

How did we use the Pupil Premium Funding at Hothfield Junior School over 2016-17 and What Difference Did it Make?

Cost	Provision Funded	Impact	Recommendations
Financial Year 16-17 £14,040	One to One reading – funding contributes to extra support assistant hours for children who enter Hothfield significantly below ARE in reading. They regularly work on programmes such as 'catch up literacy'. Their reading age is monitored half termly.	11pp children benefitted from this programme between October and July. 10 of them made more than 9 months progress in terms of reading age, in some cases exceeding 9 months progress by more than 12 months (eg: a child who made 24 months progress in the period has made 15months above expectation). There were a further 2 children who had 'caught up' so their reading age matched their chronological by December, so did not continue.	This represents excellent added value for pupil premium children who are low attaining readers. We should also consider a programme to support children who have a reading age which equals chronological, but who are not achieving standard on age related comprehension tests (as is the case with 6 children in years 5 and 6 in September 17).
£1,500	Open School for Reading- Support Assistant paid to work from 8:30am. They record how many children arrive and report to school leadership	% of pp pupils attending this has dropped since September 16, but there are still a significant number who do. This may well be because the IDL programme began, which targets specific children with reading a spelling difficulties and is accessed by some at 8:30am	This is still a well utilised resource. We should be even more proactive in inviting pp children, especially those who are not doing IDL.
£1,284	Beanstalk Reading Programme. Volunteer readers targeted at PP children.	This has mainly been targeted at year 5 children, where the reading results were weakest in July 2016. From the pp group in this cohort, most are now either at age expectation or close to it and have a good chance of reaching year 6 standard.	As with one to one reading, this represents good value added for pp funding.
£1,500	IDL Cloud. Reading and phonics intervention. Support assistant paid to work from 8:30am with targeted Pupil Premium children.	14 pp children accessed this programme throughout the year and 13 of them made good progress either by: gaining more months on their reading age than the actual months on the programme, or catching up their reading age to match their chronological age.	As with one to one reading, this represents good value added for pp funding.
£7,970	Learning Mentor. PP funding provides approx. 50% of the LM salary. Our Learning Mentor works with a variety of children either one to one or in groups on pastoral issues arising from emotional barriers to learning. Also supporting some pp children in class and works with parents. LM and DHT meet monthly to discuss which pp children to target.	LM has supported a number of pp children across all year groups to overcome a variety of barriers to learning. In particular, she was tasked with supporting a key group of 13 children in years 5 and 6, whom the DHT identified as at risk of underachieving academically. End of year results show that the majority of these children are now at age related expectation or have made good progress from low attainment starting points. LM has also continued to support children with low attendance and this has been	LM's work is varied and they need to have flexibility to respond to the needs of individuals. Neither is it easy to quantify the impact of their work in terms of academic progress measures, however there is no doubt that many of the children supported this way make good progress. Identifying a target group has worked well in terms of monitoring the support and we should do this again.

		particularly effective with children in year 4 and 5.	LM should continue to work closely with DHT.
£500	Family Learning. Each term the Learning Mentor organises family learning workshops, which are targeted at disadvantaged children.	Once again the LM has arranged workshops, to which they have invited families from the pp register first.	
£16,000	Special Response Fund: A portion of the budget is kept available to fund a variety of activities to enrich learning and support school engagement for our most disadvantaged children. These may include: <ul style="list-style-type: none"> • Trips and residentials • Uniform grants • School milk • Music lessons • After school clubs We also use this money to fund specific provision such as counselling when the need arises.	As last year the fund has been used to provide support with trips and residentials etc. All children who wished to participate have been able to do so. A number of children, who are in receipt of free school meals receive support with music tuition and after school clubs. This fund has also been used to provide CBT for a number of pp children in years 5 and 6 who have significant barriers to learning.	As with the LM support it is not straightforward to measure the impact of this in terms of academic progress, but we should keep ensuring that no child misses out on opportunities due to financial disadvantage. School should consider each case individually, although children in receipt of free school meals are a key target group. Provision of counselling is an intervention that is worthwhile, but school should consider the most cost effective way of offering this.
£33,666	*Staffing – by putting a sizeable portion of the funding into our staffing budget we enable the following: <ul style="list-style-type: none"> • Classes below 30 in y4,5 and 6 • Intervention and booster provision provided by senior staff for on average 10 hours per week 	The pp group in year 6 have performed well in relation to national standards in maths, writing and gps. Their average is slightly lower than national in reading. Their measure for reading, writing and maths combined is well above the national average. The performance of the year 5 group is less strong, although there are some individuals who have made strong progress. The year 4 cohort has a very small pp group, so it is difficult to make generalisations about impact.	Due to a reduction in the pp budget, we have been able to offer less extra 'booster' intervention to disadvantaged pupils (it was a separate funding stream in the past). This may well account for their performance being less strong than it was last year. Within the pp group there are many areas of strength and individuals who have made exceptional progress.
£5,960	One to one support for child in year 5/6 with significant emotional barriers leading to highly disruptive behaviour	This child has now completed KS2 and has achieved age related expectation across all areas. This represents excellent progress from a lower starting point in 2 areas.	Not only has the support enabled this child to achieve well, but it has removed the impact of potentially disruptive behaviour on the learning of others.