

## 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.”*

### **2015 – 2016 Action for Pupil Premium Funding**

**Total Pupils on roll FS2 to Year 6:** 625 children (September '15 census)

**Total Pupils on roll Nursery:** 97 children (September '15 census)

Financial year	Amount of Pupil Premium Funding
2015 - 2016	£357, 743 (£1320 per child – total)
2014- 2015	£374, 400 ( £1300 per child)
2013-2014	£250,300 (£900 per child)

	2015 - 2016	2014 - 2015	2013 - 2014
Number of FSM pupils eligible for Pupil Premium	270 (43%)	288 (45.9%)	268
Number of FSM pupils eligible for Early Years Pupil Premium	18 (20%)	NA	NA
Number of Looked after children eligible for Pupil Premium or children from Armed Services Families	2	2	2

<b>Action:</b> Pupil Premium used for...	<b>Amount allocated</b> (£)	<b>New or continued activity or cost centre</b>	<b>Summary of Action</b> Year group and pupils involved	<b>Intended Outcomes</b> How the actions will improve achievement for pupil eligible for Pupil Premium	<b>Monitored by</b>	<b>Impact</b>
Additional 2.5 days a week Teacher in Lower KS2 boosting Year 3 and Phonics, Writing and Maths in Y4 Literacy.	£27,000	Continued	Year 3/4	Accelerated learning for targeted children throughout the year to close the gap between Disadvantaged Pupils and Other Pupils and raise attainment and achievement across Lower KS2. (approx. 36 children per week across the year groups)	SLT <a href="#">Governors Resources committee</a>	<b>2016 Outcomes and Attendance:</b>  Please see the data tables that follow this Action plan for 2016, or scroll down to the bottom of the Pupil Premium page on our website
N2E through two additional Teachers (1x KS1 part time, and 1 x KS2 full time)	£35,000	Continued – 1x new Teacher	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 <a href="#">Governors - Resources committee</a>	
Additional Teacher 3 days a week in Upper KS2 boosting Year 5/6 Reading, Writing and Maths.	£15,000	Continued	Year 5/6	Accelerated learning for targeted children throughout the year to close the gap between Disadvantaged Pupils and Other Pupils and raise attainment and achievement across Upper KS2. (approx. 36 children per week across the year groups)	SLT <a href="#">Governors Resources committee</a>	
Full time Early Years Practitioner in Foundation Stage2	£15,000	Continued	EYFS	Address the low baseline on entry data though additional adult support, particularly focusing upon Physical development & speaking strands.	SLT <a href="#">Governor s Teaching &amp; Learning Committee</a>	
Two additional part time Reading Assistants in EYFS & Year 1. Two additional support in EYFS/KS1- Reading & SMSC	£26, 000	New	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>	
Attendance support for key groups and families – led by, Attendance and Admissions Manager, Inclusion Manager Learning Mentors and N2E staff.	£50,000	Continued – additional staff this year	Whole school-targeted vulnerable children with poor attendance, Persistent Absentees and poor punctuality.	Improved levels in Whole School Attendance, punctuality and a decrease in Persistent Absentees – targeted support for approx.35 -50 families across the year.	SBM,DHT & Integrated Services Manager for Attendance  <a href="#">Governors Pupil Support Committee</a>	
Rise and Shine breakfast club serving approx. 100 children with enhanced provision for vulnerable children - led by Breakfast Club Manager and 11 staff	£38,000	Continued	Whole school-targeted, children from vulnerable children's list and poor Attenders	Improved attendance, punctuality wellbeing and readiness to learn (approx. 100 children)	Inclusion team Leader, SLT <a href="#">Governors Pupil Support Committee</a>	

