



Learn, Laugh, Love

## **The Pupil Premium: Using it to diminish the difference at Harehills Primary School**

**September 2016 – September 2017**

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



Learn, Laugh, Love

### **Ofsted November 2015**

**'Pupil Premium funding is use very effectively and provides additional teaching and support for pupils' welfare. As a result, disadvantaged pupils often make better progress than other pupils, relative to their individual starting points. The school carefully identifies any factors that cause pupils to fall behind and carefully plans how pupils can be helped to catch up.'**

### **Main internal and external barriers:**

- Vulnerable families and pupils with emotional and social needs
- High numbers of pupils with limited/no English
- High mobility
- Tackling Persistence Absentee levels
- Delayed language and vocabulary skills (speaking & reading skills)
- School readiness (low academic baselines on entry, socially and emotionally ready)

### **Desired outcomes to diminish the difference between Pupil Premium funded pupils and 'Other' pupils**

- A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- B. Continue to support families and pupils' social, emotional and health needs through Nurture and the Hub Team
- C. Continue to support pupils and families who are new to English/ no previous schooling
- D. Pupils and families with low attendance/ high Persistence Absentee levels are supported and challenged
- E. PP pupils make rapid progress to catch up to their peers
- F. More Able PP pupils 'on track' to exceed Expected Standard
- G. Address low baseline on entry to school in EYFS so pupils quickly catch up to their peers
- H. Increase vocabulary, reading and phonics achievement in EYFS & KS1
- I. Improve school readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips.

\*Please see the Action Plan below for more detail around the above desired outcomes.

### Action Plan for Pupil Premium provision September 2016 – September 2017

Financial year April 2016 to April 2017	Amount of Pupil Premium Funding
<b>2016 - 2017</b>	£327, 848 (inc EYPP funding)
<b>2015 - 2016</b>	£357, 743 (inc EYPP funding)
<b>2014 - 2015</b>	£374, 400 ( £1300 per pupil)

<b>Total Pupils on roll FS1 to Year 6:</b> 721 children (Autumn 2016 census)	<b>Total Pupils on roll Nursery:</b> 92 children (Autumn 2016 census)
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	2016 - 2017	2015 - 2016	2014 - 2015
<b>Number of FSM pupils eligible for Pupil Premium</b>	244 - 39% (Autumn 2016 census)	270 (43%)	268 (45.9%)
<b>Number of FSM pupils eligible for Early Years Pupil Premium</b>	15 pupils (Autumn 2016 census)	18 pupils	n/a
<b>Number of Looked after children eligible for Pupil Premium or children from Armed Services Families</b>	2	2	2

### Action Plan for use of Pupil Premium 2016 - 2017

Desired Outcome	Action: Pupil Premium used for...	Amount allocated (£)	New/ Continued action	Targeted Group(s)	Intended Outcomes How the actions impact on achievement	Monitored by	Impact
<b>Whole school strategies for all pupils</b>							
<b>D</b>	<b>Attendance support for pupils &amp; families – led by, Attendance and Admissions Manager, Inclusion Manager Learning Mentors.</b>	£38,000	Continued	Whole school-targeted vulnerable children with poor attendance, poor punctuality, and a particular focus on <i>Persistent Absentees</i> .	Improved levels of attendance, punctuality, and a decrease in Persistent Absentees – aimed at supporting all families, and targeted support for approx.35 -50 families across the year.	SBM DHT Integrated Services Manager for Attendance <a href="#">Governors</a> <a href="#">Pupil Support Committee</a>	<b>For detailed information on the impact on outcomes, please see the data tables below, or at the bottom of our website Pupil Premium page under the heading 'Diminishing the Difference'</b>
<b>I</b>	<b>Rise and Shine breakfast club serving approx. 100 children with enhanced provision for vulnerable children - led by Breakfast Club Manager and 11 staff.</b>	£38,000	Continued	Whole school-targeted at PP children, other vulnerable children and children with poor attendance	Improved attendance, punctuality wellbeing and readiness to learn  (approx. 100 children)	Inclusion team Leader, SLT <a href="#">Governors</a> <a href="#">Pupil Support Committee</a>	
<b>B</b>	<b>Inclusion Manager and Learning</b>	£25,000	Continued	Whole school	Targeted focus work with families to enable	Inclusion team	

