	62%		

**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	2015/16			2016/17			2017/18		
	Disadvantaged	National all/other (non)	Gap	Disadvantaged	Non disadvantaged (school)	Gap	Disadvantaged	National all/other (non)	Gap
% of achieving Phonics pass	60%	81/83%	-23	89	86	+3	75%		

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	2015/16			2016/17			2017/18		
	Disadvantaged	National all/other (non)	Gap	Disadvantaged	Non disadvantaged (school)	Gap	Disadvantaged	National all/other (non)	Gap
% of achieving Phonics pass	85	91/93	-8	90%	94%	-4	81%		

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	2015/16			2016/17			2017/18		
	Disadvantaged	National all/other (non)	Gap	Disadvantaged	National all/other (non)	Gap	Disadvantaged	National all/other (non)	Gap
% at National Standard in Reading	46%	74/78%	-32	55%	76/79%	-24%	73%		
% at National Standard in Writing	46%	65/70%	-24	55%	68/72%	-17%	73%		
% at National Standard in Maths	46%	73/77%	-31	64%	75/79%	-15%	64%		

**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	2015/16			2016/17			2017/18		
	Disadvantaged	National	Gap	Disadvantaged	National all/other (non)	Gap	Disadvantaged	National all/other (non)	Gap
% at National Standard in Reading	69%	66/71%	-3	73%	71/77%	-4	89%		
% at National Standard in Writing	69%	74/79%	-10	80%	76/81%	-1	83%		
% at National Standard in Maths	92%	70/75%	+17	80%	75/80%	0	100%		
% at National Standard in GPS	77%	72%	+5	73%	77/82%	-9	92%		

Planned PPG spending by item/project 2018-19

Item/project	Objective/Aim	Monitoring Impact	Linked research	Costs (approx.)	Percentage of total spend
Based on the gaps between disadvantaged and non-disadvantaged children in Year 3/4, additional teaching resources to be allocated	Additional teacher in lower key stage 2 to create a 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.(average costs of 4.2 FTE)		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. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback#closeSignup Updated June 2018	£41371	39%
CPD for staff to address specific issues linked to disadvantaged pupils	CPD delivered in school. Attendance at external CPD and cost of cover for staff in school.		Quality teaching and learning has been identified as a key component in developing pupils' capacity for progress. Staff CPD and time will aim to ensure disadvantaged pupils attain in line with their peers. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£5000	4.8%
CPD for Teaching Assistants to address training needs specific to individual and groups of disadvantaged children	CPD to ensure effective deployment and quality interaction with support staff and disadvantaged pupils. Use of support staff 1.5 hour per TA for 18 weeks (£197.78 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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants	£5340	5.1%

To ensure time is available for quality feedback and marking maximising pupil progress	½ day per week for 38 weeks based on UPS1 average (£27.56 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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£3404	3.2%
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Attendance Officer time to support attendance of disadvantaged pupils based on analysis of attendance data	Additional resources to ensure the attendance and punctuality of disadvantaged children is monitored and acted upon immediately		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.	£5316	5.1%
	Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence.			£518	0.5%
	Home visits to take place as required from monthly meeting			£895	0.9%
Targeted support from EWO for families struggling with attendance	Licence cost for CPOMS to monitor and support attendance	CPD for teaching staff with regard to prompt action in persistent absence through CPOMS			

To ensure the Learning Mentor can provide high quality, continued support to the disadvantaged pupils (through support plans, one to one and group support) and their families (through EHA, Social Services)	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. Impact on pupil outcomes +3 months https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions	£16000	15.44%
Booster classes to take place in order to continue to narrow the gap in Year 6	Additional support to Y6 pupil premium children in reading, writing maths and SPAG. From January 2019, 2 x 1 hour per week (18) x 6 teachers (average UPS).		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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£2976	2.8%
Ensuring parental engagement is encouraged for disadvantaged pupils	Audit of actions so far in September 2018 to take place. SLT and Teaching staff available on the playground prior to school starting Action research project to be identified and put into place over 2018/19		Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement	£2500	2.4%
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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants	£16633	16%

<p>In order to create broader curriculum opportunities for disadvantaged pupils music Tuition is funded for disadvantaged pupils</p>	<p>Opportunities for pupils eligible for pupil premium to learn a musical instrument</p>		<p>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 7+ months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation</p>	<p>£225</p>	<p>0.2%</p>
<p>Residential Visit costs for eligible pupils</p>	<p>Opportunities for pupils eligible for pupil premium to take part in residential experiences</p>		<p>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 7+ months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation</p>	<p>£2758</p>	<p>2.6%</p>

Planned PPG spending by item/project 2017/18				
Item/project	Objective/Aim	Monitoring Impact	Linked research	Costs (approx.)
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.	<p>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.</p> <p>Current situation in Y5 – of the 70% of pupils targeted to achieve ARE in reading 60% are on tracker (1 pupil not on tracker) Writing 60% targeted for ARE, 40% on track (2 pupils not on track). Maths – 80% targeted, 50% on track (3 pupils not on track). 30% made rapid progress since the end of Y4.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	£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)	Teaching Assistants attend fortnightly CPD sessions dependent on need. Training and upskilling linked to intervention eg IDL, understanding of need, analysis intervention data, pupil premium CPD attended by all staff..	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	£4272

Additional time for Marking and Feedback	½ day per week for 38 weeks based on UPS1 average (£20.99 per hour)	Termly work scrutinies show high quality teacher marking and feedback is consistent across school. In each scrutiny a disadvantaged pupil was included in the sample. Marking and feedback was high quality for all the identified pupils.	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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£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.	In upper KS2, TA support has been targeted through cohort actions for identified children. Personalised intervention has taken place. (Basic skills groups LS). In Y1 all disadvantaged pupils targeted for ARE have met expectation. In Y2 in reading and writing all pupils targeted for ARE have met expectation. In Maths one targeted disadvantaged pupil has not met expectation.	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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/	£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.	2016/17 attendance was 93.19%. Unauthorised 2.15%. Termly attendance meeting to identify trends and families. Targeted support from SLT for identified families. Meetings with EWO.	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)	Learning Mentor supported 27 disadvantaged children and families on a wide range of issues. Support includes one to one and group sessions with children. Leading and	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.	£9837

		attending Early Help, Child in Need and Child Protection meetings.	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/	
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.	Boosters ran from January 2018 until May 2018. 2 x per week. All children attended. Staff aware of disadvantaged pupils and additional support provided as necessary.	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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback	£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.	Action plan in place and evaluated to show impact. A number of events have taken place during the year (see calendar). A questionnaire was sent and analysis to gauge parental response. Further questionnaire to be sent out in September to monitor effectiveness so far and determine next steps.	Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement	£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.	GLD in FS has risen to 62% from 61% in 2016/2017.	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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants	£16200
Music Tuition	Opportunities for pupils eligible for pupil premium to learn a musical instrument	Awareness has been raised with parents to support children accessing music sessions. 6 children have accessed music lessons weekly.	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.	£225

			https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation	
Residential Visit costs for eligible pupils	Opportunities for pupils eligible for pupil premium to take part in residential experiences	All children in Year 4 attended the residential trip this year. In Year 6, 1 Disadvantaged child did not attend due to family reasons.	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. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation	£2371

PPG spending by item/project 2016/17			
Item/project	Objective/Aim	Monitoring Impact	Costs (approx.)
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