



Pupil Premium Spending Statement for 2015/16

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 @ £1320 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 EYFS pupils who are eligible for the funding

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.

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.

How we used our funding for 2014/15

The total Pupil Premium funding for Hilltop Primary School for the financial year 2014/15 was **£182,300**

Area	Action	Cost	Impact
ACHIEVEMENT	We organised a celebration event for our year 6 pupils to recognise their achievements.	£325	Children attended a celebration event for their achievement throughout the year. Data indicates that the progress of PP pupils across KS1 is outstanding in all reading, writing and maths. In KS2 end of year data demonstrates that all groups of learners at level 4 in reading, writing and maths are out performing national statistics from 2014. School data identifies that across KS2 APS progress is at least good with the exception of one year group in reading and writing. This will be a focus cohort for additional support and intervention.
QUALITY OF TEACHING	To improve the quality of teaching and learning with enhanced literacy and numeracy resources	£8,300	Children were able to access a range of resources to deepen their knowledge and understanding. Triangulation meetings
	Targeted intervention groups delivered by trained support staff removing barriers and guarantee accelerated progress	£105,198	Children who were not making the expected level of progress were provided with additional support and intervention. A strong focus on basic skills enabled pupils to gain the skills and knowledge that they need to reach higher levels. Accelerated progress with a focus on early intervention enabled

	Additional support teacher 1-1 mentoring		<p>children to achieve age related expectations.</p> <p>In reading - KS1 Pupil premium 27/29 (93%) met/exceeded target KS2 Pupil premium 57/84 (68%) met/exceeded target KS1 Non Pupil premium 59/64 (92%) met/exceeded target KS2 Non Pupil premium 68/92 (74%) met/exceeded target</p> <p>In writing - KS1 Pupil premium 25/29 (86%) met/exceeded target KS2 Pupil premium 32/84 (38%) met/exceeded target KS1 Non Pupil premium 57/64 (89%) met/exceeded target KS2 Non Pupil premium 53/92 (58%) met/exceeded target</p> <p>In maths - KS1 Pupil premium 27/29 (93%) met/exceeded target KS2 Pupil premium 41/84 (49%) met/exceeded target KS1 Non Pupil premium 61/64 (95%) met/exceeded target KS2 Non Pupil premium 28/92 (30%) met/exceeded target</p>
	<p>Continued professional development - using National best practice to inform staff CPD, remove barriers to learning and lead more effective teaching and learning.</p> <p>Access Jane Reed training to 'deepen learning.</p> <p>Talk for writing' training and additional phonics training to improve writing results throughout school using various strategies and initiatives.</p>	<p>£14,394</p> <p>£850</p>	<p>Teachers have strengthened their knowledge and understanding of the difference between surface and deep learning.</p> <p>A strong focus on effective questioning raising the outcomes to an outstanding level of teaching and learning.</p> <p>Improved phonic skills and writing skills throughout school. Enhancing children's vocabulary and sentence structure skills.</p> <p>End of year phonics assessment clearly demonstrates the positive impact on PP pupils.</p> <p>86% of the year group passed 91% of PP pupils passed. 82% of Non PP pupils passed.</p> <p>This is an increase on the previous years attainment results.</p>
	<p>Curriculum resources to promote more skills based learning.</p> <ul style="list-style-type: none"> • ICT - invest in mini ipads to enhance teaching and learning for staff and pupils • Clevertouch screens • Micro librarian 	<p>£33,113</p> <p>£461</p>	<p>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.</p>
	Year 6 did a residential trip to an adventure centre every year. We heavily subsidise this.	£871	<p>Children were taught the skills to work co-operatively with others and have an opportunity away from any family pressures.</p> <p>96% of year 6 children achieve level 4 reading, 96% writing and 96% in maths.</p>
	All pupils experienced the enrichment of a pantomime either at the theatre or in school at no cost to the family.	£3,149	<p>Children had the opportunity to have first-hand experience of drama promoting good speaking and listening skills.</p>
	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	<p>Enhanced learning opportunities for pupils and their parents, fun interactive online games supporting and challenging mental maths skills</p> <p>End of year data demonstrates that</p> <p>In maths - KS1 Pupil premium 27/29 (93%) met/exceeded target KS2 Pupil premium 41/84 (49%) met/exceeded target KS1 Non Pupil premium 61/64 (95%) met/exceeded target KS2 Non Pupil premium 28/92 (30%) met/exceeded target</p>
	Subscription to TES, providing	£220	Enhanced teaching and learning skills promoting the new curriculum.

