

Pupil Premium Statement 2018-19



At Hillmorton Primary School we are committed to promoting the progress and attainment of all children, whatever their backgrounds.

What is Pupil Premium funding?

The school receives funding for all pupils who receive free school meals and who have received free school meals in the last 6 years. This is called Pupil Premium funding.

Department of Education statement:

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

How much Pupil Premium funding have we received?

In 2017-18 we received £65,840

In 2018-19 we expect to receive £70,940

How is funding allocated to address inequalities between FSM pupils and non-FSM pupils?

High impact intervention and additional support has always been a priority at Hillmorton to ensure that all pupils, particularly the most vulnerable, reach their potential. The Pupil Premium funding has been allocated to the following provision, but does not cover the total cost.

What are the potential barriers to learning?

- Poor literacy levels restricting access to the curriculum
- Parental engagement
- Resources to support learning at home
- Attendance
- Social and emotional difficulties
- Low aspirations / expectations
- Narrow life experiences outside of school
- Special Educational Needs and Disabilities (SEND)

How we plan to spend the Pupil Premium Funding to overcome these barriers:

Provision	What potential barriers does this address?
Every Child a Reader (ECaR - Reading Recovery) Specialist Teacher	Aimed at KS1 pupils this programme ensures that children reach age related expectations in reading so that they are able to access the curriculum. The programme offers daily 1:1 tuition and relies on a strong partnership between home and school. It is very effective in not only raising achievement to age related expectations in literacy but in building self-confidence and esteem. Potential barriers addressed: - Access to the curriculum, parental engagement, resources to support learning at home, low aspirations / expectations, SEND.
Every Child Counts (ECC - Numeracy	This KS1 programme offers 1:1 tuition for children who fall below expected levels of achievement in maths. Like ECaR it relies on a strong home/school partnership. It has a very successful track record in raising levels of attainment

Recovery) Specialist Teacher	to age related expectations. ^[L] _[SEP] Potential barriers addressed: - Parental engagement, resources to support learning at home, low aspirations / expectations, SEND.
One to one tuition (1:1) and targeted small group support for Key Stage 2 pupils	Personalised tuition is offered to KS2 children who are achieving below age related expectations in reading, writing or maths. This personalised learning ensures that children make accelerated progress or sustain good progress. ^[L] _[SEP] Potential barriers addressed: - Access to the curriculum, parental engagement, resources to support learning at home, low aspirations / expectations, social and emotional difficulties, SEND.
Achievement for All (AfA)	This programme is offered to pupils who need additional support to reach their potential in both KS1 and 2. Pupils have additional support at school and daily homework which goes in their “Blue Wallets”. Teachers set targets for each pupil and meet with parents every half term to discuss progress and how to overcome any barriers to learning. This programme relies on a strong home/school partnership. It is very effective in raising levels of achievement and in motivating. Potential barriers addressed: - Access to the curriculum, parental engagement, resources to support learning at home, low aspirations / expectations, SEND.
Building Reading Potential (BRP)	In order to sustain/accelerate progress in Reading, participating pupils receive daily support. LSA’ and TA’s who deliver this programme have received specialist training. ^[L] _[SEP] Potential barriers addressed: - Access to the curriculum, resources to support learning at home, low aspirations / expectations, SEND.
Early and Additional Literacy Support (ELS & ALS)	Delivered by trained TA’s and LSA’s to pupils in KS1, this additional support, successfully raises attainment and achievement in reading and writing. Potential barriers addressed: - Access to the curriculum, resources to support learning at home, low aspirations / expectations, SEND.
Special Educational Needs Coordinator (SENCo)	We employ a specialist SENCo from the Early Intervention Service who manages and delivers interventions at our school to the most vulnerable pupils. Our SENCo draws up and monitors Individual Education Plans for pupils who need additional support, and manages Statements of Educational Need for pupils who have more complex learning needs. Our SENCo manages a small team of Learning Support Assistants who deliver interventions in small groups to targeted pupils. Potential barriers addressed: - Access to the curriculum, parental engagement, resources to support learning at home, low aspirations / expectations, social and emotional difficulties, SEND.
Dedicated Learning Support	Our LSA’s are trained to deliver high impact interventions to raise attainment and achievement to pupils with identified learning needs. ^[L] _[SEP]

Assistants (LSA's)	Potential barriers addressed: - Access to the curriculum, low aspirations / expectations, social and emotional difficulties, SEND.
Teaching Assistants for each class	All classes have a dedicated Teaching Assistant who supports learning. Potential barriers addressed: - Access to the curriculum, low aspirations / expectations, social and emotional difficulties, SEND.
Foundation Stage – additional TA support	To ensure that all pupils, particularly the most vulnerable, are well supported in their early learning we employ additional support (over and above the class TA) each morning. ^[SEP] Potential barriers addressed: - Access to the curriculum, SEND.
More Able Pupil Provision	We provide additional support for more able pupils with differentiated activities and tuition throughout the year as well as access to external opportunities such as the Primary Maths Challenge, National Young Mathematicians Competition, More Able Science Workshops etc. Potential barriers addressed: - Access to the curriculum, low aspirations / expectations, narrow experiences outside of school.
Learning Mentor	We employ a specialist Learning Mentor who provides support for individual children across the school. Our Learning Mentor is also part of a professional network that supports the running of our Nurture Group, "The Hub." ^[SEP] Potential barriers addressed: - Access to the curriculum, low aspirations / expectations, social and emotional difficulties, parental engagement, attendance, narrow life experiences outside of school, SEND.

How do we measure the impact of the Pupil Premium grant?

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated regularly through phase meetings and more formally during half termly Pupil Progress meetings which involve representatives from the SLT, our SAFS team (Student and Family Support) as well as the class teacher and phase leader.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who may be involved;
- pupils books
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The Governors' Performance and Standards Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

We review the impact of our Pupil Premium spending half termly, including external review with our

School Improvement Partner, and adapt our strategy according to specific group needs. Impact data is formally shared with Governors on a termly basis and our strategy reviewed and approved.

We track the progress of all of our pupils in school every six weeks. We compare pupils according to different characteristics including those in receipt of Pupil Premium (PP).

A formal Pupil Premium Review by an external auditor takes place on an annual basis. The date for the next Pupil premium Review is **October 2018**