

Pupil Premium 2018-2019

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under-achievement. These include pupils who are entitled to free school meals, or have been entitled within the last 6 years, those looked after by the local authority, and children that are adopted.

We are again using the extra funding to provide some children with small group tuition where appropriate and personalised programmes of study to improve outcomes for as many pupils as possible. The total funding allocated for 2018-2019 is: £91,080

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This is how these resources will be spent in 2018/2019:

- Two Fast Track Groups in Year 6 to ensure pupils who are falling behind are taught in small focussed groups with an appropriate curriculum to ensure maximum progress in Reading, Writing and Mathematics
- One Y7 Fast Track Group taught by Vikki Ward (2nd in English Dept) to ensure continuity of progress made in Y6 Fast Track Group
- One cross age group to support Behaviour for Learning, motivation, progress – Engaged Group teacher led
- Reduction of set sizes in Year 6 funding for staffing to reduce class sizes in Year 6 in order to rapidly address gaps
- Reading Intervention - Accelerated Reader, Fresh Start and Huddersfield Town Football reading programmes
- Training of ETAs to deliver the Fresh Start programme
- Small group intervention for Mathematics and English by subject teacher
- Mathematics Intervention Y7 Numicon programme
- Upon parental request, money may also be used to subsidise school trips and uniform

- Specialist equipment for small groups as necessary
- Providing basic school equipment for pupils
- Resources for Accelerated Reader and Fresh Start
- Enrichment of the curriculum funding e.g. meeting authors, electronic club etc.
- Use of Attendance Lead, HLTA and support from Joseph Norton Academy to ensure we maximise attendance and commitment to learning, 2 hours additional HLTA mentoring in order to focus on the attendance of disadvantaged pupils
- HLTA salary to provide intervention for disadvantaged pupils with EBD barriers.
- HLTA salary to provide well – being intervention for disadvantaged pupils.
- HLTA salary to provide Handwriting and spelling intervention
- Develop a programme of mentoring sessions that focus on developing a Growth Mindset
- Whole staff CPD to ensure lessons provide pace, challenge and questioning that ensures depth of understanding and learning
- Whole staff CPD to develop strategies to support disadvantaged pupils
- Introduce Class Charts to ensure all staff know pupils’ barriers to learning
- Use Class Charts provision mapping to ensure that intervention for all pupils is appropriate and is accelerating progress
- New system of target setting will ensure that there is no regression for pupils across KS3
- All disadvantaged pupils to visit University and College

The main barriers to learning for disadvantaged pupils are

- Gaps in Literacy and Numeracy
- Lower attendance that can affect academic progress
- Social and emotional needs including attitude to learning

Strategy	Allocation of Funding	Action	Rationale	Measuring Impact	Impact RAG
Two Fast Track group to be selected in Y6 with increased adult/pupil ratios	One additional teacher: £37350.24 One additional HLTA:	Identify pupils in need of social and emotional support.	This will help those falling behind to catch up quickly	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils	All pupils in fast track groups settled into school quickly due to high levels of support given. By the end of the year all pupils in these groups could access a

	£15417.72	Identify pupils who have gaps in Literacy and Numeracy.		nationally – gaps closing.	Sat paper and from initial monitoring to the final Sat had improved their Maths scaled score by 6.2 points and Reading 3.6. DA pupils averaged 99.4 score in Maths and 98.9 in Reading. Reading ages improved in these groups by 1y 9m and 1y 4m
One Fast Track Y7 group to continue accelerated progress made in Y6	One additional teacher for afternoon lessons	Identify pupils still in need of social and emotional support. Identify pupils who still have gaps in Literacy and Numeracy.	To continue the progress made in Y6 Fast Track	Progress of pupils monitored half termly.	Reading ages improved in this group by 1y 1. In English 69.5% of KS2 LA pupils achieved their target grades. in Maths 84.7% of pupils achieved their target grades
One mixed age group 'Engage Group'	One additional teacher to support pupils	Identify and support pupils who find it difficult to engage with school	To motivate pupils to engage fully in school and develop opportunities to take part in extra curricular activities	Monitor progress of pupils academically, behaviour for learning and attendance.	The attendance for this group of pupils has now risen 1.6% from the previous year to 94.4%. 71% of the group achieved their English target grade and 93% achieved

					their Maths target grades
Continuity of teacher for pupils who did not achieve expected standards in Y6		Identify pupils and timetable English and Maths staff to appropriate groups of pupils	Continuity of teacher will mean there is no lost learning time, pupils will feel confident and will accelerate their progress	Progress of pupils monitored half termly.	Reading ages improved in this group by 1y 1m. In English 69.5% of KS2 LA pupils achieved their target grades. in Maths 84.7% of pupils achieved their target grades
Continue Fresh Start Reading Intervention Programme	Contribution of: £6000	Identify pupils with low reading and reading comprehension ages staff; allocate teaching resources and time	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	Year 6 pupils made an average progress of 2 years and 5 months, Year 7 - 2 years and 1 month, Year 8 - 1 year and 2 months
Continue the Accelerated Reader programme and ensure reading materials inspire reading	Contribution to £3816.90	Identify pupils with low reading and reading comprehension ages and ascertain their zone of proximal development. Assign a reading mentor to pupils.	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	
Introduce HTFC Reading Programme	£800	Identify pupils with low reading and reading comprehension ages	Pupils who can read successfully will have greater access to the entire curriculum	Reading and reading with comprehension ages to increase.	Year 6 pupils made an average progress of 2 years and 5 months. Pupils were