	a bank of teaching and learning opportunities to enhance the new curriculum.		
	Additional subscriptions to enhance teaching and learning across school	£2,100	Enhanced learning opportunities for pupils .
	Whole school subscription to Phonicsplay, enhancing teaching and learning opportunities across the whole school, promoting high quality interactive phonics teaching.	£120	Promoted and enhancing teaching and learning of phonic skills. Year one phonics data 86% passed an increase of 8% from last year.
	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 had a team of people including a therapist, to meet the needs of our most vulnerable children.	£4,200	Parents and children felt supported. Parents engaged with the school and children are in everyday and focussed on their learning. Improved behaviour and confidence of targeted pupils.
	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.	£8,200 £1,382	Attendance was 90.29% (2009/2010) 92.15%(2010 - 11) 93.12% (2011 - 12) 93.78 (2012 - 2013) 96.2 (2013-2014) 95.7% (2014-2015)
	Implemented the electronic SIMMS system into classes to enable staff to monitor attendance and address lateness with parents	£1,465	Improved attendance - achieving at least National Average 95% The attendance of PP pupils
	Attendance system implemented (vivo-stars) to provide incentives for parents and children to improve whole school attendance and reduce persistent absenteeism.	£600	Improved attendance - achieving at least National Average
	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.
	We implement the PASS survey to identify the social and emotional needs of our pupils	£900	Pastoral support programmes ensured the social and emotional needs of our pupils are met enabling them to access their learning more effectively. Boxhall profiles show impact in key areas for all pupils.
	Total	£190,160	

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

Our school performance data indicates that pupils eligible for Pupil Premium funding achieve significantly better than that group of pupils nationally in reading, writing and maths at the end of key stage 2.

% L2+ at end of year 2	2015			2014		
	Reading	Writing	Maths	Reading	Writing	Maths
Year group	100%	100%	98%	94%	88%	98%
FSM pupils	100%	100%	100%			
Nationally FSM						

% L4+ at end of year 6	2015			2014		
	Reading	Writing	Maths	Reading	Writing	Maths
Year group	96%	96%	96%	98%	90%	98%

FSM pupils	91%	91%	91%	94%	89%	94%
Nationally FSM	100%	100%	100%	82%	76%	78%

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 2014/15								
	Reading			Writing			Maths		
	School	PP	Non PP	School	PP	Non PP	School	PP	Non PP
Year 1	5.4	5.2	5.4	5.5	5.3	5.6	5.7	6.2	5.7
Year 2	5.2	4.9	5.0	4.4	4.8	4.2	4.5	4.3	4.3
Year 3	4.6	3.7	4.0	3.9	4.1	3.4	3.9	3.6	4.1
Year 4	4.2	4.4	3.9	3.3	3.8	3.8	3.8	3.9	3.5
Year 5	3.6	3.0	4.2	3.6	3.3	3.9	4.0	3.7	4.2
Year 6	3.9	3.5	3.3	4.9	5.0	4.7	4.8	4.9	4.8

Key  Outstanding  Good  Requires Improvement  Inadequate

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.

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 can add to 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.

Effective monitoring and evaluation of the impact of spending

At Hilltop Primary we use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked. We have ensured that all support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve. We are systematically focusing on giving pupils clear, useful feedback about their work, and ways that they could improve it.

A designated senior leader is leading on the 'Pupil Premium' initiative ensuring that there is a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils, ensuring that class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.

