



The Pupil Premium: *Using it to make a difference at Harehills Primary School*

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. This is expected to rise each year until at least 2015

A provision is also made for children who have a parent in the armed services

Harehills Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps in achievement.

Harehills Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes two identified governors having responsibility for Pupil Premium, the Deputy Head teacher and Assistant Head teachers leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors Resources sub-committee, ensuring that the school is held to account for the impact of spending. An inter-threaded matrix approach for the support of Free School Meal pupils is enabling school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group.

Ofsted September 2013

"The pupil premium funding is targeted appropriately....."

"Recent assessment data and inspection findings suggest that the gap is narrowing...."

"Support given in class by additional adults is usually well focused and contributes positively to pupils' learning. Additional support provided through the pastoral system and the extended language team is also effective because it helps pupils to be ready for learning."

Current Action for Pupil Premium Funding

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| Total Pupils on roll | 726 pupils |
|-----------------------------|------------|

| Financial year | Amount of Pupil Premium Funding | |
|---|---------------------------------|------------|
| 2014- 2015 | £374, 400 (£1300 per child) | |
| 2013-2014 | £250,300 (€900 per child) | |
| 2012-2013 | £146,400 | |
| 2011-2012 | £82,800 (initial 71,810) | |
| | 2014-2015 | 2013 -2014 |
| Number of FSM pupils eligible for Pupil premium | 288 (45.9%) | 268 |
| Number of Looked after children eligible for Pupil Premium or children from Armed Services Families | 2 | 2 |

Action Plan for use of Pupil Premium 2014 - 2015

| Pupil Premium used for | Amount allocated to the intervention/ action (£) | New or continued activity or cost centre | Summary of Intervention/ Action Year group and pupils involved time scale | Intended outcomes How this intervention will improve achievement for pupil eligible for pupil premium | Monitored by | Impact |
|--|--|--|--|--|--|--|
| Rebuild and refurbishment of Office and Harehills Hub space including main entrance. | £10,000 contribution | New | Whole school | Improved facilities to support families with the aim to remove any barriers to learning and help increase parental involvement | SLT Governors - Pupil Support & Resources Committee | Office building work completed October 2014. New office Areas have created space for HUB and Attendance Meetings. Office space previously used by Business Manager is now a Family Room. The new spaces are welcoming environments for parents and visitors. |

