

Pupil Premium Grant Report 2017-2018

Pupil Premium: The Hyde Park Junior School Ethos

At Hyde Park Junior School we believe a school should be a learning community, a place where everyone has the same chance to develop and succeed, where all should aspire to excellence. We are relentless in pursuing high standards in English and mathematics but we know we must ensure that our pupils are resilient and have a positive attitude to challenge and change.

In striving to maximise the outcomes for all pupils we constantly evaluate the effect of our teaching on our pupils learning and achievement. We use research evidence (such as the Sutton Trust toolkit) and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement and closing the gaps for disadvantaged and vulnerable groups.

We do this by:

- Following an assessment cycle that priorities the rapid identification, of which pupils are underachieving, particularly in English (reading and writing) and Mathematics.
- Adapting our teaching strategies to improve pupils understanding.
- Regular reviewing outcomes for pupils to ensure that our teaching strategies are meeting their needs.
- Constantly striving to and ensure that all teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.
- Holding termly pupil progress meetings to discuss whether interventions or techniques are working and make adjustments accordingly.
- Ensuring that support staff are highly trained and understand their role in helping pupils to achieve.
- Systematically focusing on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Ensuring that all staff know which pupils are eligible for the Pupil Premium so that they could take responsibility for accelerating their progress.
- Ensuring that pupils and parents are active partners in the learning process with a direct supporting role in co-educating their children.

<i>HPJS Pupil Premium Pupil Attainment and Progress end of Key Stage 2 2017</i>				
	HPJS Pupils eligible for PP	<i>Pupils eligible for PP (national average)</i>	HPJS Pupils not eligible for PP	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	69.2%	47.5%	69.7%	67.3%
% making expected progress in reading	0.07	-0.26	-1.70	0.32
% making expected progress in writing	-2.27	-0.81	-3.29	0.17
% making expected progress in mathematics	-1.79	0.63	-2.01	0.28

Evaluation of Pupil premium objectives for 2017/18

Total pupil premium allocation for 2017/18: £61, 980

Objective 1: Increase attendance for PP pupils and reduce the gap between PP and non-PP pupils, especially focusing on girls

Period: 06/09/2017 AM to 24/07/2018 PM

Whole School

Girls

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	22	95.43	3.82	0.75	3.15	0.04
Not Pupil Premium	146	95.79	3.66	0.55	1.09	0.05

The gap between non PP and PP girls has reduced.

Objective 2: Increase year 6 progress scores for PP pupils, and decrease the gap in progress in maths

All pupil progress score improved to -0.6 from -1.98 in 2017. Awaiting confirmation of PP progress measure

Objective 3: Increase attainment scores for PP pupils, and decrease the gap in attainment across school

% age Attainment of Age Related Expectations Comparison: Non Pupil Premium with Pupil Premium						
	Reading		Writing		Mathematics	
	Non PP	PP	Non PP	PP	Non PP	PP
Year 3	89	83 (10/12) KSt 1 8/12	78	50 (6/12) KSt 1 9/12	92	75 (9/12) KSt 1 8/12
Year 4	76	79 (11/14) KSt 1 11/14	69	57 (8/14) KSt 1 10/14	85	79(11/14) KSt 1 9/14

Year 5	85	100 KSt 1 10/10	76	70 (7/10) KSt 1 10/10	89	80 (8/10) KSt 1 10/10
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Analysis shows that PP pupil attainment is improving, as measured from Key Stage 1 attainment. in reading and mathematics, however this improvement has not been echoed in writing.

Allocation of the 2017 to 2018 Pupil Premium Budget

Objective 1: Increase attendance for PP pupils and reduce the gap between PP and non-PP pupils, especially focusing on girls

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Identify at risk children through regular attendance monitoring	PP pupils, especially girls, will be identified from this monitoring	Every term	MD	Time – half a day per term (1200)
Conference vulnerable children to identify barriers	Individual barriers can be planned for	Every term	MD	Time – half a day per term (1200)
Additional resources / personal prizes to be bought to incentivize attendance	Vulnerable children to increase attendance	Ongoing	MD	£500
Supported attendance at residential trips	Vulnerable children to increase engagement	Discussion with teachers	MD	£1000

Objective 2: Increase year 6 progress scores for PP pupils, and decrease the gap in progress in maths

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
Homework books to be bought for year group	All pupils, including PP, will increase attainment rapidly in maths	Ongoing monitoring through practice SATs	MD / year 6 teachers	£1500
Consultant teacher to take maths groups, including PP pupils	PP pupils will increase attainment more rapidly than peers in maths	Ongoing monitoring through practice SATs	MD / AH	£1000
Online practice resources paid for and promoted through class competition (Mathletics)	PP pupils will increase attainment more rapidly than peers in maths	Ongoing monitoring through practice SATs	MD / year 6	£1000
Conferencing time for booster with teachers in knowledge of PP	All pupils, including PP, will increase attainment rapidly in maths	Ongoing monitoring through practice SATs	MD / year 6	TA time 30 minutes per day x 3 classes £4253

<i>pupils</i>				
<i>Targeted support for struggling pupil in class</i>	<i>Ongoing teacher assessment will show sustained progress</i>	<i>Regular teacher assessment</i>	<i>Year 6 teachers / STAs</i>	<i>£5000</i>
Objective 3: Increase attainment scores for PP pupils, and decrease the gap in attainment across school				
<i>Targeted support for struggling pupil in class</i>	<i>Ongoing teacher assessment will show sustained progress</i>	<i>Regular teacher assessment</i>	<i>Year 3, 4, 5 teachers / STAs</i>	<i>£12759 STA time</i>
<i>Targeted intervention work to boost attainment in maths</i>	<i>Ongoing teacher assessment will show sustained progress</i>	<i>Regular teacher assessment</i>	<i>Year 3, 4, 5 teachers / STAs</i>	<i>£5000 STA time</i>
<i>Improvements in library resources to allow better text quality in school</i>	<i>Reading scores tracked through TA and Ren Reader will show increases, especially for PP pupils</i>	<i>Assessment throughout year</i>	<i>Whole school</i>	<i>Subscription to library service £6623 Purchase of books £3000</i>
<i>Additional teacher time deployed for booster groups</i>	<i>Gaps will narrow between PP and non-PP pupils in all areas</i>		<i>RA teachers</i>	<i>Portion of Salaries £18945</i>
TOTAL				£61, 980