		with an interest in football.		Greater motivation to read for pleasure.	motivated to read and enjoyed the sessions
Monitor and give opportunities to complete homework	£2673.74	Identify pupils who do not do or complete homework and put support in place. Employ a homework worker with a specific focus on PP pupils who struggle with homework. Departments to give opportunities to complete homework within school.	This will help those falling behind to catch up quickly.	Reduction in the number of disadvantaged pupils not completing homework tasks.	Year 6 reduced their missing homeworks from term 1a 39 to 30 in term 3b Year 7 from 90 to 44 and Y8 declined during the year from 40 to 11 but rose sharply to 84 in the final half term.
To develop a positive attitude to learning including a Growth Mindset Programme to promote independent and resilience	School budget	PSHCE staff to identify and provide mentoring for pupils to develop good organisational skills and to develop a Growth Mindset	To encourage high aspirations, resilience and a determination to succeed in disadvantaged pupils	Pupils will take part in a wide range of extra-curricular activities. Pupils will take greater responsibility for their own learning by target setting at mentor meetings	Pupils understand a growth mindset and show very positive approach towards their work. Staff have noticed an improvement in the resilience of all pupils
Refine rigorous monitoring systems of teaching and learning	School budget	To maintain a system of monitoring and evaluation that involves	Quality first teaching will ensure pupils make strong progress.	Gap against non-disadvantaged nationally is closing	School monitors teaching and learning closely and

with a focus on disadvantaged pupils		Middle Leaders and ensures quality teaching and learning across all subjects.			saw an increase in the % of lessons where challenge and pace for our most and least able pupils was a strength.
To increase the attendance of all disadvantaged pupils	Support from the Joseph Norton Academy: £2000 Leadership capacity: £1000	Monitor attendance HLTA to mentor pupils with attendance below 95% Attendance lead to work with Joseph Norton Academy to ensure that attendance increases.	With an improvement in attendance their will also be an improvement in attitude to learning and therefore progress.	Attendance for disadvantaged pupils is above 95%.	Attendance for DA pupils was 94.3% and increase of 0.5% from the previous year
To mentor and support disadvantaged pupils who have mental health issues	ETA trained in counselling	Pupil who need extra support and mentoring for mental health issues are identified and counselling is put in place	If pupils feel supported and safe in school they will attend regularly	Attendance for disadvantaged pupils is above 95%.	
To monitor the progress of disadvantaged pupils every half term and provide intervention	Leadership and administration capacity released: £6730 (Leadership) £2291 (admin)	CPD provided so pupils falling behind are swiftly identified and relevant interventions put in place.	Quality first teaching will ensure pupils make strong progress. Where pupils need extra support relevant	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	Exit data based on GL Assessments shows that DA pupils are above NA (100) at 104.4 in Maths (entry to

for those falling behind.			intervention will be introduced.		school 92.3) and broadly in line with NA English 99.7 (entry 93.3)
To improve the behaviour and attitude to learning of disadvantaged pupils	£11000	HLTAs to provide intervention and mentoring for pupils with EBD barriers. Class Charts introduced so teachers, parents and pupils can monitor behaviour.	With an improvement in behaviour, emotional and social difficulties and mentoring for this there will also be an improvement in attitude to learning and therefore progress.	Reduction in the number of behavioural incidents for disadvantaged pupils. Greater progress across the curriculum for disadvantaged pupils.	The number of behaviour incidents (P3/4) reduced from term 1a 45 to 10 in term 3b. Behaviour for Learning was a strength in observed lessons across the year.
Ensure all pupils are equipped and ready for learning	£1266.15	Provide uniform/equipment to pupils. FFT provide ingredients	Not being fully equipped generates barriers to success and diverts staff attention away from talking about learning	No lost learning time for disadvantaged pupils.	Equipment provided at the start of the year to all pupils and throughout the year as necessary ensured that lessons could start promptly for all pupils
Provide enriching opportunities for pupils	£2,816.15	Subsidise trips including residential and subsidise clubs for pupils currently FSM	A lack of enrichment leads to under-performance. To succeed, pupils need to have access to	High attendance and increased engagement with school.	DA pupils took part in trips across all 3 years including residential trip to

			experiences beyond the classroom		France. DA pupils are involved in extra curricular activities – more monitoring needed.
To provide all staff with high quality CPD that ensures high quality teaching that ensures pace and challenge for all and looks at strategies to ensure accelerated progress for disadvantaged pupils	School budget	CPD sessions that focus on pace, challenge and further develops questioning strategies	Where work is appropriate and challenging with questioning that is open and develops depth of learning pupils will make accelerated progress	Lesson observations and work scrutiny evidence high quality teaching for all pupils	School monitors teaching and learning closely and saw an increase in the % of lessons where challenge and pace for our most and least able pupils was a strength.
To ensure all staff are aware of any barriers to learning for individual pupils by the use of Class Charts	£1950	Identify barriers to learning for every PP pupils and ensure that all staff are aware of these.	If barriers for learning are identified and understood provision can be made to overcome these and help ensure these pupils can make accelerated progress	Pupils progress is accelerated and there is no lost learning time	All staff use Classcharts for seating plans and notes attached have provided information about individual pupils.

To use Class Charts provision mapping	£585.00	To introduce an efficient system to track intervention and monitor its impact	Pupils who receive the correct and timely intervention will make accelerated rates of progress	Clear criteria identified for different interventions. Progress to be monitored and relevant adjustments to provision to be made.	Provision map in place and pupils identified for interventions and progress monitored – new intervention introduced – Lexonik and Numicon catch up programme.
All disadvantaged pupils in Year 8 to visit University and College	Careers Teacher	To organise university and college visits throughout Year 8 for disadvantaged pupils	To raise aspirations for disadvantaged pupils	Use of pupil voice for feedback on University and College visits	All pupils visited a university and college. Pupil voice used for bespoke visits for particular areas of interest

Reviewed July 2019