| Teacher led Literacy tuition – 1:1 , 1:2 or small groups | £16,000 | Continued | Years 5 and 6 | Booster sessions to support 31 Targeted learners over the school year, focussing on reading and writing skills. | AHT for UKS2 and DHT Governors - Teaching & Learning Committee | <table border="1"> <tr> <th colspan="3">Year 2:</th> </tr> <tr> <th>Year 2 2014/15</th> <th colspan="2">Achieving Level 2> (Improvement on 2014 data)</th> </tr> <tr> <td></td> <th>PP</th> <th>Other</th> </tr> <tr> <td>Maths</td> <td>77% (+17%)</td> <td>88% (+14%)</td> </tr> <tr> <td>Reading</td> <td>66% (+18%)</td> <td>85% (+21%)</td> </tr> <tr> <td>Writing</td> <td>66% (+18%)</td> <td>85% (+17%)</td> </tr> </table> | Year 2: | | | Year 2 2014/15 | Achieving Level 2> (Improvement on 2014 data) | | | PP | Other | Maths | 77% (+17%) | 88% (+14%) | Reading | 66% (+18%) | 85% (+21%) | Writing | 66% (+18%) | 85% (+17%) | | | | | | | | | | | | |
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| Year 2: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 2 2014/15 | Achieving Level 2> (Improvement on 2014 data) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP | Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 77% (+17%) | 88% (+14%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 66% (+18%) | 85% (+21%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 66% (+18%) | 85% (+17%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| One part time Teacher and one TA to increase capacity for staffing Year 6 due to high numbers of PP funded children (45 chn) | £35,000 | New | Year 6 | Booster sessions to support Targeted learners over the school year, focussing on reading and writing skills. | AHT for UKS2 and DHT Governors - Teaching & Learning Committee | <table border="1"> <tr> <th>Year 2 2014/15</th> <th colspan="2">Pupil Premium Progress from GLD to 2b></th> </tr> <tr> <td></td> <th>Expected</th> <th>More than Expected</th> </tr> <tr> <td>Maths</td> <td>90%</td> <td>55%</td> </tr> <tr> <td>Reading</td> <td>100%</td> <td>64%</td> </tr> <tr> <td>Writing</td> <td>90%</td> <td>55%</td> </tr> </table> | Year 2 2014/15 | Pupil Premium Progress from GLD to 2b> | | | Expected | More than Expected | Maths | 90% | 55% | Reading | 100% | 64% | Writing | 90% | 55% | | | | | | | | | | | | | | | |
| Year 2 2014/15 | Pupil Premium Progress from GLD to 2b> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Expected | More than Expected | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 90% | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 100% | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 90% | 55% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 Intervention Teacher Y6 Intervention Teacher 5 mornings | £12,400 | New | Targeted children in Y5 Targeted children in Y6 | Accelerated learning to close the gap between Disadvantaged Pupils and Other Pupils to raise attainment and achievement across Upper KS2 | AHT for UKS2 and DHT Governors - Teaching & Learning Committee | <p>Year 6: In-school Pupil Premium Tracking for July 2015 shows that Gaps in Reading & Maths between Pupil Premium Children and Other Children are closing. In Maths, PP outperform Other children.</p> <table border="1"> <tr> <th>Year 6 2014/15</th> <th colspan="2">Gap between PP & Other children</th> </tr> <tr> <td></td> <th>July 14</th> <th>July 15</th> </tr> <tr> <td>Maths</td> <td>-1.2</td> <td>-0.1</td> </tr> <tr> <td>Reading</td> <td>-2.3</td> <td>+0.1</td> </tr> <tr> <td>Writing</td> <td>-2.3</td> <td>-1.7</td> </tr> </table> | Year 6 2014/15 | Gap between PP & Other children | | | July 14 | July 15 | Maths | -1.2 | -0.1 | Reading | -2.3 | +0.1 | Writing | -2.3 | -1.7 | | | | | | | | | | | | | | | |
| Year 6 2014/15 | Gap between PP & Other children | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | July 14 | July 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | -1.2 | -0.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | -2.3 | +0.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | -2.3 | -1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher leading one to one support/small group support | £27,000 | Continued | Year 4/5/6 | Accelerated learning for targeted children throughout the year to close the gap between Disadvantaged Pupils and Other Pupils and to raise attainment and achievement across KS2 (approx. 36 children across the school year) | SLT Governors - Resources committee | <table border="1"> <tr> <th>Year 6 2014/15</th> <th colspan="2">Pupil Premium Progress from KS1 to KS2</th> </tr> <tr> <td></td> <th>Expected</th> <th>More than Expected</th> </tr> <tr> <td>Maths</td> <td>97%</td> <td>70%</td> </tr> <tr> <td>Reading</td> <td>95%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>95%</td> <td>53%</td> </tr> </table> <table border="1"> <tr> <th>Year 6 2014/15</th> <th colspan="2">Achieving Level 4> (Improvement on 2014 data)</th> </tr> <tr> <td></td> <th>PP</th> <th>Other</th> </tr> <tr> <td>Maths</td> <td>83% (+1%)</td> <td>91% (-3%)</td> </tr> <tr> <td>Reading</td> <td>83% (+7%)</td> <td>93% (+8%)</td> </tr> <tr> <td>Writing</td> <td>62% (-3%)</td> <td>91% (+12%)</td> </tr> </table> | Year 6 2014/15 | Pupil Premium Progress from KS1 to KS2 | | | Expected | More than Expected | Maths | 97% | 70% | Reading | 95% | 60% | Writing | 95% | 53% | Year 6 2014/15 | Achieving Level 4> (Improvement on 2014 data) | | | PP | Other | Maths | 83% (+1%) | 91% (-3%) | Reading | 83% (+7%) | 93% (+8%) | Writing | 62% (-3%) | 91% (+12%) |
