



Pupil Premium Spending Statement 2013/14

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between pupils in specific groups. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most.

Schools are funded Pupil Premium @ £953 (an increase of £53) per pupil for

- all pupils who are eligible for free school meals (FSM).
- all pupils who have been eligible for free school meals (FSM) at any point during the last 6 years.
- all pupils who have been looked after continuously for more than six months by someone other than their immediate family.

Schools are funded a further £600 per pupil for

- all pupils who have parent/carers in the armed services

The government awards the funding to help raise attainment for these pupils. National data shows that as a group nationally, pupils who have been eligible for FSM's at any point in time have consistently lower educational attainment than those who have never been eligible for FSM's.

All schools are required to publish, on their websites, what the funding they have received and how the money is being spent. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

At Hilltop we are making provision for socially disadvantaged pupils, however we also recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being socially disadvantaged.

The total Pupil Premium funding for Hilltop Primary School for the financial year 2013/14 was **£128,302**

How we have used our Pupil Premium funding 2013/14

Area	Action <i>Brief summary of the intervention or action.</i>	Cost	Impact <i>What did the action or activity actually achieve.</i>
ACHIEVEMENT	We do trips every half term to widen children's experiences and enable them to access the learning. We heavily subsidise these trips.	£4000	Children were able to access the curriculum and make accelerated progress.
QUALITY OF TEACHING	Targeted intervention groups delivered by trained support staff removing barriers and guarantee accelerated progress	£74,900	Children who were not making the expected level of progress enhanced their level by the end of the year as a result of intervention. A strong focus on basic skills will enabled pupils to gain the skills and knowledge that they need to reach higher levels.
	Curriculum resources to promote more skills based learning. <ul style="list-style-type: none"> • Reading books • Target cards • ICT - install clever touch screens 	£4,972 reading books £850 - PTS £9,000	All children were engaged in the learning by doing more. Pupils became more confident in their main classes and increased their participation whilst positively impacting on behaviour.
	Year 6 do a residential trip to an adventure centre every year. We heavily subsidise this.	£1000	Children were taught the skills to work co-operatively with others and have an opportunity away from any family pressures. 92% of year 6 children achieve level 4+ English and maths combines in 2012 compared to 31% in 2009
	All pupils experience the enrichment of a pantomime either at the theatre or in school at no cost to the family.	£3200 £400	Children had the opportunity to have first-hand experience of drama promoting good speaking and listening skills.
	'Talk for writing' training and additional phonics training to improve writing results throughout school using various strategies and initiatives.	£1450	Improved phonic skills and writing skills throughout school. Enhancing children's vocabulary and sentence structure skills.
BEHAVIOUR AND SAFETY	We have a team of people including a therapist, to meet the needs of our most vulnerable children.	£6,950	Parents and children felt supported. Parents engaged with the school and children were in everyday and focussed on their learning. Improved behaviour and confidence of targeted pupils.
	We implement the PASS survey to identify the social and emotional needs of our individual pupils.	£900 annually	Pastoral support programmes ensured the social and emotional needs of our pupils are met enabling them to access their learning more effectively.
	We address personal and social aspects	£350	Staff confidently discussed

	of learning for KS2 pupils through the implementation of Miss Dorothy Books		concerning issues relating to individual or groups of children both in school and issues that may have arisen out in the community.
	We employ an attendance support staff member and an additional EWO support, who monitors attendance and supports parents to enable them to get their children to school every day.	£8,980 £3,000	Attendance was 90.29% (2009/2010) 92.15%(2010 - 11) 93.12% (2011 - 12) 93.78 (2012 - 2013) 96.2% (2013 - 2014)
	Implemented the electronic SIMMS system into classes to enable staff to monitor attendance and address lateness with parents	£2000	Improved attendance - achieving at least National Average 95% 96.2% whole school 96% FSM
	Attendance system implemented (vivo-stars) to provide incentives for parents and children to improve whole school attendance and reduce persistent absenteeism.	£500	Improved attendance - achieving at least National Average
	Additional support teacher 1-1 mentoring	£5,850 1 day a week	Accelerated progress with a focus on early intervention enabled children to achieve age related expectations.
	Total	£128,302	

The impact of Pupil Premium and how it is making a difference.

