

Pupil Premium 2014 - 2015

Funding received

In 2014-2015 we received £59,100 in Pupil Premium (45 pupils).

How the funding is being spent

Using strategies as recommended in the EEF toolkit, we identified those which have previously had impact as well as some additional strategies:

Strategy	How the funding was spent	Impact																																																						
Collaborative Learning	Further staff training focusing on developing active strategies across the curriculum	Because we know that PP children are more likely to be intolerant of passive learning techniques we have worked hard to ensure that children are delivered with an engaging and active curriculum and this has been evident in classroom observations.																																																						
Small group tuition	<ul style="list-style-type: none"> Provision of an additional teacher in the Upper Junior phase to teach small groups of pupils as identified by their class teacher in order to ensure good progress in Reading, Writing and Maths. Booster groups for identified pupils that focus on the premise of 'Keep up not catch up.' 	<p>This provision has had the impact of enabling staff to work a closely focused, dynamic AfL groups by taking the children who most need support in that particular area. It enabled staff to focus teaching and as a result children made excellent progress.</p> <p>Additional booster groups were run both for those children at risk and also the more able. PP pupils were targeted for inclusion in both these groups.</p> <p>KS2 2015</p> <table border="1"> <thead> <tr> <th>Value of each child</th> <th>SEN*</th> </tr> </thead> <tbody> <tr> <td>PP 10%</td> <td>20%</td> </tr> <tr> <td>Non PP 2.2%</td> <td>6.5%</td> </tr> </tbody> </table> <p>*% Nationally</p> <table border="1"> <thead> <tr> <th>KS2 2015</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Level 4b+</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> <tr> <td>National PP</td> <td>78%</td> <td>82%</td> <td>76%</td> </tr> <tr> <td>Non PP</td> <td>89%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>National Non PP</td> <td>90%</td> <td>92%</td> <td>89%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2 2015</th> <th>Maths</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>Level 5+</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PP</td> <td>60%</td> <td>50%</td> <td>10%</td> </tr> <tr> <td>National PP</td> <td>28%</td> <td>35%</td> <td>20%</td> </tr> <tr> <td>Non PP</td> <td>71%</td> <td>80%</td> <td>56%</td> </tr> <tr> <td>National Non PP</td> <td>48%</td> <td>56%</td> <td>39%</td> </tr> </tbody> </table>	Value of each child	SEN*	PP 10%	20%	Non PP 2.2%	6.5%	KS2 2015	Maths	Reading	Writing	Level 4b+				PP	90%	90%	90%	National PP	78%	82%	76%	Non PP	89%	100%	100%	National Non PP	90%	92%	89%	KS2 2015	Maths	Reading	Writing	Level 5+				PP	60%	50%	10%	National PP	28%	35%	20%	Non PP	71%	80%	56%	National Non PP	48%	56%	39%
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Social and Emotional Learning	<ul style="list-style-type: none"> Increased ELSA hours to provide support for most vulnerable pupils Key member of staff to administrate the organisation of our Grandhordles (senior members of our community) who work alongside pupils on a 1:1 or small group basis to 	<p>All PP pupils (and most vulnerable) receive an additional reading slot each week with a GrandHordle.</p> <p>"My G/H is really kind, I love reading to her and she helps me break down the hard words so I can read them."</p> <p>"It is nice to have company and someone who is interested in me, it makes me proud. I like sitting in a calm environment and I know I can talk to her if I don't want to talk to a teacher. I think everyone should have one."</p> <p>"I feel happy when I see her, she is really nice. If I am upset about</p>																																																						