	<b>Mentors support for children and families.</b>				them to support their child's learning and well-being.	Leader, SLT Governors Pupil Support Committee	
<b>I</b>	<b>Rise &amp; Shine and Clubs resources.</b>	£5,000	Continued	Targeted children across school	Improved attendance, punctuality wellbeing and readiness to learn – particular focus on reading	Inclusion team Leader, SLT Governors Pupil Support Committee	
<b>B</b>	<b>Fuel for School start-up costs.</b>	£2,000	New	Whole school-families	All families across school have a weekly opportunity to our access 'pay as you feel' food market stall.	SBM SLT Governors Pupil Support Committee	
<b>Targeted strategies for underperforming pupils and other pupils</b>							
<b>E F</b>	<b>Additional Teacher 3 days a week in Upper KS2 boosting Year 5/6 Reading, Writing and Maths.</b>	£15,000	Continued	Year 5/6	Accelerated learning for targeted children throughout the year to narrow the gap between PP pupils and Other Pupils (approx. 36 children per week across the year groups)	SLT  Governors Resources committee	
<b>C</b>	<b>Additional Teachers to support NtoE/New arrivals.</b>	£42,000	Continued	Whole School New Arrivals	Small group teaching for NtoE/New Arrivals to ensure effective induction into school and accelerate acquisition of English.	SLT  Governors - Resources committee	
<b>G</b>	<b>Full time Early Years Practitioner in Foundation Stage2.</b>	£19,000	Continued	EYFS	Address the low baseline on entry data though additional adult support, particularly focussing upon Physical development & speaking strands.	SLT Governors Teaching & Learning Committee	
<b>B D</b>	<b>Two Minibus routes to collect 30 vulnerable children with poor attenders (2 drivers and 2 escorts)</b>	£15,000	Continued	Whole school-targeted at PP children, other vulnerable children, and children with poor attendance	Improved Attendance, punctuality and readiness to learn.  Targeting extra reading before school to improve fluency and comprehension.	Inclusion team Leader, SLT  Governors Pupil Support Committee	
<b>B</b>	<b>A Nurture Manager and 2 Behaviour Support Workers to deliver Nurture Provision focusing on behaviour support and social and emotional learning.</b>	£47,000	Continued	Whole school – Identified case load	Nurture support delivered in and out of class, focussing on behaviour, social skills and attitudes to learning  (Approx. 10 PP children in the group)	Inclusion team leader and AHT lead for SEN Governors Pupil Support Committee	
<b>B</b>	<b>Learning Mentors Pastoral support (for individual children)  1x additional full time Learning Mentor for Years 5&amp;6</b>	£36,000	Continued  New	Whole school-targeted at PP children and other vulnerable children	Learning Mentors support children in and out of the classroom. Raised self-esteem, promoting confidence and increased motivation.	SLT Governors Pupil Support Committee	

<b>E F</b>	<b>Booster classes – four Teachers teaching after school 1hour booster sessions (12 weeks)  Three days Booster School at Easter.</b>	£5,000	Continued	Year 6	Accelerating learning & progress in Y6  Accelerating learning & Progress in Y6 Raise self-esteem, promoting confidence, social skills and increasing motivation.  (approx. 40 - 50 children)	AHT for UKS2 HT and DHT <a href="#">Governors Teaching &amp; Learning Committee</a> <a href="#">Learning Committee</a>	
<b>Targeted strategies for Pupil Premium pupils</b>							
<b>A</b>	<b>Staff release time to support the leadership and management of pupil premium strategies.</b>	£9,000	New	Whole School	Relevant leaders and staff across school are released for ½ day to ensure pupil premium provision is monitored and evaluated half termly, including the support for families.	SLT  <a href="#">Governors Resources committee</a>	
<b>E F</b>	<b>Additional Teaching Assistant for 2 days in Y4 – high number of PP children.</b>	£5, 500	New	Year 4	Accelerated learning for targeted children to narrow the gap PP pupils and Other Pupils (Working with approx. 24 PP children)	SLT  <a href="#">Governors Teaching &amp; Learning Committee</a>	
<b>H</b>	<b>One additional part time Reading Assistant in Year 1. Two additional support Assistants to work across EYFS/KS1.</b>	£22,500	Continued	EYFS/KS1	Accelerate phonics learning, reading/comprehension and vocabulary in FS2 and KS1  (approx. 21 PP children per week across the year groups)	SLT  <a href="#">Governors Teaching &amp; Learning Committee</a>	
<b>I</b>	<b>Subsidising educational trips and visitors.</b>	£4,000	Continued	Targeted PP children across school	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved	SLT  <a href="#">Governors Teaching &amp; Learning Committee</a>	
	<b>Total spend:</b>	<b>£328, 000</b>					

