

## Hawridge & Cholesbury C of E School Pupil Premium Grant

The Pupil Premium Grant is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium Grant is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium Grant also provides funding for children who have been looked after continuously for more than six months and children of service personnel. It is for schools to decide how the Pupil Premium Grant is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. It is expected that this funding is used to help and support these pupils and to ensure they make good progress.

<b>Total number of children on role R – Y7 (July 2016)</b>	<b>177</b>
<b>Total number of children eligible for PPG (July 2016)</b>	<b>14</b>
<b>17 Percentage of children eligible</b>	<b>8%</b>
<b>Total amount of PPG received (2015-16 financial year) based on the 10 children eligible in January 2015</b>	<b>£14,360</b>
<b>Total amount of PPG received (2016-17 financial year) Based on 15 children eligible in January 2016</b>	<b>£32,260</b>
<b>Total amount spent on PPG 2016-17</b>	<b>£26,540.50</b>

### 2015/16

<b>How was grant spent?</b>	<b>Impact on PPG and other children</b>
<ul style="list-style-type: none"> <li>Funding curriculum enrichment activities including workshops and guest speakers and contributions towards school trips.</li> </ul>	16 visits, which includes 2 residential visits, and enrichment activities offered to all children over the year with 98% take up
<ul style="list-style-type: none"> <li>Literacy and maths booster/ intervention support during the school day</li> <li>Additional teaching time to support children in key skills where needed in Year 2</li> <li>Maths &amp; literacy experts to provide booster sessions to Year 3, 5 and 6</li> </ul>	See tables below KS1 reading & writing % of pupils achieving ARE exceeded Bucks and national KS2 Average Scaled scores match Bucks and exceed national in maths and reading. Writing exceeds Bucks and national. Numbers of PPG pupils in school has increased over the year
<ul style="list-style-type: none"> <li>Pre-school phonics booster</li> </ul>	Phonics check results rose from 73.3% to 83%
<ul style="list-style-type: none"> <li>Training and funding for an LSA to work as 'Inclusion Officer' to support vulnerable children at lunchtimes.</li> </ul>	All vulnerable pupils are closely monitored and supported with plans in place as required. OFSTED identified PDW& B as outstanding (Sept '15)
<ul style="list-style-type: none"> <li>Trained LSA staff to provide extra 1 to 1 reading.</li> </ul>	Progress has been seen in the movement of Book Bands colour individual reading levels.
<ul style="list-style-type: none"> <li>Trained staff to run nurture group supporting children with emotional needs, social and behavioural skills</li> </ul>	Children report that they enjoy the sessions and are keen to attend. Staff feel it is helpful. MMS CAHMS pupil questionnaires being used to collect views moving forward.
<ul style="list-style-type: none"> <li>Small group/ 1 to 1 work with a local artist supporting emotional and behavioural needs</li> </ul>	

**End of Key Stage and Year 1 Phonics Performance data for children eligible for PPG  
July 2016**

**Cohort leaving Reception July 2016 (30 children, 3 PPG)**

	<b>Attainment: ELG Expected or exceeding</b>		<b>Progress: Expected</b>	
	H & C PPG	H & C cohort	H & C PPG	Non PPG
<b>Reading</b>	66%	80%	67%	63%
<b>Writing</b>	66%	73.4%	67%	67%
<b>Maths</b>	66%	80%	67%	70%

**Cohort leaving Year 1 July 2016 (30 children, 2 PPG)**

	<b>Age Related expectations</b>	
	PPG	H & C Cohort
<b>Phonics</b>	50%	83%

**Cohort leaving Year 2 July 2016 (30 children, 3 PPG)**

	Age Related expectations		Expected progress – Eys to KS1	
	Pupils at Hawridge & Cholesbury C of E School			
	PPG	H & C Cohort	PPG	H & C Cohort
Reading	66%	82%	100%	74%
Writing	66%	65%	100%	78%
Maths	33%	76%	100%	74%

**Cohort leaving Year 6 July 2016 (17 children, 3 PPG)**

	<b>Age Related expectations</b>	
	PPG	H & C Cohort
<b>Reading</b>	66%	82%
<b>Writing</b>	66%	65%
<b>Maths</b>	33%	76%

