



PUPIL PREMIUM

REPORTING TO PARENTS AND CARERS

The school is allocated money from the Government in order to address the current National inequality in attainment between disadvantaged pupils and their peers.

Schools are able to spend Pupil Premium as they see fit, however, we are accountable for how we spend it and the impact it has had on raising standards for pupils.

We are committed to meeting the needs of all our pupils and this philosophy underpins all our teaching and learning principles.

PRINCIPLES

- We ensure that teaching and learning meets the needs of all children;
- We ensure that appropriate provision is made for children who are vulnerable, this includes ensuring that the needs of disadvantaged children are adequately assessed and addressed;
- In making provisions for disadvantaged children we recognise that not all children who receive Free School Meals are socially disadvantaged;
- We also recognise that not all children who are disadvantaged qualify for Free School meals. We reserve the right to allocate the Pupil Premium Funding to support any child or group of children the school identifies as being disadvantaged. Pupil Premium Funding will be allocated following a needs analysis, which will prioritise individuals, groups, classes or year groups.

PUPIL PREMIUM ALLOCATION FOR 2017/18 was £146,850

TARGETED PROVISION

- Recruit a Specialist teacher to support the teaching of Maths via the 'Numbers Count' programme for pupils at risk of underachievement.
- Contribute to training on targeting intervention through Quality First Teaching for pupils in receipt of Pupil Premium for new teaching and support staff
- Contribute funding for Specialist class provision for pupils who struggle to work in a full, mainstream classroom environment.
- Provide support by a Counsellor for parents and children to improve personal development and welfare

- Provide three trained members of staff to provide THRIVE for identified children to support personal development, behaviour and welfare in order that they can better access learning
- Provide additional training for Thrive Practitioners
- Provide funding for THRIVE training for families
- Provide additional specialist teacher and TA support for reading, writing and maths for identified groups of children
- Finance out of hours clubs, financial support towards educational visits and curriculum enrichment
- Provide additional funding for school to remain a ' Children's University', raising the aspirations of pupils in Key Stage 2

IMPACT

Whilst the school recognises there is even more to be achieved regarding outcomes for pupils in receipt of additional funding, outcomes are improving for this group of pupils demonstrating that the school is using the funding well.

- Year 5 pupil premium pupils made progress across the year:
Teacher assessment for Writing – 54% achieved Age Related Expectations 'ARE'

While the results of GL Assessment:

- English – 82% achieved ARE from a starting point of 40% in the Autumn term
Maths – 41% achieved ARE in July from 14% starting point in Autumn
This demonstrates good progress.
These pupils will continue to receive additional support to improve outcomes as part of the targeted provision in 2018/19 to further diminish the difference between them and other pupils Nationally.
- Year 6 pupil premium pupils made progress across the year:
Combined – 21% more of PPM children achieved their combined expected results in statutory assessments when compared with 2017
- Year 7 pupil premium pupils made improved progress across the year. GL assessments:
English – 48% achieved Age Related Expectations 'ARE' (an increase of 18% over the year)
Maths – 54% achieved ARE (An increase of 25% over the year)
- Year 8 pupil premium pupils made improved progress across Key Stage 3:
English – 65% achieved ARE (increase of 25% from end of KS 2)
Maths – 70% achieved ARE (Increase of 32% from end of KS 2)
- Year 8 pupil premium pupils made higher rates of progress in English than non-pupil premium pupils from entry to exit from Church Hill and similar rates of progress in Maths during the year:
Writing – 70% made expected progress (67% for non-PP pupils)
Reading – 80% made expected progress (59% for non-PP pupils)
Maths – 65% made expected progress (69% for non-PP pupils)
- Numbers Count intervention has been successful:

In Year 6, 5 pupils received intervention and made an average of 17 months progress in reading ages.

Four Year 5 pupils have begun intervention although their courses are not yet complete but progress is already being made.

- Children's University prompted an increase in out of hours learning which resulted in 39 children graduating at either Bronze, Silver or Gold award.
- Pupil Premium pupils have had opportunity to access all curriculum enrichment visits and have attended in at least equal proportion to non-PP pupils.
- Three members of staff have been accredited as THRIVE practitioners who have commenced work during the year with identified pupils. Outcomes for these pupils demonstrate that their behaviour has improved they are engaging better in class with improved learning behaviours.
- Specialist provision outcomes – Six from eight pupils are ready to return to mainstream classes full time. One pupils has secured a place in Special School. Another pupil will benefit from a longer period to build confidence and improve basic skills further.

PUPIL PREMIUM ALLOCATION FOR 2018/19 is estimated as £135,355.00

IDENTIFIED BARRIERS FOR PUPIL PREMIUM PUPILS

- Speech, language and communication (Oracy skills)
- Social and Emotional development, particularly resilience
- Gaps in basic skills
- Limited experiences

SCHOOL PRIORITIES FOR 2018/19

- Continue to employ a Specialist teacher to support the teaching of Maths via the 'Numbers Count' programme for pupils at risk of underachievement.
- Contribute to training on targeting intervention through Quality First Teaching for pupils in receipt of Pupil Premium for new teaching and support staff
- Contribute funding for Specialist class provision for pupils who struggle to work in a full, mainstream classroom environment.
- Provide support by a Pastoral HLTA for parents and children to improve personal development and welfare
- Provide transport to school for those children who are persistently absent
- Continue to provide THRIVE for identified children to support personal development, behaviour and welfare in order that they can better access learning
- Provide training for two additional Thrive Practitioners
- Provide additional annual training for Thrive Practitioners
- Provide additional specialist teachers and TA support for reading, writing and maths for identified groups of children
- Finance out of hours clubs, financial support towards educational visits and curriculum enrichment
- Provide additional funding for school to remain a ' Children's University', raising the aspirations of pupils in Key Stage 2

N.B. This is not an exhaustive list and neither will the Pupil Premium grant fully fund the above. This provision is in partnership with the School budget in line with our School Development Plan.