## Data Headlines for Disadvantaged (Pupil Premium Funded) Pupils

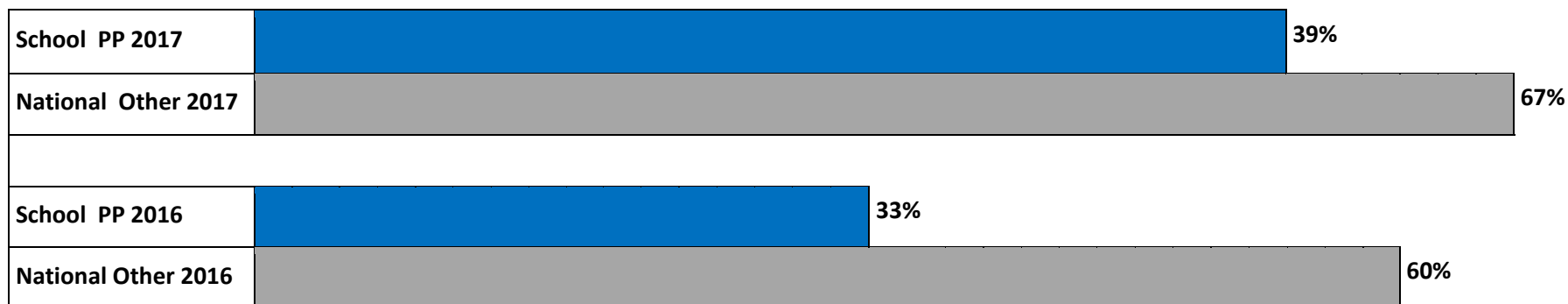
July 2017

### Key Stage 2 Pupil Premium Attainment

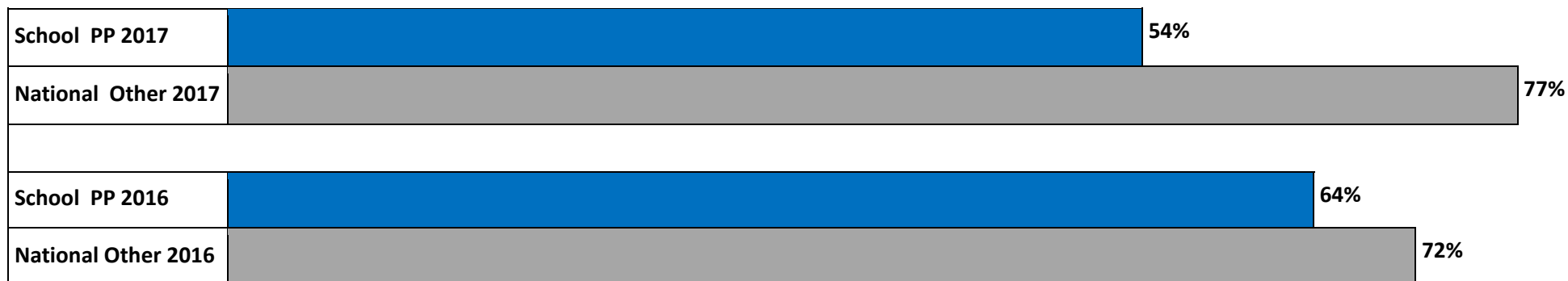
Key stage 2 national curriculum test outcomes for reading and mathematics report whether pupils are working at the EXPECTED STANDARD. Writing and science are not tested, and so Teacher Assessment (TA) report whether pupils are working at the EXPECTED STANDARD for these subjects.

