

Richmond Hill Primary Academy

Pupil premium grant expenditure: Report to Directors: 2014/15

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	4
Total number of pupils eligible for PPG	55
Total number of looked after pupils eligible for PPG	2
Amount of PPG received per pupil	£1323.55
Service Ever 4	£600
Total amount of PPG received	£ 73395.25

Attainment

8 Pupils	Feb 14-Aug 14 (year we converted to Academy) 2013-14	2014-15
% of pupils making L4 in Reading	50%	100%
% of pupils making L4 in Maths	67%	100%
% of pupils making L4 in Writing	60%	83%

Performance of disadvantaged pupils (not including those with SEN) (pupils eligible for free school meals or in local authority care for at least six months. Academic Year data)	
Pupils	2014-15
% of pupils making expected progress in Reading	100%
% of pupils making expected progress in Maths	100%
% of pupils making expected progress in Writing	100%
% of pupils exceeding expected progress in Reading	67%
% of pupils exceeding expected progress in Maths	50%

% of pupils exceeding expected progress in Writing	50%
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Summary of PPG spending 2014-15

Strategies to Improve Learning:

Research has shown that the most effective strategies for improving pupil performance do not lie in simply reducing class sizes or hiring more teaching assistants.

Instead, improvement comes from:

“... proven classroom approaches – providing effective feedback on pupils' performance, encouraging pupils to think about their own learning strategies, and getting pupils to learn from each other.”

Successful learning strategies:

Strategies that have been found to improve learning most dramatically (starting with the most cost-effective based on EEF toolkit) include:

- Effective feedback
- Meta-cognition and self-regulation strategies
- Peer tutoring/peer-assisted learning
- Early intervention
- One-to-one tutoring
- Homework
- ICT
- Assessment for learning
- Parental involvement
- Sports participation
- Reducing class sizes
- After school programmes
- Individualised instruction

Objectives in spending PPG:

Richmond Hill Primary School has a lower than average % of pupils in receipt of pupil premium funding, but this has increased over the past 2 years.

Objectives include:

1. To improve Maths attainment for those children whose progress is poorer than would be expected.
2. To improve English attainment for those children whose progress is poorer than would be expected.
3. To help support early phonics knowledge- support for Y1 phonics and Y2 re-sits
4. To help develop independence, resilience and other learning skills through one to one support and therapy.
5. Use of Assertive mentoring to support all pupils peer tutoring
6. Early intervention in Foundation
7. To help provide for the emotional and/or behavioural needs of children with various needs. Through this

support, our objective is for these children to be happier and more settled in school and allow them (and other children in their cohorts) to fulfil their potential.

8. Ensuring that pupils are socially ready to learn.

9. To work with vulnerable families to support home school liaison and impact positively on attendance and punctuality

10. Self regulation strategies through behaviour tracker development

11. Purchase of phonics books for pupils to use in Home Learning

Record of PPG spending by item/project 2014-15

Item/project	Cost	Objective	Outcome
Teaching assistant to deliver Rainbow Readers.	£740	To have regular extra support on reading with identifiable and measurable outcomes.	19 pupils at ARE expectations in Y3/Y4
Teaching Assistant and Reading Manager – ICT	£740	Year 5 pupils accelerate their literacy to ensure they are Y6 ready	7 pupils at ARE expectations in Y5
Booster provision for year 6	£920	Y6 pupils access booster provision to support learning outcomes	See outcomes grids
Late Gate and EWO access from Secondary school	£2000	At risk families identified and appropriate support accessed	Office staff and inclusion team are supported appropriately and families have more access to EWO provision
Apprentices in KS2	£6000	Implementation of peer mentoring and 1-1 support of areas where training has been received	
Inclusion team CPD	£1200	To keep abreast the changes in need derived from our school context and induction of staff.	Staff expertise is constantly updated and feel confident to support pupils and address any barriers to learning.
Purchase of assertive mentoring from Foundation to Y6	£5400	Peer tutoring/peer-assisted learning	Worked well across school for maths and SPAG only
Reading Manager -time for CPD for phonics teaching and subsequent in class intervention – focused on PP Y1 phonics and PP Y2 resits	£15452	To make at least three steps progress in reading.	Year1 10 pupils 80% passed phonics Y2 4 re-sits 50% successful
Purchase of paper back phonics books to support home learning.	£3000	RW Inc phonics books shared at home to support in school learning and reinforce phonics progression.	All pupils can access phonic books at home improving parental involvement.
1:1 support on the core subjects programme for a looked after child in receipt of PPG to make progress in reading.	£4500	To help a child in receipt of FSM and PPG make greater progress in core to ensure they are secondary ready and become more of an independent learner.	LAC child achieved level 4 in all areas where 1-1 tuition provided
Small group Breakfast Maths – Focus every Child a Counter	76 hours support every morning for a group of 3-5 low attaining pupils including	To help a child in receipt of FSM and PPG make greater progress with reading, writing and maths and achieve greater independence when learning.	All pupils displayed positive outcomes from start points (in house assessment)

	one in receipt of PPG. £627		
Improving Teaching and Learning		Staff identified to access Mastery training at Notre Dam and improve subject knowledge	NQT teaching was enhanced and mathematics understanding was developed impacting on all pupils
Early Intervention Foundation Stage- support staff apprentices	£1000	Apprentice allowed for greater level of intervention/teacher input Extra staff member ensure smaller groups in quality first teaching activities. Children identified and planned for to ensure personal gaps were addressed	All pupils assessed as year 1 ready.
To provide enrichment and nurture provision for individuals and groups of targeted children with identified barriers to learning	Inclusion team salary £40356	For children to achieve intended outcomes (SEBD) for enrichment activities (evaluated by the pupil, lead and classteacher). Fewer recorded behaviour incidents/exclusions. Improved attendance. For pupils to begin to make accelerated progress in reading, writing and maths (APS)	Behaviour tracker showed that pupil premium pupils' behaviour had improved from September (overall %)
To support the work of the Enrichment Manager in providing nurture provision, rainbows counselling, 1:1 support and in- class support	See above	For children to achieve intended outcomes (SEBD) for nurture groups (evaluated by the pupil, lead and classteacher). Positive impact identified using Boxhall profiles. Fewer recorded behaviour incidents/exclusions. Improved attendance. For pupils to begin to make accelerated progress in reading, writing and maths (APS)	Behaviour tracker showed that pupil premium pupils' behaviour had improved from September (overall %)

Total PPG received	£73395.25
Total PPG expenditure	£ 81935
PPG remaining	£0

Planned expenditure 2015 -16

<i>Reading Manager</i>			
<i>Inclusion Team</i>			
<i>Forest School</i>			
<i>Develop small holding enclosure</i>			
<i>Late Gate</i>			
<i>Play Leader on KS2</i>			
<i>Play Leader on KS1</i>			
<i>TA CPD as expert learning support</i>			