

In 2013/14 we received £92,441 Pupil Premium. This is how we spent it:

Additional teaching (morning groups)	28377
One to one and small group additional support	44607
Specialist Family Support Services	10620
Play work	3645
Creative Curriculum	1571
Extended school activities	3130
Subsidising Educational Visits	491

Impact of the pupil premium 2013-14

Spending on **additional teaching**, has allowed us to target an extra teaching group during key learning times of the day. This allowed pupils who do better in a small group to be taught separately from the majority of the class in English and Mathematics. This not only allowed those pupils to learn in a situation where otherwise they would not; but also reduced disruption for the remaining children, maximising the learning of the entire cohort. Evidenced based studies consistently place reducing incidents of disruptive behaviour amongst the top 3 most effective strategies for boosting progress. The impact of this can be seen in the progress of children, the positive learning environment and excellent behaviour in school.

The Government expect 6 APS points progress over six terms. 1 APS progress is equivalent to 1 term's worth of progress.

Due to the spending of pupil premium moneys, At Holly Hill Infant school, our Pupil's Eligible for Pupil Premium (PEPP) have exceeded this in reading, writing and mathematics.

<u>Subject</u>	<u>APS progress</u>	<u>Additional progress due to Pupil Premium spending</u>
Reading	9.9 APS progress	equivalent to well over 1 year of extra progress
Writing	8.8 APS progress	equivalent to nearly 1 year of extra progress
Mathematics	10.2 APS progress	equivalent to over 4 terms (1 year + 1 term) of extra progress

Our disadvantaged pupils, who did not also have Special Educational Needs, achieved results in line with the National Average for all children in reading, writing and Mathematics.

The spend on **one to one and additional small group support**, has allowed for specific programmes such as Better Reading Partnership, Read2Write and Numbers Count; which are evidenced based interventions aimed at taking pupils who are falling behind to make rapid progress to catch up. In 2013-14 48% of pupils eligible for pupil premium children in Year Two benefitted from these interventions.

In addition to this 85% pupils eligible for pupil premium received other regular intervention and support in addition to the normal teaching. The 5 eligible children who did not receive regular additional support, achieved the highest levels possible in their end of year SATs. In addition, other targeted interventions for children with specific difficulties took place, ensuring that 100 % of Pupils Eligible for the Pupil Premium without Special Educational Needs met or exceeded their end of year targets, or had reached national average. The impact can be seen in the progress of these pupils, as documented above.

The spend on **specialist family support services**, allowed us to buy into work from partners such as Malachi and Big Community. This work targeted issues arising in the family, such as emotional stability, homelessness, and behaviour which were preventing Pupils Eligible for Pupil Premium children from focusing on their learning. A case study of one family eligible for Pupil Premium funding who accessed Big Community for Family Support, shows a child going from 1 ½ / 10 to 10 / 10 in their goal to have the confidence to manage their child's challenging behaviour.

Specialist family support services have also supported school by offering front-line intervention in tackling poor attendance. Within school, there is an average of around a year's progress difference between pupils who attended 95% of the time and above, and those who attended less than this. If children are not in school, they cannot access learning. 28 Pupil Premium families were referred to specialist family support services to tackle attendance and punctuality, whether this was because of concerns over a low overall percentage of attendance, or a pattern of unauthorised absences. Nationally, Pupils Eligible for Pupil Premium have worse attendance than their peers. The impact of the spend in this area reduced the gap in our school attendance from 4.21 in 2011/12 to 2.86 in 2012/13 to 0.99 in 2013/14.

The spend on **play work, creative curriculum, extended schools activities and subsidising educational visits**, allows Pupils Eligible for Pupil Premium to enjoy a broad and balanced curriculum, regardless of cost. Children need to develop a wide range of skills and need to have access to a rich variety of experiences to be successful learners with high aspirations for themselves. The impact of this spend can be seen in the progress of the pupil premium children.