Two Minibus routes to collect 30 vulnerable children with poor attenders (2 drivers and 2 escorts)	£15,000	Continued	Whole school-targeted vulnerable 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	
A Nurture Manager and 2 Behaviour Support Workers to deliver Nurture Provision focusing on behaviour support and social and emotional learning	£47,000	Continued – 2x new behaviour support roles as of Sept '15	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)	Inclusion team Leader AHT lead for SEN Governors Pupil Support Committee	
Learning Mentors Pastoral support (for individual children)	£25,000	Continued	Whole school-targeted children from vulnerable children's list	Learning Mentors support children in class during lesson time. Raised self-esteem, promoting confidence and increased motivation.	SLT Governors Pupil Support Committee	
Inclusion Manager and Learning Mentors support for children and families.	£25,000	Continued	Whole school-targeted children from vulnerable children's list	Targeted focus work with families to enable them to support their child's learning and well-being.	Inclusion team Leader, SLT Governors Pupil Support Committee	
Three days Holiday Club –four Y6 teachers and support staff.	£5,000	Continued	Year 6	Accelerating learning & Progress in Y6 Raise self-esteem, promoting confidence, social skills and increasing motivation.	AHT for UKS2 HT and DHT Governors Teaching & Learning Committee &	
Easter Booster – four Teachers teaching after school 1hour booster sessions (12 weeks)	£2,000	Continued	Year 6	Accelerating learning & progress in Y6  (approx. 40 -50 children)	AHT for UKS2 HT and DHT Governors Teaching & Learning Committee Learning	
Wider range of After school clubs targeting Disadvantaged Pupils – approx. 20 after school clubs running.	£11,000	Continued	Targeted children from across school, with a particular focus on Disadvantaged Pupils	Targeting extra reading after school to improve fluency and comprehension. Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved.	Inclusion team Leader SLT Governors Pupil Support Committee	
Tea club for vulnerable children with homework support	£7,500	Continued – additional staff	Targeted children	Improved health and wellbeing. Increased progress	Inclusion team Leader SLT Governors Pupil Support Committee	
Educational trips and visitors	£10,000	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 Pupil Support Committee	

Rise & Shine club resources	£2,500	New	Whole school-targeted children from vulnerable children's list and poor Attenders	Improved attendance, punctuality wellbeing and readiness to learn – particular focus on reading	Inclusion team Leader SLT Governors Pupil Support Committee	
<b>Total amount</b>	<b>£356, 000</b>					

## Data Headlines for Disadvantaged (Pupil Premium Funded) Pupils July 2016

*The DfE no longer reports key stages 1 and 2 attainment using levels. As this is the first year where children's attainment is reported as scaled scores and percentages achieving the EXPECTED standard, there are no previous year comparisons.*

**Key:**

PP = pupils funded through Pupil Premium  
Other = pupils in school not funded through Pupil Premium  
National = all non-Pupil Premium pupils nationally  
TA = teacher assessed (not tested)

### Key Stage 2 Attainment July 2016

*Key stage 2 national curriculum test outcomes for reading and mathematics are now reported as scaled scores, where 100 represents the EXPECTED STANDARD. Writing and science are not tested, and so Teacher Assessment (TA) is reported for these subjects.*

The performance of **39** disadvantaged pupils in the school is compared with that of all 'other' (non-disadvantaged) pupils **nationally**. We have also included the results compared to non-disadvantaged pupils *in school*.

#### Achieving at least EXPECTED standard in **Reading, Writing & Mathematics combined**

	KS2 R,W & M 2016		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>33%</b>	60%	<b>-27</b>
<b>Other</b> (43 pupils)	<b>63%</b>		<b>+3</b>
Within School Gap	-30		

#### Achieving at least EXPECTED standard in **Reading**

	KS2 Reading 2016		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>64%</b>	72%	<b>-8</b>
<b>Other</b> (43 pupils)	<b>84%</b>		<b>+12</b>
Within School Gap	-20		

#### Achieving Greater Depth in **Reading**

	KS2 Reading 2016		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>5%</b>	23%	<b>-18</b>
<b>Other</b> (43 pupils)	<b>7%</b>		<b>-16</b>
Within School Gap	-2		

Achieving at least EXPECTED standard in **Writing**

	KS2 Writing 2016 (TA)		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>44%</b>	79%	<b>-35</b>
Other (43 pupils)	65%		-14
Within School Gap	-21		

Achieving Greater Depth in **Writing**

	KS2 Writing 2016 (TA)		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>0</b>	18%	<b>-18</b>
Other (43 pupils)	2%		-16
Within School Gap	-2		

Achieving at least EXPECTED standard in **Mathematics**

	KS2 Mathematics 2016		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>77%</b>	76%	<b>+1</b>
Other (43 pupils)	88%		+12
Within School Gap	-11		