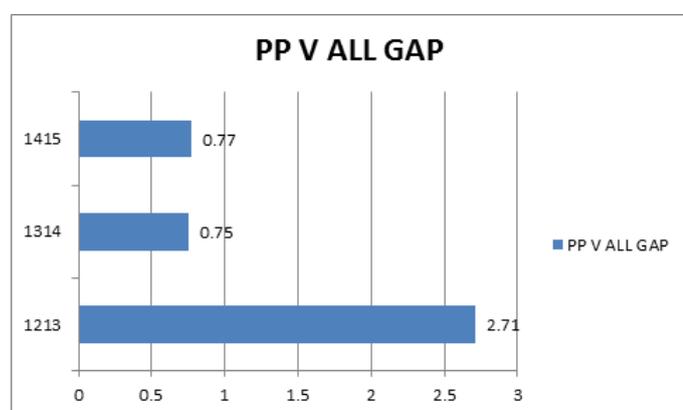
	support them in engaging with their learning and building their self-esteem	something she cheers me up. She asks me what I have been doing at school and how my swimming lessons are going. She is really special.”
Parent Partnership	Provision of parent workshops delivered by ReCap focusing on the parent/child relationship, parenting tools for managing behaviour/anxieties and more.	<p>In a parent survey, the workshops were rated: 80% Excellent 20% Very Good. Parent feedback included:</p> <ul style="list-style-type: none"> • Very helpful, practical information that you can use now and in the future. • It was extremely well presented, excellent information. I think it should be a must for all parents & can help parents with strategies for mildest anxiety on odd occasions to those that suffer more extreme forms • I thought it was great that parents could air their own anxieties and not feel that they were the only ones. I also found it very informative as it explained a lot for example that the symptoms are real. The part about things being stored in the primitive brain. Also felt the speaker was very helpful with the parents taking time to speak personally to a gentleman who was obviously concerned about his boy. Thank you for the Workshop it was very much appreciated. • One of the best workshops I've been to about raising children. Very practical and excellent trainer. • Very well presented, informative and very very useful • New things and reassuring things. It was brilliant, thank you. • It was one of the best meetings I've attended at school. So valuable, understandable, delivered brilliantly and I am already using the post it note idea and it's working ... thank you for arranging such a valuable workshop. • I thought the workshop was excellent. Really well presented, easy to ask questions and some handy tips offered.
Arts participation	<ul style="list-style-type: none"> • Art based transition project organised by Hordle School and The Arnewood School for vulnerable Year 5 and Year 6 pupils • Pottery workshop 	Children visited the school on several occasions working with both staff and pupils and familiarising themselves with the surroundings. This developed their confidence and prepared them for their next step.
Homework	Free Homework Club pass for FSM pupils	Mathletics scores increased when pupils were attending Homework club as they had access to computers. Teachers reported being able to build more positive relationships with their pupils around homework as they were completing it and returning on time – many were also extremely proud of their homework. This was particularly beneficial to Upper Junior pupils who began to develop appropriate routines in readiness for secondary school.
Teaching assistants	<ul style="list-style-type: none"> • FFT Wave 3 Literacy Intervention based on the principles of Reading Recovery – 3 day training course for TAs • At least 2 TAs in each phase in the afternoons to deliver planned and dynamic interventions for individuals and small groups 	<p>One lead TA was trained in Spring 2015.</p> <p>SENCO has been trained.</p> <p>TA training took place in Summer 2015 for full roll out in September 2015.</p>

The Pupil Premium champion continued in their role: supporting all staff in developing awareness of their P.P. children; monitoring academic performance, club participation and attendance and communicating findings to all staff and governors, putting into place plans of action where required; ensuring FSM children were supported in joining an after school club; meeting with parents and supporting families as needs arose.

IMPACT:

Staff and governors are exceptionally well informed about the needs of PP, strategies, data, children, etc.

Profile has been raised significantly. Exceptional amounts of data analysis, tracking have given senior leaders an informative overview. Governors are provided rich presentations which do not over simplify the groups and are very personal to each cohort. Attendance data is scrupulously tracked and this informs target groups which are assigned to senior leaders for family interventions.



Of the 9 PP children with attendance below 95% in 2013/14, interventions have meant that 6 of those pupils have a higher average attendance than last year.

All FSM pupils received a voucher each term for an after school club of their choice, subsidised music tuition, a school sweatshirt, school PE kit as well as a free homework club pass.

IMPACT:

No FSM pupil is without full uniform, including brand new PE kit.

Club information was analysed and tackled directly for those children not attending.

FSM children taking part in:	1 or more clubs	2 or more clubs	3 or more clubs
Autumn:	96%	60%	26%
Spring:	91%	59%	36%
Summer:	84%	79%	42%

The school continues to work with the families of those not yet taking up their full entitlement, some of whom have legitimate reasons for not doing so.