Achievement

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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 93% is good or above - 40% is 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

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

Our Pupil Premium allocation for 2015/16 is £175,380

Children eligible for free school meals 2015/16:

Year	Number of children in the year group	Number of children who are PP	Percentage of children that are PP
Nursery	49	-	-
Reception	49	13	27%
Year 1	51	13	25%
Year 2	43	11	26%
Year 3	48	20	42%
Year 4	45	16	36%

Year 5	52	31	57%
Year 6	35	13	37%
Total	372	117	31%

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.

Our planned spend for 2015/16 is: -

Our planned expenditure for 2014/15 is as following:- Pupil premium used for:	Amount allocated to intervention/action?	Is this a new or continued activity or cost?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Improving the quality of teaching and learning (training)	£14,000	Continuous	Continuing Professional Development in response to new initiatives and triangulation meetings in summer 2015 - - Marking and feedback - Building on prior learning - Effective questioning - Self & peer assessment - Assessing without levels - NPQSL - Jane Reed	To use the National best practice to inform staff CPD, remove barriers to learning and lead to more outstanding T&L For all teaching and learning to be at least good. For staff to secure at least 'good' lesson observation, triangulated with progress and work scrutinies	Spring/Summer term lesson observations, pupil progress data and outcomes from work scrutiny. End of year triangulation meetings	
Additional classroom support	£96,000	Continuous	Targeted intervention groups/programmes delivered by trained support staff removing barriers for learning and guarantee accelerated progress.	For identified target children to reach targets and age related expectations, making accelerated progress	Monitored by - class teacher on a weekly basis. - discussions during phased meeting - termly progress meetings. Reported to Governors	

Phonics/reading intervention	£500	Continuous	<p>Targeted intervention supporting reading and phonics.</p> <p>To work with small intervention groups to provide intensive phonic skills sessions</p>	<p>To raise the progress and attainment of pupil premium learners within reading and writing so the gap to non-pupil premium pupils shows improvement across school</p>	<p>Monitored by half termly pupil progress meeting with MH</p> <p>Fortnightly Phase meetings</p>	
Intensive T&L support for targeted year groups/cohorts		New in 2015/16	<p>To provide additional support to identified year groups where target groups of children have been identified from tracking assessment data.</p> <p>Deployment and target children discussed with class teachers at phase meetings and pupil progress meetings.</p>	<p>For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews.</p>	<p>Monitored by</p> <ul style="list-style-type: none"> - class teacher on a weekly basis. - discussions during phased meeting - termly progress meetings. <p>Reported to Governors</p>	
SCS Therapy Nurture Group	£4,500	Continuous	<p>A specialist therapist is employed, to meet the needs of our most vulnerable children in school.</p> <p>To provide enrichment and nurture provision for individuals to remove the barriers to learning.</p>	<p>For identified target pupils to work towards removing barriers to learning.</p> <p>Reports to AHT and HT.</p>	<p>Impact evidenced through caseload evaluations provided by therapist show significant improvements in attitudes towards learning.</p>	
Attendance support SIMMS EWO Attendance Officer	£10,500	Continuous	<p>Employment of an attendance support staff member and additional EWO, who monitors attendance and supports parents to enable them to get their children to school every day.</p>	<p>Improved attendance - achieving at least National Average.</p> <p>Targeted parents signposted to additional agencies (school nurse). To work towards removing barriers to learning.</p> <p>Targeted pupils closely monitored and liaison with parents informing of attendance.</p>	<p>Monitored by NC and Office support staff every week.</p> <p>Impact evidenced through reports</p> <p>Termly report to governors.</p>	
Pastoral support worker	£5,000	New in 2015/16	<p>To provide enrichment and nurture provision for individuals and groups of targeted children with</p>	<p>To work towards removing barriers to learning through focussed parenting</p>	<p>Monitored by HT and AHT half termly</p> <p>Impact/evaluation meetings and</p>	