Achieving Greater Depth in **Mathematics**

	KS2 Mathematics 2016		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>18%</b>	20%	<b>-2</b>
Other (43 pupils)	16%		-4
Within School Gap	+2		

Achieving at least EXPECTED standard in **Grammar, Punctuation and Spelling**

	KS2 SPaG 2016		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>67%</b>	78%	<b>-11</b>
Other (43 pupils)	84%		+6
Within School Gap	-17		

High Scaled Score	KS2 SPaG 2016		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>13%</b>	27%	<b>-14</b>
Other (43 pupils)	30%		+3
Within School Gap			

Achieving at least EXPECTED standard in **Science**

	KS2 Science 2016		
	School	National 'Other'	Diff
<b>PP</b> (39 pupils)	<b>54%</b>	86%	<b>-32</b>
Other (43 pupils)	77%		-9
Within School Gap	-23		

## Key Stage 2 Progress July 2016

Progress in reading, writing and mathematics is calculated from pupils' different starting points at KS1. At key stage 2, pupil progress is calculated from the end of KS1 to the end of KS2.

Key stage 2 national curriculum test outcomes for reading and mathematics are now reported as scaled scores, where 100 represents the EXPECTED STANDARD. Writing is not tested, and so Teacher Assessment (TA) is reported for these subjects.

<b>KEY:</b> BLW: Below pre-KS2 standards PKF: Foundations for the Expected standard PKE: Early development of the Expected standard PKG: Growing development of the Expected standard		KS2 Teacher Assessed below test					KS2 Reading Test outcomes			Total Pupils	% achieving Expected>
		No KS2 outcome	BLW	PKF	PKE	PKG	<100	100 + but not high	High		
<b>KS1 Reading Teacher Assessment</b>	<b>No KS1 data</b>	0	0	0	0	0	2	1	0	3	33%
	<b>W</b>	0	0	0	3	1	2	4	0	10	40%
	<b>1</b>	0	0	0	0	0	1	4	1	6	83%
	<b>2c</b>	0	0	0	0	0	2	4	0	6	67%
	<b>2b</b>	0	0	0	0	0	3	8	0	11	72%
	<b>2a</b>	0	0	0	0	0	0	2	1	3	100%
	<b>3+</b>	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	0	0	0	3	1	10	23	2	39	64%

<b>KEY:</b> BLW: Below pre-KS2 standards PKF: Foundations for the Expected standard PKE: Early development of the Expected standard PKG: Growing development of the Expected standard WTS: Working Towards the Expected Standard EXS: Working at the Expected Standard GDS: Working at Greater Depth within the Expected Standard		KS2 Working at pre-key stage					KS2 Working at Key Stage Writing Teacher Assessment			Total Pupils	% achieving Expected>
		No KS2 outcome	BLW	PKF	PKE	PKG	WTS	EXS	GDS		
<b>KS1 Writing Teacher Assessment</b>	<b>No KS1 data</b>	0	0	0	0	2	1	0	0	3	0%
	<b>W</b>	0	0	0	4	4	5	0	0	13	0%
	<b>1</b>	0	0	0	0	0	3	2	0	5	60%
	<b>2c</b>	0	0	0	0	0	3	6	0	9	67%
	<b>2b</b>	0	0	0	0	0	0	8	0	8	100%
	<b>2a</b>	0	0	0	0	0	0	1	0	1	100%
	<b>3+</b>	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	0	0	0	4	6	12	17	0	39	44%

<b>KEY:</b> BLW: Below pre-KS2 standards PKF: Foundations for the Expected standard PKE: Early development of the Expected standard PKG: Growing development of the Expected standard		KS2 Teacher Assessed below test					KS2 Mathematics Test outcomes			Total Pupils	% achieving Expected>
		No KS2 outcome	BLW	PKF	PKE	PKG	<100	100 + but not high	High		
<b>KS1 Mathematics Teacher Assessment</b>	<b>No KS1 data</b>	0	0	0	0	0	1	2	0	3	67%
	<b>W</b>	0	0	0	2	3	1	3	0	9	33%
	<b>1</b>	0	0	0	0	0	2	5	0	7	71%
	<b>2c</b>	0	0	0	0	0	0	4	2	6	100%
	<b>2b</b>	0	0	0	0	0	0	8	3	11	100%
	<b>2a</b>	0	0	0	0	0	0	1	2	3	100%
	<b>3+</b>	0	0	0	0	0	0	0	0	0	0
	<b>Total</b>	0	0	0	2	3	4	23	7	39	77%

## Key Stage 1 Attainment July 2016

The DfE no longer reports key stages 1 and 2 attainment using levels. As this is the first year where children's attainment is reported as scaled scores and percentages achieving EXPECTED standard, there are no previous year comparisons.

