



## High Hurstwood CEP School Pupil Premium Report ~ September 2016

### **Introduction:**

The Pupil Premium is additional funding given to schools so that they can support particular groups of pupils who are known to be at risk of underachievement and close the attainment gap between them and their peers. The Pupil Premium is allocated to schools for pupils, in Years R to 11, who are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the past six years (Ever 6). Pupil Premium is also allocated for children who have been looked after by the local authority (CLA) continuously for more than six months. In East Sussex Pupil Premium for CLA is managed by the Virtual School for Children in Care.

From the financial year 2014/2015 the Pupil Premium was £1,320 per pupil.

A premium is also paid for children whose parents are currently in the Armed Forces.

More information about the Pupil Premium is available on the Department for Education website. <http://www.education.gov.uk/schools/pupilsupport/premium>

### **Our School:**

High Hurstwood Church of England Primary school is a small rural school with four classes (3 are mixed age classes). Currently we have 102 children on roll (as of September 2016).

- In the financial year 2015/2016 - the school received £21, 816
- In the financial year 2016/2017 - the school received £20, 060

### **Looking back**

Academic Year 2015/2016 - Summary of spend:

- Additional teacher employed 1 morning per week in Year 5/6 class resulting in FSM children who were vulnerable to underachievement receiving adult support and teaching within small groups.
- Employing a part-time experienced teacher (with an accredited qualification in dyslexia) to work with a child 1-1.
- Supporting TA/INA hours for small groups.
- Financial support for FSM pupils to attend after school clubs and school visits
- Financial support for FSM pupils to purchase school uniform.
- Additional hours for our SENCO to provide extra time for assessments, reviews and meetings with parents and external agencies.
- Purchase of additional units from Educational Psychology Service (EPS)
- Provide support for children with social and/or emotional issues e.g. counselling with Fegans or Talkspace.

## Impact of Pupil Premium – Academic Year 2015/2016

- All children were able to attend school trips.
- All children had access to suitable uniform and footwear.
- All children were given the opportunity to attend before/after school clubs
- All children had access to appropriate reading books to ensure they were challenged and motivated in their guided reading/writing sessions.
- Y5/6 children were provided with an increased amount of time to work within a small group led by experienced teaching staff.

**Whole School** - data (based on teacher assessment and tests) shows the following:

Subject	Working at Expected Standard or above	Working at Greater Depth
<b>Reading</b>	50%	16.7%
<b>Writing</b>	58.3%	0
<b>Maths</b>	67%	0
<b>Combined</b>	50%	0

## KS2 2016 Results:

Subject	Working at Expected Standard or above	Working at Greater Depth
<b>Reading</b>	75%	50%
<b>Writing</b>	75%	0
<b>Maths</b>	100%	0
<b>Combined</b>	75%	0

## Academic Year 2016/2017

### Barriers to educational achievement identified by High Hurstwood CEP School

We have identified the following barriers for some of our disadvantaged pupils:

1. **Speech and Language** – delayed or specific needs, impacting on educational attainment.
2. **Emotional and Mental Health** – including attachment issues and home circumstances. These needs are impacting on emotional well-being and resilience, and readiness to learn.
3. **Diagnosed SEN/medical conditions** – and associated barriers to learning.

### How we plan to spend our Pupil Premium allocation in order to address these barriers and the reasons for our approach

We will target children in receipt of Pupil Premium Fund and provide additional support to those who are not yet working at age related expectations or who require support for emotional issues. By providing additional intervention we aim to accelerate progress in order that children are able to move towards the expected standard for their age and year group. We will also focus on increasing the proportion of children working at greater depth.

### **We will:**

- Employ an additional teacher 1 morning per week in Year 5/6 class (Terms 1 to 5).  
**Barriers 2 and 3**
- Supporting TA/INA hours for small groups for intervention (e.g. speech and language, reading, writing, maths, Nurture groups). **Barriers 1, 2 and 3**
- 1-1 or small group speech and language sessions with Teaching Assistants. **Barrier 1**
- 1-1 or small group phonics sessions with Teaching Assistants. **Barrier 1**
- Purchase appropriate reading materials for English booster groups. **Barriers 1, 2 and 3.**
- Offer financial support for FSM pupils to provide the opportunity to attend after school clubs and school visits. **Barriers 2 and 3**
- Offer financial support for FSM pupils to purchase uniform. **Barriers 2 and 3**
- Provide support for children with social and/or emotional issues e.g. counselling.  
**Barriers 2 and 3**

**Note:** the Virtual School for Looked After Children is funding the school to train two members of staff in the THRIVE approach. This includes a half-day INSET in January 2017 for all staff and governors. This will help to support all children but in particular our vulnerable groups.

### **How we will measure the impact and effect of our expenditure**

- Monitoring and evaluation of termly assessment data (attainment and progress)
- SEN Intervention Impact termly data (where children in receipt of Pupil Premium are also on the school's SEN register).
- Monitoring and evaluation of termly attendance data (if attendance is an issue).
- Termly analysis of comparison between disadvantaged children and non-disadvantaged children.
- Termly analysis of comparison between disadvantaged children with and without additional special educational needs.
- Baseline and end of intervention reports from 'Talkspace' where applicable.
- Reports from external agencies where applicable.
- Analysis of end of year assessment data (attainment and progress).

**Next Pupil Premium Review due - January 2017.**

Updates will be added during the course of the academic year.