The following performance information includes 41 Pupil Premium Funded pupils in the school and is compared with that of 'National Other' (all non-disadvantage pupils *Nationally*)

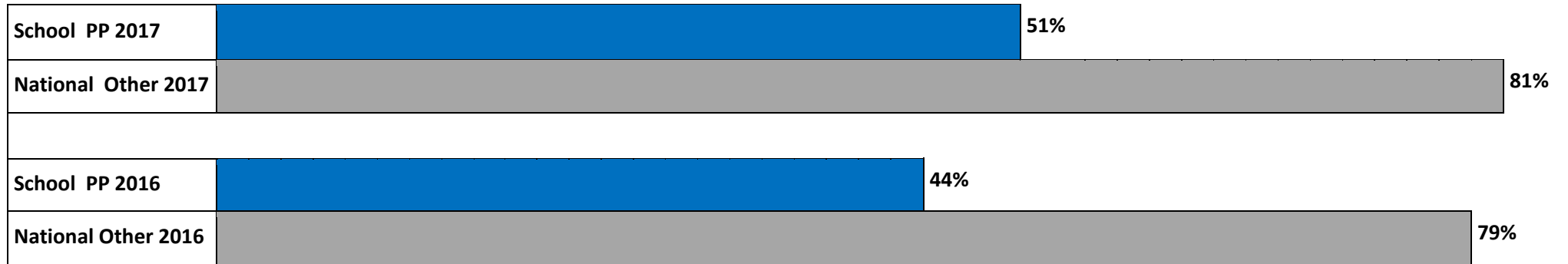
Year 6 pupils achieving at least EXPECTED standard in **Reading, Writing & Mathematics combined**



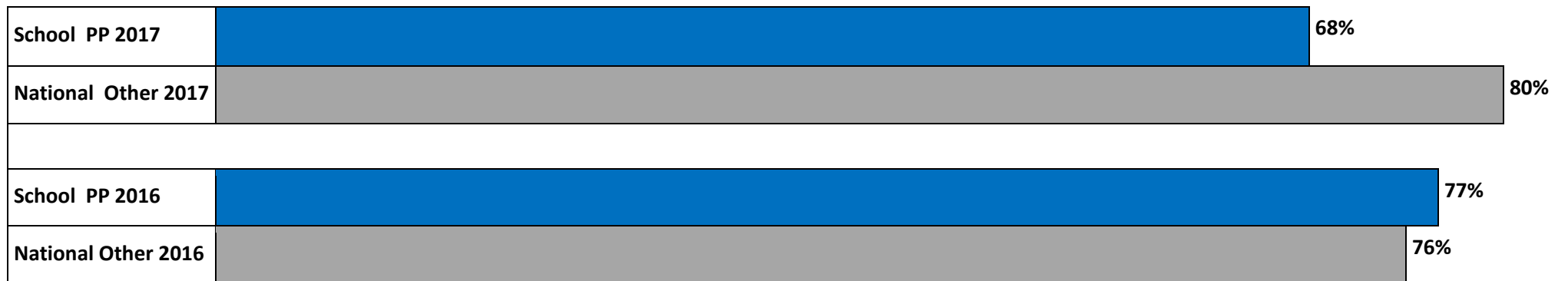
Year 6 pupils achieving at least EXPECTED standard in **Reading**



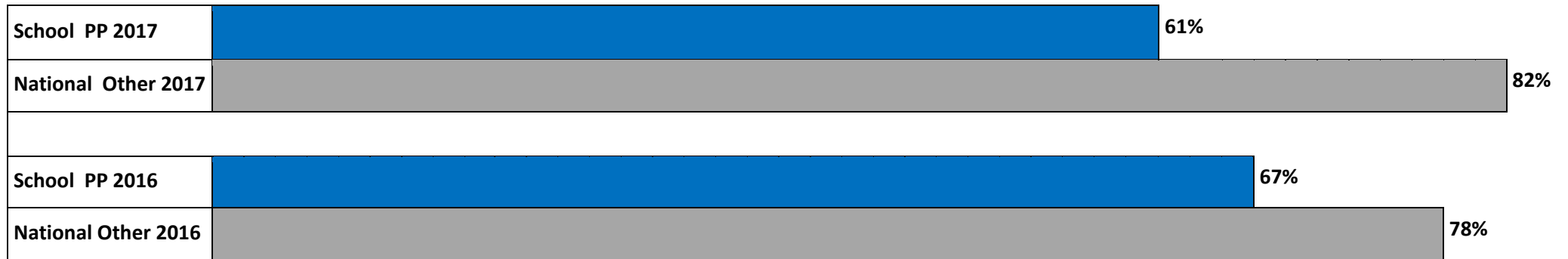
Year 6 pupils achieving at least EXPECTED standard in [Writing](#)