At key stage 1, teacher assessment is reported for reading, writing, mathematics and science. To support teacher assessment, key stage 1 deliver tests (SATs) to pupils which are reported as scaled scores, where 100 represent the EXPECTED STANDARD.

The performance of **32** disadvantaged pupils in the school is compared with that of all 'other' (non-disadvantaged) pupils *nationally*. We have also included the results compared to non-disadvantaged pupils *in school*.

### Achieving at least EXPECTED standard in Reading

	KS1 Reading 2016		
	School	National 'Other'	Diff
<b>PP</b> (32 pupils)	<b>41%</b>	78%	<b>-37</b>
Other (55 pupils)	58%		-20
Within School Gap	<b>-17</b>		

### Achieving Greater Depth in Reading

	KS1 Reading 2016		
	School	National 'Other'	Diff
<b>PP</b> (32 pupils)	<b>9%</b>	27%	<b>-18</b>
Other (55 pupils)	11%		-16
Within School Gap	<b>-2</b>		

### Achieving at least EXPECTED standard in Writing

	KS1 Writing 2016		
	School	National 'Other'	Diff
<b>PP</b> (32 pupils)	<b>31%</b>	70%	<b>-39</b>
Other (55 pupils)	44%		-26
Within School Gap	<b>-13</b>		

### Achieving Greater Depth in Writing

	KS1 Writing 2016		
	School	National 'Other'	Diff
<b>PP</b> (32 pupils)	<b>0%</b>	16%	<b>-16</b>
Other (55 pupils)	0%		-16
Within School Gap	<b>0</b>		

### Achieving at least EXPECTED standard in Mathematics

	KS1 Mathematics 2016		
	School	National 'Other'	Diff
<b>PP</b> (32 pupils)	<b>47%</b>	77%	<b>-30</b>
Other (55 pupils)	62%		-15
Within School Gap	<b>-15</b>		

### Achieving Greater Depth in Mathematics

	KS1 Mathematics 2016		
	School	National 'Other'	Diff
<b>PP</b> (32 pupils)	<b>0%</b>	20%	<b>-20</b>
Other (55 pupils)	0%		-20
Within School Gap	<b>-</b>		

Achieving at least EXPECTED standard in **Science**

	KS1 Science 2016		
	School	National 'Other'	Diff
<b>PP</b> (32 pupils)	<b>47%</b>	85%	<b>-38</b>
Other (55 pupils)	69%		-16
Within School Gap	<b>-22</b>		

## Key Stage 1 Progress July 2016

Progress in reading, writing and mathematics is calculated from pupils' different starting points from Reception. At key stage 1, pupil progress is calculated from the end of Reception to the end of Year 2.

The performance of **32** disadvantaged pupils in the school is compared with that of all 'other' (non-disadvantaged) pupils **nationally**.

Total percentage of pupils making at least Expected Progress in **Reading**

*32 Disadvantaged pupils in school are compared to 'National Other' (non-disadvantaged pupils nationally)	Achieved <b>Expected Standard</b> at the end of KS1 2016			Achieved <b>Greater Depth</b> at the end of KS1 2016		
	School Pupil Premium	National Other	Difference to National	School Pupil Premium	National Other	Difference to National
<b>2</b> pupils had no EYFS Data in 2014	0	44%	-44	0	11%	-11
<b>15</b> pupils achieved <b>GLD Emerging</b> at the end of EYFS in 2014	13% (2 pupils)	39%	-26	0	2%	-2
<b>15</b> pupils achieved <b>GLD Expected</b> at the end of EYFS in 2014	73% (11 pupils)	87%	-14	20% (3 pupils)	21%	-1
<b>0</b> pupils achieved <b>GLD Exceeding</b> at the end of EYFS in 2014	0	99%	-99	0	66%	-66