| Year 6 2014/15 | Pupil Premium Progress from KS1 to KS2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Expected | More than Expected | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 97% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 95% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 95% | 53% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 6 2014/15 | Achieving Level 4> (Improvement on 2014 data) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP | Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 83% (+1%) | 91% (-3%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 83% (+7%) | 93% (+8%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 62% (-3%) | 91% (+12%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Early Years Practitioner in Foundation Stage2 | £15,000 | Continued | EYFS | Address the low baseline on entry data though additional adult support, particularly focussing upon CLL strands. | EYFS AHT Governors - Teaching & Learning Committee | <p>In FS2, FSM children are making accelerated progress to close Gaps, and all children are making more than expected progress since Oct '14 Baseline:</p> <table border="1" data-bbox="1682 300 2159 528"> <thead> <tr> <th rowspan="2">EYFS 2014/15</th> <th colspan="2">Achieving GLD (improvement since Baseline Oct 2014)</th> </tr> <tr> <th>PP 2014</th> <th>PP 2015</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>36%</td> <td>53% (+53%)</td> </tr> <tr> <td>Reading</td> <td>36%</td> <td>53% (+47%)</td> </tr> <tr> <td>Writing</td> <td>31%</td> <td>47% (+41%)</td> </tr> <tr> <td>PP GLD</td> <td>31%</td> <td>50%</td> </tr> </tbody> </table> <table border="1" data-bbox="1682 608 2159 807"> <thead> <tr> <th rowspan="2">EYFS 2014/15</th> <th colspan="2">Pupil Premium Progress</th> </tr> <tr> <th>Expected</th> <th>More than Expected</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>100%</td> <td>94%</td> </tr> <tr> <td>Reading</td> <td>94%</td> <td>76%</td> </tr> <tr> <td>Writing</td> <td>94%</td> <td>76%</td> </tr> </tbody> </table> <p>(by July '15, it is expected children will make 4 'steps' progress)</p> | EYFS 2014/15 | Achieving GLD (improvement since Baseline Oct 2014) | | PP 2014 | PP 2015 | Maths | 36% | 53% (+53%) | Reading | 36% | 53% (+47%) | Writing | 31% | 47% (+41%) | PP GLD | 31% | 50% | EYFS 2014/15 | Pupil Premium Progress | | Expected | More than Expected | Maths | 100% | 94% | Reading | 94% | 76% | Writing | 94% | 76% |
|---|--|--------------------|------|--|---|--|-----------------|--|--|---------|---------|--------------|-----|------------|----------------|-----|------------|----------------|-----|------------|---------------|-----|-----|-----------------|------------------------|--|----------|--------------------|--------------|------|-----|----------------|-----|-----|----------------|-----|-----|
| EYFS 2014/15 | Achieving GLD (improvement since Baseline Oct 2014) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | PP 2014 | PP 2015 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 36% | 53% (+53%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| PP GLD | 31% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS 2014/15 | Pupil Premium Progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Expected | More than Expected | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 100% | 94% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 94% | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 94% | 76% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--|----------|-----------------------------------|--|---|---|--|
| Two Minibus routes to collect 30 vulnerable children with poor attenders (2 drivers and 2 escorts) | £12,000 | Continued - Increased to 2 routes | Whole school- targeted vulnerable children with poor Attendance | Improved Attendance and readiness to learn. | Inclusion team Leader, SLT Governors – Pupil Support Committee | <p>Pupil Premium Attendance improving: Autumn 2014 - 92.6% Summer 2015 – 93.9%</p> <p>Autumn 2014 49% of PP children were achieving 95% > Attendance Summer 2015 68% of PP children were achieving 95% > attendance</p> <p>Persistent Absentees in school decreasing: Sept '14 – 24 PP children July '15 – 18 PP children</p> <p>Attendance across school improving:</p> <ul style="list-style-type: none"> ➤ Updated Attendance Policy used in school (developed by CHES Cluster) ➤ Robust systems in school for tracking attendance. ➤ Close work with CHES Cluster Admissions & Attendance Officer to meet and support vulnerable families. ➤ Weekly Attendance groups for vulnerable children led by Learning Mentors ➤ Raised prominence of attendance using attendance display boards championed by children. |
| Attendance support for key groups and families – led by Inclusion Team Manager, Attendance and Admissions Manager, and Learning Mentors | £44, 200 | Continued | Whole school- targeted vulnerable children with poor Attendance | Improved levels in Whole School Attendance and a decrease in Persistent Absentees – targeted support for approx 20 families | SBM,DHT & Integrated Services Manager for Attendance | <ul style="list-style-type: none"> ➤ Updated Attendance Policy used in school (developed by CHES Cluster) ➤ Robust systems in school for tracking attendance. ➤ Close work with CHES Cluster Admissions & Attendance Officer to meet and support vulnerable families. ➤ Weekly Attendance groups for vulnerable children led by Learning Mentors ➤ Raised prominence of attendance using attendance display boards championed by children. |
| Rise and Shine breakfast club serving approx 100 children with enhanced provision for vulnerable children - led by Breakfast Club Manager and 10 staff | £30, 300 | Continued | Whole school- targeted children from vulnerable children's list and poor Attenders | Improved Attendance, wellbeing and readiness to learn | Inclusion team Leader, SLT Governors - Pastoral Committee | <p>Breakfast Club rebranded and launched as 'Rise & Shine' for 100 children with more focussed opportunities to start learning from the minute children arrive,, this includes daily readers, maths games and writing.</p> |