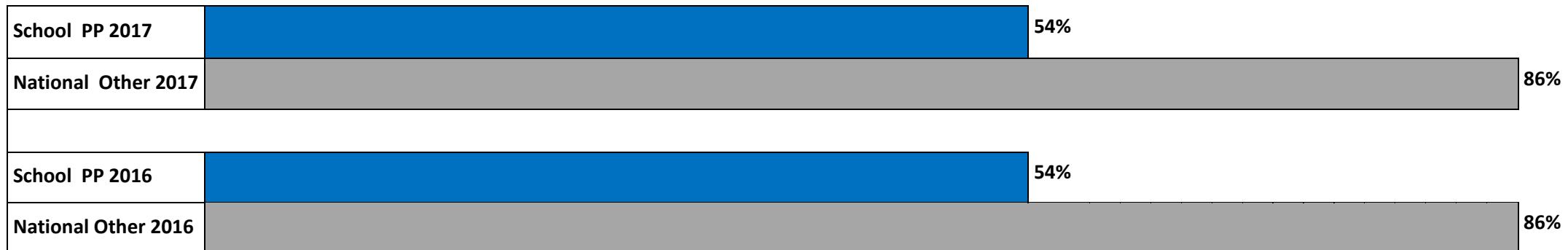
Year 6 pupils achieving at least EXPECTED standard in [Mathematics](#)



Year 6 pupils achieving at least EXPECTED standard in **Grammar, Punctuation and Spelling**



Year 6 pupils achieving at least EXPECTED standard in **Science**



## Key Stage 2 Pupil Premium Progress

Progress in reading, writing and mathematics is calculated using the pupils' end of KS1 result to the end of KS2 result.

	No of PP children in Y6 cohort	Reading Progress	Writing Progress	Mathematics Progress
School PP 2017	Reading = /35 Writing + Maths = /36	+2.96 Above Average	+1.76 Average	+5.54 Well Above Average
National Other 2017		+0.33	+0.17	+0.28
School PP 2016	Reading, Writing + Maths = /36	+6.32	+0.84	+6.76
National Other 2016		+0.33	+0.12	+0.24

## Key Stage 2 Pupil Premium Diminishing the Difference

Comparing the percentage of *Pupil Premium* pupils achieving the EXPECTED standard to 'Other' pupils (not Pupil Premium funded) in school

		Reading	Writing	Mathematics	Science	Combined
2017 Data	Pupil Premium	54%	51%	68%	54%	39%
	Other Pupils	42%	64%	73%	56%	42%
	Gap	+12	-13	-5	-2	-3
2016 Data	Pupil Premium	64%	44%	77%	54%	33%
	Other Pupils	84%	65%	87%	77%	63%
	Gap	-20	-21	-11	-23	-30