	2012/13			2012/13			2013/14			2013/14		
	SCHOOL			NATIONAL			SCHOOL			NATIONAL		
	FSM/ CLA	Non FSM/ CLA	In school gap	FSM/ CLA	Non FSM/ CLA	National gap	FSM/ CLA	Non FSM /CLA	In school gap	FSM/ CLA dis	Non FSM/ CLA dis	Natio nal gap dis
% Level 4+ in Reading	92	100	-8	78	89	-11	94	100	-6	82	92	-10
% Level 4+ in Writing	85	100	-15	74	87	-13	89	92	-3	76	89	-13
% Level 4+ in SPaG	85	80	+5	62	79	-17	94	100	-6	66	81	-15
% Level 4+ in Maths	92	100	-8	77	88	-11	94	100	-6	78	90	-12
% L4+ in Ma, R, W	100	85	-15	63	81	-18	89	92	-3	67	83	-16
% L5 in Reading	69	70	-1	30	51	-21	89	92	-3	35	56	-21
% L5 in Writing	15	40	-25	17	36	-19	22	17	+5	20	39	-19
% L5 in Maths	27	38	-11	27	47	-20	67	46	+19	28	48	-20
% L5 in SPaG	31	60	-29	34	53	-19	83	58	+25	39	58	-19
% L5 in Ma, R, W	15	30	-15	10	26	-16	17	17	0	12	29	-17

Our school performance data clearly indicates that pupils eligible for Pupil Premium funding (FSM) achieve significantly better than that group of pupils nationally in reading, writing, SPaG and maths at the end of key stage 2. The table above clearly highlights the positive impact the funding has had on narrowing the gap between FSM and Non-FSM pupils within school for 2014 whilst also showing the notable improvement from 2013 data.

Average Point Scores

	2012/13			2012/13			2013/14			2013/14		
	SCHOOL			NATIONAL			SCHOOL			NATIONAL		
	FSM/ CLA	Non FSM /CLA	In school gap	FSM/ CLA	Non FSM/ CLA	National gap	FSM/ CLA	Non FSM /CLA	In school gap	FSM/ CLA	Non FSM/ CLA	National gap
APS in Maths, reading and Writing,	29.3	29.9	-0.6	26.7	29.1	-2.4	30.3	30.0	+0.3	27.0	29.4	-2.4
APS in reading	30.2	31.2	-1.0	26.9	29.2	-2.3	31.7	32.5	-0.8	27.5	29.7	-2.2
APS in Writing	26.5	29.4	-2.9	25.9	28.3	-2.4	27.7	27.5	+0.2	26.2	28.6	-2.4
APS in SPaG	27.5	29.4	-1.9	26.2	28.4	-2.2	32.0	30.5	+1.5	26.9	29.4	-2.5
APS in Maths	30.2	29.4	+0.8	27.0	29.5	-2.5	31.0	30.0	+1.0	27.2	29.8	-2.6

Average point scores have improved from 2012/13 clearly demonstrating that we are above National levels. Progress is outstanding across school in reading and maths, good in writing.

Expected Progress

Making 2 levels progress in:	2012/13			2012/13		2013/14			2013/14	
	School			NATIONAL		SCHOOL			NATIONAL	
	FSM/CLA	NON FSM/CLA	GAP	NON FSM/CLA	Gap between school and national	FSM/CLA	NON FSM/CLA	GAP	NON FSM/CLA	Gap between school and national
- In Reading	100	100	0	89	+11	94	100	-6	92	+2
- In Writing	85	100	-15	93	-8	100	100	0	94	+6
- In maths	92	100	-8	90	+2	94	100	-6	91	+3
- 3 Levels + Reading	54	60	-6	29	+25	81	79	+2	34	+47
- 3L+ Writing	15	40	-25	31	-16	38	38	0	38	0
- 3+L Maths	54	30	+24	34	+20	75	38	+37	38	+37

Impact of Pupil Premium

The table below shows how effective the interventions were to narrow the gap between FSM and non FSM pupils

Pupil Progress year ending	End of year progress 2014								
	Reading			Writing			Maths		
	School	FSM	Non FSM	School	FSM	Non FSM	School	FSM	Non FSM
Year 1	5.3	5.2	5.4	5.5	4.7	5.8	5.3	5.1	5.4
Year 2	5.0	4.9	5.0	4.4	4.8	4.2	4.3	4.3	4.3
Year 3	5.0	4.4	4.1	4.0	4.1	3.4	4.0	3.1	3.4
Year 4	5.1	5.4	4.9	3.9	3.9	3.9	3.9	3.8	4.0
Year 5	3.9	3.9	3.9	3.0	2.6	3.3	3.6	3.2	3.9
Year 6	5.5	5.1	5.7	4.8	5.3	4.6	5.6	6.0	5.4

Key  Above expected progress  Expected progress  Below expected progress

Achievement

The support put in place, as appropriate, for pupils receiving free school meals results in those pupils making expected or above expected progress. Close observation of the results achieved by pupils receiving free school meals ensures that if a pupil should show signs of falling behind, they are provided with the necessary support offered by one of our interventions programmes.