			<p>identified barriers to learning.</p> <p>To work with and support vulnerable families at CAF, TAC and CIN level and engage in early intervention work liaising with inclusion manager and other external agencies.</p>	<p>support and signposting to other agencies.</p> <p>Impact evidenced through caseload evaluations and case studies improved.</p>	<p>review on progress recorded</p> <p>Reported to Governors</p>	
<p>Behaviour and safety</p> <p>CPOMS</p> <p>Jigsaw Scheme</p>	£4,000	Continuous	<p>Continuous provision of CPOMS system in school enhancing the record keeping of any behavioural or safeguarding concerns.</p> <p>Implementation of the PHSE 'Jigsaw' scheme of work to bring together PHSE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of work.</p>	<p>More efficient system for the monitoring of safeguarding and behaviour issues, enabling allocated staff to ensure a clear overview across the whole school.</p> <p>The whole school are trained and confident at using the new scheme of work meeting all PSHE Education curriculum requirements.</p> <p>Jigsaw PHSE is positively impacting on the whole primary school from years F1 through to Y6 further enhancing SMSC.</p>	<p>Monitored by SLT</p> <p>Impact evidenced through reports.</p> <p>View of the impact of the implementation through curriculum meetings.</p> <p>Pupil interviews</p> <p>Drop in lesson observations by MH</p> <p>Report to Governors.</p>	
<p>Enrichment experience</p> <p>Theatre</p> <p>Residential</p>	£4,300	Continuous	<p>All pupils experience the enrichment of a pantomime either at the theatre or in school at no cost to the family.</p> <p>Children have the opportunity to have first-hand experience of drama promoting good speaking and listening skills.</p> <p>Year 6 did a residential trip to an adventure centre every year. We heavily subsidise this.</p>	<p>For pupils to achieve intended outcomes through enrichment activities promoting excellent speaking and listening skills.</p> <p>Fewer behaviour incidents recorded and consistent offenders.</p> <p>Improved attendance.</p> <p>Pupils make accelerated progress in reading, writing and maths.</p>	<p>Monitored by AST/HT termly.</p> <p>Impact and evaluation meetings</p> <p>Pupil interviews.</p> <p>Report to Governors.</p>	

ICT enhancement	£11,500	Continuous	Curriculum resources to promote more skills based learning. <ul style="list-style-type: none"> • ICT - invest in mini iPad's to enhance teaching and learning for staff and pupils • Clevertouch screens • Micro librarian 	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews. Improved attainment in all core subjects	Monitored by termly pupil progress meetings against objectives and report impact to Governors.	
	£1,000	Continuous	Implementation of the PASS survey throughout school. Pastoral support programmes ensure the social and emotional needs of our pupils are met enabling them to access their learning more effectively, removing barriers to learning	For pupils to achieve intended outcomes through additional pastoral support promoting excellent speaking and listening skills. Fewer behaviour incidents recorded and consistent offenders. Improved attendance. Pupils make accelerated progress in reading, writing.	Monitored by AHT twice a year October and then in June to measure the impact on individual pupils. Report to staff and Governors	
Children's University Programme	£200	Continuous	Subscription to Children's university. Enhanced after school curriculum provision for all pupils raising aspirations.	To work towards removing barriers to learning through focussed activities and interests. The number of PP pupils accessing out of school clubs has increased and are graduating at 'The Hub'	Monitored annually with children's university, KH to liaise with 'The Hub'.	
Additional Subscriptions	£6,000	Continuous				
External consult support	£5,000	New in 2015/16	External CPD support for SLMT and whole school staff from <ul style="list-style-type: none"> - Jenny Deans -Maggie Bloat - Alistair Shaw 	For identified staff to receive additional support to challenge and extend their own professional development and understanding enhancing the	Monitored termly through SLMT meetings and contact visits with consultants.	

				leadership in the school.		
Enhanced literacy, numeracy and ICT resources	£13,000	New in 2015/16	Curriculum resources to promote more skills based learning.	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews.	Monitored termly Pupil progress meetings and work scrutiny.	
	£175,500					

