

Pupil Premium - Hackbridge Primary School - 2015/2016



What is 'Pupil Premium'?

The Pupil Premium Grant provides additional money for any pupils who are entitled to Free School Meals at the current time, or have been entitled to Free School Meals over the previous six years. The aim of the grant is to improve outcomes for these children because research has shown that they tend to underachieve in relation to other groups of learners. Pupil Premium funding has been introduced to tackle disadvantage and to raise attainment. It is for schools to decide how the grant should be spent to support these pupils as they are best placed to assess what additional provision should be made for their pupils and to address any inequalities. This grant is made in addition to main school funding.

Children in Reception and KS1 are automatically entitled to a free school lunch; however, registering your child if you are entitled to Free School Meals will enable the school to access the Pupil Premium Grant. The more money we have the more we can do to support children, so please register if your child is entitled.

How can I find out if my child is entitled to Pupil Premium funding?

The process for applying is straightforward and confidential. You must be entitled to one of the following benefits:

- Income Support
- Income based Job Seeker's Allowance
- Income related Employment and Support Allowance
- Child Tax Credit – where the family's annual income is not more than £16,190 and Working Tax Credit is not in payment.
- Guarantee Pension Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit

You can apply for Free School Meals at www.sutton.gov.uk. Click 'Apply' and then 'Free School Meals'. There is a form on the website that you can fill in online. Alternatively, you can speak to a member of the office staff or call the school office on 0208 647 7974. They will be able to assist you through this process. All enquires will be treated in confidence.

How is the funding used?

At Hackbridge Primary we seek to ensure the effectiveness of our use of the Pupil Premium. We know that barriers to achievement take a variety of forms and so we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. We help children to become independent learners and we work with our families and colleagues to make sure everyone has high aspirations for all pupils. The Pupil Premium Grant enables us to focus on academic progress and also on developing children's social and emotional wellbeing so that children feel secure, gain confidence, have access to opportunities from which they might have been otherwise excluded and are in a better position to learn to the best of their ability. We ensure that children entitled to Pupil Premium children are well represented and have a voice on our School Council, the Eco Team, Young Leaders and Prefects. In addition, we make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

All schools are required to publish online information about how they use the Pupil Premium. This will ensure that parents and others are made fully aware of the support allocated and the impact that these opportunities and interventions have had on the progress of the pupils. Impact is reported at the end of the academic year.

Our total basic pupil premium funding for 2015 - 16 was: £215160 (based on £1320 per pupil) and £2,178 Early Years funding.

Activities Supported Through Pupil Premium	Cost
Additional teaching support across the school – this includes 1:1 support, group work and clubs during lunchtime and after school	£23,602
Specialist teaching and assessment to boost achievement in KS2 including PiXL , Mathletics and Spellodrome.	£37,770
Specialist support staff to run social inclusions sessions, intervention groups and lunchtime activities	£33,200
Additional music tuition and resources	£3,500
Learning Support Assistants to run lunchtime Home-Learning Club/Dance Club and Art Club KS1	£7,900
After School Sports run by 3 rd party provider	£2,275
Play Therapist	£6,325
KSI and EYFS intervention groups – phonics/maths/writing/reading. Literacy and Numeracy skills in EYFS	£24,095
KS2 intervention groups – reading/writing/maths	£25,211
Administration	£5,760
Additional support at lunchtime for playground games	£13,034
Specialist Training	£1,000
Child and Family Support Worker 1 day per week (50%)	£5,500
Various Clubs including additional sports coaching	£5,880
33% contribution to continue ICT hardware development and school environment development	£13,345
Year 6 School Journey	£1,760
School trip shortfall	£1,000
To support the provision of swimming instruction	£600
Sweatshirts for all pupils entitled to PP funding	£600
Resources and training for marking to provide an effective and clear feedback to pupils about their next steps in learning	£1,000
Visiting Theatres and Authors to enrich the curriculum and widen childrens' experiences	£5000
Dancing Décor – mural artist work around school to promote the love of literacy and make our learning environment more exciting and interesting (30%)	£2,000
£50 per class for extra resources for enrichment	£1,150
Playground resources to promote positive behaviour	£1,000
Let's Get Cooking	£500
Total expenditure for Pupil Premium April 2015 – March 2016	£223,007

Allocation of the Pupil Premium Grant across the school 2015 – 2016

Group	Objective / Gap Being Addressed / Opportunities to Promote Better Life Chances	Intervention	Impact of Intervention – Summer 2016
Staff CPD	Staff Training.	Specialist training. Staff INSET / PDMs training on curriculum areas as needed across the year.	Training for staff has been implemented. PDMS for Literacy and maths have enabled teachers to work with the new curriculum and assessment procedures.