We continuously monitor levels of progress and attainment for all pupils very carefully. Where pupils would benefit from additional support to boost their learning, this funding provides the opportunities that we are able to offer. The funding is used on a priority basis to support any pupil who needs it in order to achieve at least the levels expected for their age. This is reviewed on a termly basis so that the allocation is appropriate according to current levels of attainment and rates of progress. Funding supports the acquisition of skills in Literacy and Numeracy but also the social and emotional needs of our pupils.

Quality of Teaching and Learning

Teachers are focussed on differentiated for groups of all learners and are moving away from whole class teaching in order to target the learning more effectively within each lesson. There is evidence that teaching is 100% good and 46% outstanding.

In addition to the above, the school recognises the fundamental importance of quality first teaching for all its pupils. We have therefore used our staff development time to focus on securing consistently good teaching and learning with much moving to outstanding. We have reviewed our approach to marking and feedback, the use of effective questioning and enabling children to understand how to be effective learners.

The quality of teaching and learning is central to all pupils making progress throughout school and through the targeted intervention groups delivered by quality trained support staff enabling the pupils to remove any barriers to learning and guarantee accelerated progress. The strong focus on the basic skills enable the pupils to gain the skills and knowledge that they need to reach higher levels.

The enriched curriculum ensures all children are engaged in the learning by doing more. Pupils are more confident in their main classes and this increases their participation whilst positively impacting on behaviour.

Behaviour and Safety

Pupils' attitudes to learning are of an equally high standard across school, incidences of low-level disruption in lessons are extremely rare. Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. Staff and pupils are unreservedly positive about both behaviour and safety. Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality, which is identified through external visitors

Through the implementation of Miss Dorothy and focused lessons all groups of pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

How we know that we are spending our Pupil Premium effectively and that it is 'narrowing the gap'.

- Our Pupil Premium spending action plan includes performance measures and all of our spending priorities are evaluated and reviewed to ensure that they are successfully improving outcomes for children.
- Our school performance data shows that in all key stages, pupils eligible for Pupil Premium funding make good or better progress in Reading, Writing and Maths, and in the vast majority of classes and subjects, they make similar progress to those children not eligible for Pupil Premium.
- The pupils receiving additional support have made accelerated progress and are now closing the gaps in attainment.
- Many families have received targeted interventions to support their children's learning.
- Pastoral work targets the most vulnerable pupils to support their emotional needs .
- All classes have a wide range of phonic materials to promote reading. Consequently this year has been phenomenal and attainment in KS1

2014/15 year's allocation is £182,300

Schools are funded Pupil Premium @ £1300 (an increase of £347) per pupil for

- all pupils who are eligible for free school meals (FSM).
- all pupils who have been eligible for free school meals (FSM) at any point during the last 6 years.

Schools are funded a further £300 per pupil for

- all pupils who have parent/carers in the armed services

Schools are funded a further £1900 per pupil for

- all pupils who have been looked after continuously for more than six months by someone other than their immediate family.

Children eligible for free school meals:

Year	Number of children in the year group	Number of children who are FSM	Percentage of children that are FSM
Nursery	50	-	-
Reception	53	13	25%
Year 1	47	11	23%
Year 2	49	8	16%
Year 3	49	12	24%
Year 4	52	17	33%
Year 5	38	9	24%
Year 6	45	20	44%
Total	383	90	24%

Our planned expenditure for 2014/15 is as following:

Area	Action	Cost	Impact
ACHIEVEMENT	We do trips every half term to widen children's experiences and enable them to access the learning. We heavily subsidise these trips.	£5000	Children are able to access the curriculum and make accelerated progress.
QUALITY OF TEACHING	Targeted intervention groups delivered by trained support staff and teachers removing barriers and guarantee accelerated progress.	£98,892	Children who are not making the expected level of progress then meet their level by the end of the year as a result of intervention. A strong focus on basic skills will enable pupils to gain the skills and knowledge that they need to reach higher levels.
	Continued professional development - using National best practice to inform staff CPD, remove barriers to learning and lead more effective teaching and learning. Access Jane Reed training to 'deepen learning. SLE staff to access OTP and ITP to enhance teaching and learning.	£14,000	Teachers will understand the difference between surface and deep learning. A strong focus on effective questioning raising the outcomes to an outstanding level of teaching and learning.
	Curriculum resources to promote more skills based learning. <ul style="list-style-type: none"> • ICT - invest in mini ipads to enhance teaching and learning for staff and pupils • Clevertouch screens 	£11,792 £15,835	To ensure all children are engaged in the learning by doing more. Pupils become more confident in their main classes and this increases their participation whilst positively impacting on behaviour.
	Year 6 do a residential trip to an adventure centre every year. We heavily subsidise this.	£1000	Children are taught the skills to work co-operatively with others and have an opportunity away from any family pressures. 98% of year 6 children achieve level 4+ reading, 90% writing and 98% in maths.
	All pupils experience the enrichment of a pantomime either at the theatre or in school at no cost to the family.	£3200 £400	Children have the opportunity to have first-hand experience of drama promoting good speaking and listening skills.

	'Talk for writing' training and additional phonics training to improve writing results throughout school using various strategies and initiatives.	£1450	Improved phonic skills and writing skills throughout school. Enhancing children's vocabulary and sentence structure skills.
	To fund an IT specialist 1 day a week to promote new technologies in order to raise attainment	£2,600	Improved technologies enhancing teaching and learning
	Subscription to Sumdog promoting continuous learning at home and at school	£612	Enhanced learning opportunities for pupils and their parents, fun interactive online games supporting and challenging mental maths skills
	Subscription to TES, providing a bank of teaching and learning opportunities to enhance the new curriculum.	£220	Enhanced teaching and learning skills promoting the new curriculum.
	Whole school subscription to Phonicsplay, enhancing teaching and learning opportunities across the whole school, promoting high quality interactive phonics teaching.	£120	Promoting and enhancing teaching and learning of phonic skills.
	Subscription for Childrens university, providing a wide range of extended schools provision.	£200	Enhanced after school curriculum provision for all pupils
BEHAVIOUR AND SAFETY	We have a team of people including a therapist, to meet the needs of our most vulnerable children.	£8,950	Parents and children feel supported. Parents engage with the school and children are in everyday and focussed on their learning. Improved behaviour and confidence of targeted pupils.
	We implement the PASS survey to identify the social and emotional needs of our individual pupils.	£1000 annually	Pastoral support programmes ensures the social and emotional needs of our pupils are met enabling them to access their learning more effectively.
	We address personal and social aspects of learning for KS2 pupils through the implementation of Miss Dorothy Books	£850	Staff can confidently discuss concerning issues relating to individual or groups of children both in school and issues that may arise out in the community.
	We employ an attendance support staff member and an additional EWO support, who monitors attendance and supports parents to enable them to get their children to school every day.	£8,980 £3,000	Attendance was 90.29% (2009/2010) 92.15%(2010 - 11) 93.12% (2011 - 12) 93.78 (2012 - 2013) 96.2 (2013-2014)
	Implemented the electronic SIMMS system into classes to enable staff to monitor attendance and address lateness with parents	£2000	Improved attendance - achieving at least National Average 95% 95.5% whole school 95% FSM
	Attendance system implemented (vivo-stars) to provide incentives for parents and children to improve whole school attendance and reduce persistent absenteeism.	£500	Improved attendance - achieving at least National Average
	Implement an effective nurture group in school using the 'Boxhall profiles', establishing a targeted enrichment programme for our intervention pupils	£600	For pupils to achieve intended outcomes for the nurture group, evident through clear evaluations. Positive impact identified using the Boxhall profiles. For pupils to make accelerated progress in reading, writing and maths. (APS) Fewer recorded behaviour incident for targeted pupils.
	Implement CPOMS system in school to enhance the record keeping of any behavioural issues or safeguarding concerns	£900	More efficient system for the monitoring of safeguarding and behaviour issues, enabling allocated staff to ensure a clear overview across the whole school.
	Total	£182.101	