

Pupil Premium Report

July 2018

Hurst Green Church of England School and Nursery has 131 pupils.
(National average 263)

In 2017-18 16% of pupils were eligible for pupil premium.
(National averages are 26.6%)

Introduction about Pupil Premium

The Pupil Premium is additional funding given to schools to:

- raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- support children and young people with parents in the regular armed forces.

The Pupil Premium is allocated to schools for pupils, in Years R to 11, that are known to be eligible for free school meals (FSM) or who have been eligible for FSM in the past six years (Ever 6).

More information is available on the Department for Education website.

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

Summary of spending and actions taken 2017-8

- Phonics intervention by teachers, specifically in years 1.
- Teacher to target underachievement for English and Maths in Year 6.
- Early intervention and group work by qualified Speech and Language therapist.
- Follow-up group work by teaching assistant for Speech and Language therapy.
- Support from East Sussex Literacy, Learning and Support Services (now CLASS – Communication, Learning and Autism Support Service)
- Funding for breakfast and after school clubs for vulnerable pupils.
- Providing external counselling to alleviate barriers to learning.
- Termly pupil progress meetings to discuss pupil premium pupils and their progress and appropriate intervention.

Impact of strategies

- Phonics intervention by teachers, specifically in years 1.

	Percentage: Pupil Premium Children	Percentage: Non-Pupil Premium Children
Year 1 Phonics (2 children)	100%	69%
<i>Overall Phonics 77% (National Average 81%),</i>		

- Teacher to target underachievement for English and Maths in Year 6

6 Pupil Premium children	Percentage of PP children at ARE July 2017	Percentage of PP children at ARE July 2018
Reading	0%	17%
Writing	0%	50%
Maths	0%	33%

- Early intervention and group work by qualified Speech and Language therapist.
- Follow-up group work by teaching assistant for Speech and Language therapy.

Needs identified and action plans set.

- Funding for breakfast and after school clubs for vulnerable pupils.
- Providing external counselling to alleviate barriers to learning.

	2016-2017	2017-2018
Pupil Premium	92.36	94.77
Non Pupil Premium	96.07	95.80
Whole School	94.5	95.7

- Termly pupil progress meetings to discuss pupil premium pupils and their progress and appropriate intervention.

Pupil progress meetings carried out in terms 2,4 and 6 evidenced the fact that the progress of disadvantaged children was consistently more than expected.

		Reading	Writing	Maths
Expected progress	Term 2	1.0	1.0	1.0
	Term 4	2.0	2.0	2.0
	Term 6	3.0	3.0	3.0
Disadvantaged Progress	Term 2	1.1	1.2	1.2
	Term 4	2.4	2.4	2.3
	Term 6	3.8	3.8	3.6

Objectives 2018/9

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups.

Tackle historic underachievement in KS1. The classes have been restructured to reflect the needs of the children. Focused teaching assistant time will focus on English and Maths pre-learning to accelerate achievement. These will be in Year 6, and Year 3.

A SENCO has been employed to train TAs to provide interventions across the school. They will also ensure all disadvantaged children have an education to meet their needs to enable accelerated progress.

A Speech and Language Therapist will screen and identify speech and language related barriers to learning. A speech and language teaching assistant will work under their direction to ensure that effective interventions are in place to accelerate progress for children with speech and language needs.

To ensure funded wrap around care is available to our most vulnerable pupils. This will enable them to have a healthy breakfast and a settled start and end to the school day.

How much Pupil Premium we will receive in 2018/2019

£26,700 in addition to a carry forward of £8,890

Review Date February 2018

Barriers to Learning	Cost	Action	Success Criteria
Historic Underachievement in KS2 (Years 5 and 6)	£11954	TA – To provide intervention groups to narrow gaps in learning.	Cohort meets FFT20 targets.
Speech and Language difficulties	£3000	Speech and Language Therapist to provide advice and training for staff and develop programmes to meet specific needs of children.	Targeted intervention resulting in accelerated progress.
Historic Underachievement in KS1	£5723 KS1 Maria Phillips	Speech and Language interventions 1:1 Reading intervention. 1:1 Precision Phonics for children who did not reach the required standard at the end of Year 1. Small group targeted support before main teaching class delivered by support staff.	Year 1 phonics ARE is above the national average. Year 2 cumulative score is above the national average. Accelerate the progress of KS2 year groups to increase the % of children achieving ARE.
Ensuring that wrap around care is available to our most vulnerable pupils.	£3074	Funded Breakfast and After School Clubs	Improved attendance and relationships with families.
SEN children are unable to access the curriculum.	£9119 (Half-day SENCO)	Teachers involved in discussions with senior leaders related to pupil attainment and progress, review of provision.	Targeted, effective intervention results in accelerated progress for disadvantaged children.
Social and emotional difficulties: Using an external counselling service helps to alleviate future barriers to learning.	£2000 (School Counsellor)	Targeted children to have rapid access to counselling services when required.	Psychological barriers to learning are minimised, attendance is above the national average.
Not all children have	£300		To ensure all pupils have

access to learning opportunities due to financial barriers.	<i>(Residential trips)</i>		access to school visit to enrich their curriculum and remove the potential cost barrier.
CLASS	£420	To support transition to secondary school, including staff time for transition.	To ensure that all pupils have a smooth transition and their needs continue to be met.