Total percentage of pupils making at least Expected Progress in **Writing**

*32 Disadvantaged pupils in school are compared to 'National Other' (non-disadvantaged pupils nationally)	Achieved <b>Expected Standard</b> at the end of KS1 2016			Achieved <b>Greater Depth</b> at the end of KS1 2016		
	School Pupil Premium	National Other	Difference to National	School Pupil Premium	National Other	Difference to National
<b>2</b> pupils had no EYFS Data in 2014	0	38%	-38	0	6%	-6
<b>17</b> pupils achieved <b>GLD Emerging</b> at the end of EYFS in 2014	6% (1 pupil)	33%	-27	0	1	-1
<b>13</b> pupils achieved <b>GLD Expected</b> at the end of EYFS in 2014	69% (9 pupils)	83%	-14	0	14%	-14
<b>0</b> pupils achieved <b>GLD Exceeding</b> at the end of EYFS in 2014	0	99%	-99	0	53%	-53



Total percentage of pupils making at least **Expected Progress** in **Mathematics**

*32 Disadvantaged pupils in school are compared to 'National Other' (non-disadvantaged pupils nationally)	Achieved <b>Expected Standard</b> at the end of KS1 2016			Achieved <b>Greater Depth</b> at the end of KS1 2016		
	School Pupil Premium	National Other	Difference to National	School Pupil Premium	National Other	Difference to National
2 pupils had no EYFS Data in 2014	0	52%	-52	0	10%	-10
16 pupils achieved <b>GLD Emerging</b> at the end of EYFS in 2014	25% (4 pupils)	40%	-15	0	2%	-2
14 pupils achieved <b>GLD Expected</b> at the end of EYFS in 2014	79% (11 pupils)	87%	-8	0	20%	-20
0 pupils achieved <b>GLD Exceeding</b> at the end of EYFS in 2014	0	99%	-99	0	61%	-61%

### Year 1 Phonics Screening Check Results 2016

Percentage of Year 1 *Pupil Premium* pupils achieving the expected standard

	Phonics 2014				Phonics 2015				Phonics 2016			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
<b>No of PP in cohort</b>	36 pupils	47%	63%	-16	35 pupils *17 pupils	40% *71%	66%	-26 *+5	20 pupils *14 pupils	55% *79%	70%	-15 *+9
No of Other in cohort	55 pupils	62%	78%	-16	53 pupils *45 pupils	72% *89%	80%	-8 *+9	69 pupils *61 pupils	68% *77%	83%	-15 *-6
Within School Gap		-15				-32 *-14				-13 *+2		

\*Cohort adjusted for children dis-applied/absent

### Year 2 Phonics Screening re-take Results 2016

Percentage of Year 2 *Pupil Premium* pupils achieving the expected standard

	Phonics 2015				Phonics 2016			
	Cohort	School	National	Diff	Cohort	School	National	Diff
<b>No of PP in cohort</b>	40 pupils *31 pupils	70% *90%	84%	-14 *+6	32 pupils *28 pupils	75% *86%	86%	-11 *0
No of Other in cohort	49 pupils *45 pupils	90% *98%	92%	-2 *+4	55 pupils *45 pupils	75% *91%	93%	-18 *-2
Within School Gap		-20 *-8				0 *-5		

\*Cohort adjusted for children dis-applied/absent

## EYFS Good Level of Development Results

Percentage of EYFS Free School Meal children achieving a Good Level of Development (GLD) overall

	% GLD 2014				% GLD 2015				% GLD 2016			
	Cohort	School	National	Diff	Cohort	School	National	Diff	Cohort	School	National	Diff
<b>Free School Meal</b>	33 chn	33	45	-12	19 chn	42	52	-10	18 chn	67	55	+12
Other	57 chn	56	64	-8	70 chn	54	69	-15	72 chn	53	72	-19
Within School Gap		--23				-12				+14		

## Pupil Premium Attendance

Year	% Pupil Premium Attendance		
	Autumn 1	Summer 2	Difference
2014 - 2015	92.6%	93.9%	+1.3
2015 - 2016	92.9%	93.3%	+0.4

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 & Extended Leave)	+25% (Summer 1) - 6% (Summer 2)

### Persistent Absentees

In 2016, the DfE's 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