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|--|----------|--|---|--|--|--|
| Tea club for vulnerable children with homework support | £5, 950 | Continued | Targeted children | Improved health and wellbeing. Increased progress | Inclusion team Leader, SLT Governors - Pastoral Committee | Targeted PP children regularly attended Teatime Club and made expected progress in Reading and Writing. |
| A Nurture Manager and 2 Behaviour Support Workers to deliver Nurture Provision focusing on behaviour support and social and emotional learning | £42, 500 | Continued | Whole school – Identified case load | Nurture support delivered in and out of class, focussing on behaviour, social skills and attitudes to learning | Inclusion team leader and AHT lead for SEN Governors - Pastoral Committee | Targeted PP children show improved behaviour and social skills. Children spending increased time back in whole class setting. |
| Pastoral support (for individual pupils led by Key Phase Learning Mentors | £20,000 | Continued | Whole school- targeted children from vulnerable children's list | Learning Mentors to support children in class during lesson time. Raised self-esteem, promoting confidence and increased motivation. | SLT Governors - Pupil Support Committee | Targeted PP children show improved behaviour and social skills. |
| Mentoring, Counsellor, Pastoral support | £20,000 | Continued | Whole school- targeted children from vulnerable children's list | Groups out of class to give key targeted focus support to raise self-esteem in children (particularly boys) across all year groups - to build confidence, enable them to access learning, and to raise attainment. | Inclusion team Leader, SLT Governors - Pupil Support Committee | Reading in all year groups - boys made more than expected progress. Writing in FS2, Year 1 and Yrs 4-6 – boys made more than expected progress. Maths in KS1 and Yrs 5/6 – boys made more than expected progress. |
| N2E and New Arrivals Support through 2 Intervention teachers | £37,000 | Continued but capacity increased due to increased numbers | Whole School New Arrivals | Small group teaching for N2E/New Arrivals to ensure effective induction into school, improve SEAL and accelerate acquisition of English. | SLT Governors - Resources Committee | Effective induction into school embedded. School Translator and Attendance Officer work closely to support New Arrivals Induction. Children settle in quickly and are in school uniform. (a school obsession) |
| Holiday Clubs Easter/Summer 3 days Booster teachers and support staff | £5,000 | Continued | Year 6 | Raised self-esteem, promoting confidence and increased motivation. Accelerated Progress | AHT for UKS2 HT and DHT Governors - Teaching & Learning Committee | Action Completed – resulting in improved Level 4> data and 2/3 levels progress. |

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|--|-----------------|-----|---|--|---|--|
| Wider range of After school clubs targeting Disadvantaged Pupils | £4,500 | New | Targeted children from across school, with a particular focus on Disadvantaged Pupils | Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved. | Inclusion team Leader, SLT Governors Pastoral Committee | Please see School Website for a full list of the clubs currently running during and after school. |
| Total amount spent | £379,850 | | | | | |