Barriers to learning	Planned expenditure	Rationale	How will impact be measured?
Some PPG children's reading, writing and mathematics attainment is lower than those that are not PPG	Extra LSA hours for dedicated time for PPG children to read with an adult.  £13.50 x 2 hours x 38 weeks <b>£1026</b>	'Reading for Pleasure' research carried out by the National Literacy Trust 2016 identifies a link between reading and well-being/ social and emotional development. Reading Agency research found that children with lower reading levels perform significantly less well in their KS SATs, GCSEs and less likely to gain employment as adults. Research also shows that children from disadvantaged backgrounds generally read at home less than other children and their attainment is lower. <a href="https://readingagency.org.uk/about/impact/002-reading-facts-1/">https://readingagency.org.uk/about/impact/002-reading-facts-1/</a>	Summative assessments including: End of Key stage assessments. Rising Stars, Spelling, Punctuation and Grammar, Headstart reading assessments and, NFER Reading ages. Formative assessments including: Planning and assessing against Learning Ladders. Monitoring progress through the Book Bands colour levels, teacher's own judgements when hearing children read and through marking and feedback.
	1 free Homework Club and Story Start place offered to all PPG children.  £10 x 20 pupils x 38 weeks <b>£7600</b>	NFER 'Homework. A review of recent research' found that pupils who spend time on a 'range of after school learning activities (such as reading, homework and extracurricular clubs) perform better.'	Internal tracking of pupils who regularly attend Homework Club and Story Start a minimum of once a week.
	Booster groups for Year 1 phonics  £13.50 x 24 weeks ( 2 terms) <b>£324</b>	Research by Dr Marlynne Grant (Educational Psychologist) found that teaching of systematic phonics is an extremely effective way of driving up literacy standards overall. <a href="http://rrf.org.uk/pdf/Grant%20Follow-Up%20Studies%20-%20May%202014.pdf">http://rrf.org.uk/pdf/Grant%20Follow-Up%20Studies%20-%20May%202014.pdf</a>	Phonics Bug club assessments Practise Phonics Screening checks in Spring and Summer terms.
	Additional LSA Support pms 2.25 x 8 x £13.50 x 38 weeks  <b>£9234</b>	'Making the Best use of TAs' Education Endowment Fund research outlines how Learning Support Assistants can be used to impact on children's learning	Data as for all of above
Some PPG children have emotional needs which impact on their	Art nurture group – £90 x 38 weeks + £300 materials =	The organisation 'Young Minds' <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a> references a range of research about importance of well being on	Through pupil questionnaires, staff observations, parent feedback and Behaviour Monitoring.

well-being and ability to access learning as well as other children	<b>£3720</b> Social nurture group 4 x 30 mins x 12 weeks @£13.50 <b>£324</b>	children's happiness and the impact this has on their learning.	
Some PPG children find social interactions, especially at playtimes difficult and this has a negative impact on their learning.	Playground Inclusion Officer  1 x 1 hour x 5 x 38 weeks @ £13.50 <b>£2565</b>  Additional LSA support focussed on preparing children for playtimes.  5 x 1 hour x 17 weeks @ £13.50 <b>£1147.50</b>	DFE's 'The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes' by Leslie Morrison Gutman & John Vorhaus found that: 'Children's engagement in problem behaviours appears to have a greater negative association with their academic achievement as they proceed through school. • Measures of children's attention problems have been shown consistently to predict lower academic achievement. • Children's attention problems seem to be a stronger predictor of lower academic achievement compared to having aggressive and problem behaviours, especially in younger samples of children.'	Through pupil questionnaires, staff observations, parent feedback and Behaviour Monitoring.
Some families of PPG children are unable to make a voluntary contribution towards school trips.	Subsidise visits for PPG pupils to a maximum of £30 each <b>£600</b>	NEA Research states that ... 'regardless of gender, ethnicity or socioeconomic status, youth who take educational trips have better grades (59 percent), higher graduation rates from high school (95 percent) and college (63 percent), and greater income (12 percent higher annually). In fact, 89 percent said educational trips had a positive, lasting impact on their education and career because the trips made them more engaged, intellectually curious and interested in and out of school.'	Pupil feedback from trips. Assessment data as above.