Whole school	To provide appropriate support as needed by individuals or groups of children. (These are identified by class teachers and discussed with the SEN team.) (EEF +5)	Additional teaching support across the school – this includes 1:1 support, group work and clubs during lunchtime and after school.	Support staff allocated
	To provide clear, consistent and meaningful feedback to pupils. (EEF +8)	Resources and training for marking to provide an effective and clear feedback to pupils about their next steps in learning.	Training for new marking scheme. Pupils say they are clear about the new marking system. Good evidence of pupil feedback seen in children's books.
	To support children and their families. Build resilience. Promote better learning.	Play Therapist.	This continues to be an invaluable resource for pupils.
	To support children and their families. Build resilience. Promote better learning.	Child and Family Support Worker 1 day per week (50%).	This continues to be an invaluable resource for pupils.
	To enable children to access up to date ICT resources in line with the needs of the curriculum.	33% contribution to continue ICT hardware development and school environment development.	Additional ipads and chromebooks purchased for use across the school
	To create a positive and inspirational learning environment. (The murals promote curriculum areas, British Values and resilience.)	Dancing Décor – mural artist work to promote the love of literacy and make our learning environment more exciting and interesting (30%).	The school environment is commented on by visitors – feedback in pupil survey showed that they like the art work.
	To ensure that all children can access 'Engage' activities.	School trip shortfall.	This has enabled all children to go on trips over the year.
	To encourage families to sign up for this entitlement and to support them in providing school uniform for their child	Sweatshirts for all pupils entitled to PP funding.	This was a trial but has not been successful in achieving our aim
	To give all children opportunities to see live performances and also to enable them to be part of the thinking and process of an author. Inspiration for all children.	Visiting Theatres and Authors to enrich the curriculum and widen childrens' experiences.	Author day linked with school Book Week.
	To promote a safe and positive experience at playtimes.	Playground resources to promote positive behaviour and provision of lunchtime playworker	Children engaging better in supervised activities
To provide inspirational resources across the curriculum.	£50 per class for extra resources for enrichment activities	All pupils have been able to access this	
Summary of EEF+5			
Nursery	Creating a positive and nurturing learning environment. (EEF +5)	Nursery furniture and equipment.	The Nursery environment is attractive, welcoming and safe.
	To widen experience and create curiosity. (EEF +5)	Farm visit.	The farm visit enabled all children to have close contact with animals and supported their learning in the curriculum.
	Creating a positive and nurturing learning environment. To enable children to achieve in line with their peers. (EEF +5)	Additional adult support.	The Nursery environment is attractive, welcoming and safe.
Summary of EEF+5			
Reception	To enable children to achieve in line with their peers at end of EYFS, in the Phonics Screening Check and at the end of KS1. (EEF +5)	KSI and EYFS intervention groups – phonics/maths/writing/reading. Literacy and Numeracy skills in EYFS.	EYFS achieved 70% GLD – this was above last year (63%) and 10% above last years national.
	Creating a positive and nurturing learning environment. (EEF +5)	Furniture and equipment.	The Reception environment is attractive, welcoming and safe.
	Creating a positive and nurturing learning environment. To enable children to achieve in line with their peers. (EEF +5)	Additional adult support.	Adult support is at least adequate.
Years 1 and 2	To enable children to achieve in line with their peers during and at the end of KS1.	Specialist support staff to run social inclusions sessions, intervention groups and lunchtime activities.	End of KS1 - Reading: 76% Writing: 67% Maths: 73%
	To enable children to achieve in line with their peers during and at the end of KS2. To let children explore a range of activities. To support pupils who find lunch times difficult.	Learning Support Assistants to run lunchtime Home-Learning Club/Dance Club and Art Club KS1.	Art Club. Some children directed to attend – this has lessened problems in the playground.