**Key:**

PP = pupils funded through Pupil Premium

Other = pupils in school not funded through Pupil Premium

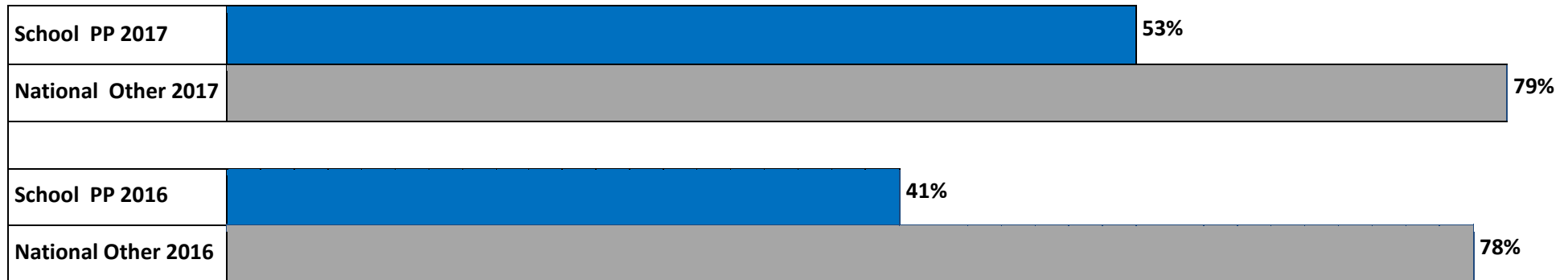


## Key Stage 1 Pupil Premium Attainment

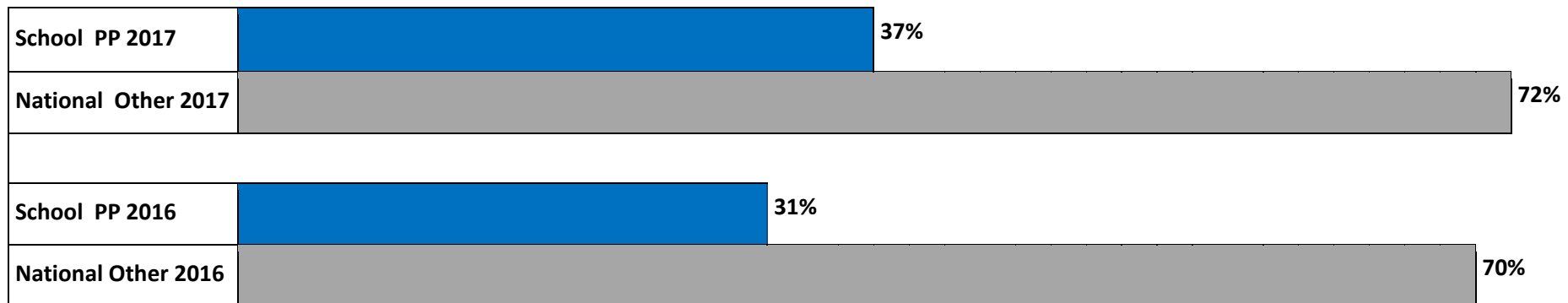
At key stage 1, teacher assessment is used for reading, writing, mathematics and science to report whether a pupils has achieved the EXPECTED STANDARD. To support teacher assessment, key stage 1 staff deliver tests (SATs) to pupils in May.

Below is the performance of 19 Pupil Premium Funded pupils in the school and is compared with that of 'National Other' (all non-disadvantage pupils *Nationally*)

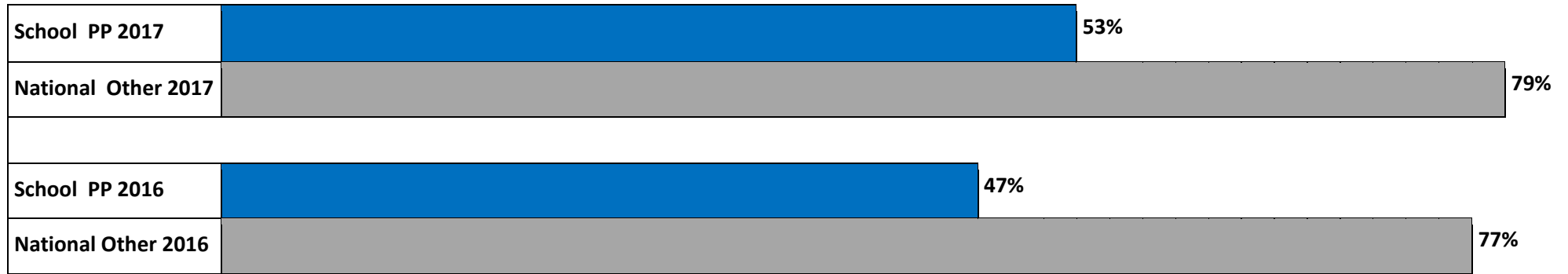
### Year 2 pupils achieving at least EXPECTED standard in Reading



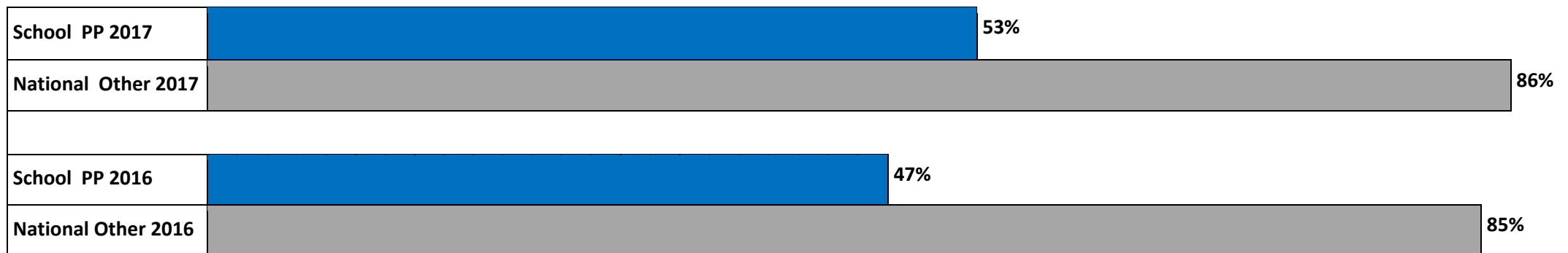
### Year 2 pupils achieving at least EXPECTED standard in Writing



Year 2 pupils achieving at least EXPECTED standard in [Mathematics](#)









Year 2 pupils achieving at least EXPECTED standard in **Science**



## Key Stage 1 Pupil Premium Progress

Progress in reading, writing and mathematics is calculated using the pupils' end of EYFS result to the end of KS1 result. It is calculated from the 19 Pupil Premium pupils who achieved the Early Learning Goal (ELG) in Reception and went on to achieve the EXPECTED STANDARD in Year 2

	PP in cohort	Reading Progress	Writing Progress	Mathematics Progress
School PP 2017	19	47% achieved ELG  89% achieved EXPECTED STANDARD <small>(9/19 pupils achieved ELG and 8/9 ELG pupils went on to achieve Y2 EXPECTED STANDARD)</small>	42% achieved ELG  75% achieved EXPECTED STANDARD <small>(8/19 pupils achieved ELG and 6/8 ELG pupils went on to achieve Y2 EXPECTED STANDARD)</small>	47% achieved ELG  89% achieved EXPECTED STANDARD <small>(9/19 pupils achieved ELG and 8/9 ELG pupils went on to achieve Y2 EXPECTED STANDARD)</small>
National Other 2017		?	?	?
School PP 2016	32	47% achieved ELG  73% achieved EXPECTED STANDARD <small>(15/32 pupils achieved ELG and 11/15 ELG pupils went on to achieve Y2 EXPECTED STANDARD)</small>	41% achieved ELG  69% achieved EXPECTED STANDARD <small>(13/32 pupils achieved ELG and 9/13 ELG pupils went on to achieve Y2 EXPECTED STANDARD)</small>	44% achieved ELG  79% achieved EXPECTED STANDARD <small>(14/32 pupils achieved ELG and 11/14 ELG pupils went on to achieve Y2 EXPECTED STANDARD)</small>
National Other 2016		87%	83%	87%

## Key Stage 1 Pupil Premium Diminishing the Difference

Comparing the percentage of Pupil Premium pupils achieving the EXPECTED standard to 'Other' pupils (not Pupil Premium funded) in school

		Reading	Writing	Mathematics	Science
2017 Data	Pupil Premium	53%	37%	53%	53%
	Other Pupils	62%	43%	61%	65%
	Gap	-9	-6	-8	-12
2016 Data	Pupil Premium	41%	31%	47%	47%
	Other Pupils	58%	44%	62%	69%
	Gap	-17	-13	-15	-22

**Key:**

PP = pupils funded through Pupil Premium

Other = pupils in school not funded through Pupil Premium

## EYFS Pupil Premium Good Level of Development Results 2017

Percentage of **Pupil Premium** EYFS children **achieving a Good Level of Development (GLD) overall**

	% GLD 2015				% GLD 2016				% GLD 2017			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
<b>Pupil Premium</b>	19 chn	42	52	-10	18 chn	67	55	+12	21 chn	62%	?	
Other	70 chn	54	69	-15	72 chn	53	72	-19	69 chn	48%	?	
Within School Gap		-12				+14				+14		