	To enable children to achieve in line with their peers during and at the end of KS1. (EEF +5)	KSI and EYFS intervention groups – phonics/maths/writing/reading. Literacy and Numeracy skills in EYFS.	Reading 76% EXS+ Writing 67% EXS+ Maths 73% EXS+ Still awaiting national data to compare
	To support inclusion and friendship.	Additional support at lunchtime for playground games.	Better transition into afternoon lessons
	To give opportunities to experience a range of sports. To promote good health and exercise.	After School Sports run by 3 rd party provider.	Clubs were well attended.
Years 3 and 4			
Years 3 and 4	To enable children to achieve in line with their peers during and at the end of KS2. (EEF +5)	Specialist teaching and assessment to boost achievement in KS2 including Mathletics and Spellodrome.	Mathletics and Spellodrome are really popular with pupils. They rise to the challenge of the activities – these can be accessed at school and home.
	To raise self-esteem and support well-being.	Specialist support staff to run social inclusions sessions, intervention groups and lunchtime activities.	Art club – some children directed to attend. Playground incident lessen and children are better placed to learn.
	To enable children to achieve in line with their peers during and at the end of KS2. To let children explore a range of activities. To support pupils at lunchtime.	Learning Support Assistants to run lunchtime Home-Learning Club/Dance Club and Gardening Club.	Home learning club – well attended – support for those who cannot complete at home. Others choose to attend and are also well supported.
	To enable children to achieve in line with their peers during and at the end of KS2.	KS2 intervention groups – reading/writing/maths.	Progress made across both year groups
	To support inclusion and friendship.	Additional support at lunchtime for playground games.	Smoother transition into afternoon lessons
	To enable all children to have basic swimming skills.	To support the provision of swimming instruction.	Y4 had swimming lessons during the autumn term. Outcome:
	To inspire children to learn to play the clarinet or trumpet.	Additional music tuition and resources.	Y4 learnt trumpet or clarinet. Performance given to parents. A number chosen to perform in Sutton Music Festival at Fairfield Halls.
	To promote good health and exercise.	Various Clubs including additional sports coaching.	Clubs have very good take up. Fitness improved.
	To give opportunities to experience a range of sports. To promote good health and exercise.	After School Sports run by 3 rd party provider.	Good take up across the school and fitness improved
Years 5 and 6			
Years 5 and 6	To enable children to achieve in line with their peers during and at the end of KS2. (EEF +5)	Teaching and assessment to boost achievement in KS2 including PiXL , Mathletics and Spellodrome.	Reading 60% ASS 101.1 Writing 86% +12% above national Maths 76% ASS 104.1 +6% above national
	To raise self-esteem and support well-being.	Specialist support staff to run social inclusions sessions, intervention groups and lunchtime activities.	Behaviour for learning and in the playground has improved, reduced number of incidents
	To enable children to achieve in line with their peers during and at the end of KS2. To let children explore a range of activities. To support pupils at lunchtime.	Learning Support Assistants to run lunchtime Home-Learning Club/Dance Club and Gardening Club.	Dance club is well attended and Gardening Club has provided produce for cooking clubs and school kitchen.
	To enable children to achieve in line with their peers during and at the end of KS2. (EEF +5)	KS2 intervention groups – reading/writing/maths.	KS2 Test Results as above
	To support inclusion and friendship.	Additional support at lunchtime for playground games.	Smoother transition to afternoon lessons
	To enable pupils entitled to Pupil Premium to take part in the school journey to PGL.	Year 6 School Journey.	Discounts were given to all parents who applied enabling children to attend the residential trip.
	To encourage an interest in cooking	Let's Get Cooking.	Very well attended across the

	healthy meals and promote cooking skills to use throughout their lives.		year. Children learned a range of cooking skills that will serve them well in life to be able to cook healthy, economical meals.
	To give opportunities to experience a range of activities.	Various Clubs including additional sports coaching.	Clubs have very good take up and fitness improved
	To give opportunities to experience a range of sports. To promote good health and exercise.	After School Sports run by 3 rd party provider.	Good take up across the school and fitness improved