## EYFS Pupil Premium Diminishing the Difference

Comparing the percentage of **Pupil Premium** pupils achieving the EXPECTED standard to 'Other' pupils (not Pupil Premium funded) **in school**

		Literacy	Mathematics	GLD
2017 Data	<b>Pupil Premium</b>	62%	67%	62%
	<b>Other Pupils</b>	48%	55%	48%
	<b>Gap</b>	+14	+12	+14
2016 Data	<b>Pupil Premium</b>	67%	78%	67%
	<b>Other Pupils</b>	53%	58%	53%
	<b>Gap</b>	+14	+20	+14

**Key:**

PP = pupils funded through Pupil Premium

Other = pupils in school not funded through Pupil Premium

## Year 1 Pupil Premium Phonics Screening Check Results 2017

Percentage of Year 1 Pupil Premium pupils passing the Phonics Screening Test

	Phonics 2015				Phonics 2016				Phonics 2017			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
<b>Pupil Premium</b>	35 pupils <b>*17 pupils</b>	40% <b>*71%</b>	66%	-26 <b>*+5</b>	20 pupils <b>*14 pupils</b>	55% <b>*79%</b>	83%	-15 <b>*+9</b>	25 pupils <b>*22 pupils</b>	80% <b>*91%</b>	84%	-4 <b>*+7</b>
Other	53 pupils <b>*45 pupils</b>	72% <b>*89%</b>	80%	-8 <b>*+9</b>	69 pupils <b>*61 pupils</b>	68% <b>*77%</b>	83%	-15 <b>*-6</b>	66 pupils <b>*64 pupils</b>	71% <b>*82%</b>	84%	-13 <b>*-2</b>
Within School Gap		-32 <b>*-14</b>				-13 <b>*+2</b>				+12 <b>*+2</b>		

\*Cohort adjusted for children dis-applied due to SEN or NtE

## Year 2 Pupil Premium Phonics Screening re-take Results 2017

Percentage of Year 2 Pupil Premium pupils passing the Phonics Screening Test after a re-take

	Phonics 2015				Phonics 2016				Phonics 2017			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
<b>Pupil Premium</b>	40 pupils <b>*31 pupils</b>	70% <b>*90%</b>	84%	-14 <b>*+6</b>	32 pupils <b>*28 pupils</b>	75% <b>*86%</b>	86%	-11 <b>*0</b>	8 pupils	50%	??%	-
Other	49 pupils <b>*45 pupils</b>	90% <b>*98%</b>	92%	-2 <b>*+4</b>	55 pupils <b>*45 pupils</b>	75% <b>*91%</b>	93%	-18 <b>*-2</b>	25 pupils	64%	??%	-
Within School Gap		-20 <b>*-8</b>				0 <b>*-5</b>				-14		

\*Cohort adjusted for children dis-applied due to SEN or NtE

## Pupil Premium Attendance

Year	% Pupil Premium Attendance		
	Autumn 1	Summer 2	Difference
2014 - 2015	92.6%	93.9%	+1.3
2015 - 2016	93.3%	96.2% (Summer 1) 92.2% (Summer 2 with Eid included)	+2.9 -1.1 (Summer 2 Eid included)
2016 - 2017	93.8%	95% (Summer 1) 92.8% (Summer 2 with Eid included)	+1.2 -1.0 (Summer 2 Eid included)

Year	Pupil Premium at 95% (school target)		
	Autumn 1	Summer 2	Difference
2014 - 2015	49%	68%	+19%
2015 - 2016	50%	75% (Summer 1) 44% (Summer 2 Eid included)	+25% (Summer 1) - 6% (Summer 2)
2016 - 2017	55%	73% (Summer 1) 50% (Summer 2 Eid included)	+18% (Summer 1) - 5% (Summer 2)

### Persistent Absentees

In 2016, the DfE had raised expectations and amended the Persistent Absentee Threshold from 15% to 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, he/she will be classified as a persistent absentee.

Year	Pupil Premium Persistent Absentees	
	Autumn 1	Summer 2
2014 - 2015	24 pupils	18 pupils
2015 - 2016	36 pupils	36 pupils
2016 - 2017	36 pupils	30 pupils