

Funding for the Academic Year 2017/18

In **2017/18** the Pupil Premium allocation for Hodge Clough Primary was £ 176,660.

Number of pupils and pupil premium funding (PPF) received	
Total number of pupils on roll	436
Total number of pupils eligible for PPF	118 + 7(LAC) + 4(PLAC) 129 (total)
Percentage of pupils eligible for PPF	27.06%

Use of Funding

Additional teachers ensuring inclusive targeted support for all pupils receiving pupil premium	£100,469.50
Teaching Assistants to deliver a range of interventions incl. 1:1 support and small group sessions	£41,085.75
Learning mentor to support attendance and pupil welfare	£11,343.25
After school enrichment	£13,730
Learning resources & Training	£3,013.50
Out of school enrichment/Educational visits/visitors	£7018

TOTAL £176,660.00

Please see below for full details of expenditure and impact

Barriers to be addressed	Provision	Staffing and resources	When
To increase the number of PP boys in EYFS who are currently at risk of not achieving a good level of development from from 1/8 13% boys to 5/8 63%	Rec- 6 children BLAST x 5 TA level 2 in PM until Christmas - 5 min box for maths x TA level 2 Additional reading PPA room or library Fine motor- motor skills united	Resources : Keyword sheets . Precision teaching sheets Phonic sheets - PM reading books	Mon Teacher UPS3, Thurs Teacher UPS1 Fri Teacher UPS3 BLAST 2 2.10-2.50pm Daily 8.45am -11.15am, Mon Teacher UPS3, Tues SLT member Wed Mainscale teacher Thurs Teacher UPS1 Fri Teacher UPS3, (7chn individual 15 mins per child -finish 10.25am)
To increase keywords from the 1 st 100 list from their current starting point by 30 words To secure phase 2 (2 children) and 3 phoneme/grapheme recognition.	Year 1- 4 children Additional reading -11.30-12.30pm (3chn 20 mins each)	In depth individual reading 1to1 X4 Precision teaching key words. Resources: Keyword sheets Precision teaching sheets Phonic sheets - PM reading books	Mon- Teacher UPS3, Tues Teacher UPS1 (when student in) Wed Teacher UPS1 (when student in) Thurs Teacher UPS1 Fri Teacher UPS3, 1.15-2pm 2chn 20 mins each
To increase keyword/common exception words acquisition from their current starting point by 30-50 words. To secure phase 3 and 5 phoneme/grapheme recognition.	Year 2- 6 children Precision teaching key words. Phase 3 and 5 grapheme precision teaching. Keyword sheets Phonic sheets -letters and sounds Keyword acquisition-weekly target words	Phonics x 3 times a week-(TA level 4 Reading for fluency- additional sessions x 2 TA level 4	Tues -8.45-10.45am 20 mins per child in depth individual reading 1to1.
To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward To recognise the place value of each digit in a two-digit number (tens, ones)	Year 2-6 children	Basic arithmetic and counting sessions x2.	Wed, Thurs ,Friday Teacher UPS 2 smaller class sizes

To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100			
To increase keyword acquisition from their current starting point by 30-50 words. To secure phase 3,4 and 5 phoneme/grapheme recognition To improve inference skills by a systematic approach to comprehension work from base line test by increased reading age of 12 months	Year 3-6 children	Extra keyword checks etc. Keyword sheets, phonic sheets Prim ed , Cracking comp - inference resources timetabled UPS1 & Experienced supply teacher timetabled	Teacher UPS 2 Tues -11.15-12.20pm -Inference work Teacher UPS 2 Tues 1.05-3pm -individual reads approx. 20 mins each with 6 named children 11.30-12.20pm Experienced Supply teacher Thurs Inference work Friday-Individual readers x6 11.30-12.20 (2 chn) and 1.15-2.40pm (4 chn)
To improve inference skills by a systematic approach to comprehension work from base line test by increased reading age of 12 months	Year 4- 8 children	Extra reads for fluency -HLTA Cracking Comprehension Inference Teachers & TA timetabled	Thurs 8.30-11.15am 20 mins each individual reads JM 1.30-2.30pm Cracking Comprehension (Y3 recap) with Y4 TA level 3 to do inference with Y4 Gp on Mon, Tues Wed Fri- Experienced Supply teacher 8.45-10am quality text reciprocal reading -two gps of 4
To improve inference skills by a systematic approach to comprehension work from base line test by increased reading age of 12 months	Year 5- 9 children	Teacher & TA timetabled Cracking comp, Prim Ed	Experienced Supply teacher on Monday 8.45-10am Inference. Individual reads then with x3 chn until break. 11.15-12.15 x3 chn Experienced Supply teacher on Friday 10-11am Inference TA level 3 Inference M, T & W
To improve inference skills by a systematic approach to comprehension work from base line test by increased reading age of 12 months	Year 6-7 children	Teachers timetabled Extra reads for fluency -HLTA Cracking comp, Prim Ed	Monday Experienced Supply teacher 12.20-12.40 x 1 Y6 reader, 1.30-3pm other Y6 readers 1:1 All children to be in Teacher UPS3 group for reading x3 times a week.

To improve ability to spell a range of words including common exception words	Whole school approaches to spelling Spelling scheme Intervention/1:1/small group work	TA staff Teaching staff Oxford Owl spelling scheme	Timetabled sessions alongside class teaching
To improve whole school reading, reading for enjoyment and reading for understanding	Extreme reading DEAR Reading challenge After school reading groups	TA staff Teaching staff	Timetabled sessions alongside class teaching DEAR- 15 mins daily 1 hr reading club- Monday
Pupils needing support in Maths to be able to access the learning in class	Pre teaching Power of two 5 min box	TA staff	Timetabled sessions alongside class teaching
Revision and consolidation of key concepts in Reading, Writing and Maths - Year 6	Small class sizes	Teaching staff	3 days a week
Revision and consolidation of key concepts in Reading, Writing and Maths - Year 2	Small class sizes	Teaching staff	3 days a week
Social skills and nurture groups	This support is given on a needs basis when pupils show behaviour that highlights a need for support with emotional well-being	TA staff	As necessary
Pupils needing subsidies for educational trips	Subsidised trips Identified pupils to be offered opportunity and fees subsidised	1 educational trip per year for each PP child Support towards Residential trip for Year 6	
	Continuing staff development in Maths, Reading & Writing All pupils benefit from this as staff are working hard to ensure they provide pupils with opportunities to become lifelong learners.	Teaching staff TA staff	
Attendance and punctuality- striving for 100% attendance	Attendance at breakfast club Regular phone calls to support parents Meeting with parents to offer support Home visits when necessary	Attendance support officer	

	Attendance trips Certificates for full attendance		
Opportunity to enrich the curriculum with a range of after school clubs	Subsidised clubs Identified pupils to be offered opportunity and fees subsidised Clubs in football, cookery, archery, first aid, dance, singing	Outside agencies TA staff	1 hr per week

Impact Statement for 2017/18

Following data analysis in the Autumn term, we identified that differences in the attainment in pupils reading when compared with other subjects and national data were not closing as rapidly as we would wish. We adapted our plan to target reading across school specifically targeting Pupil Premium pupils' reading to ensure better outcomes for pupils. We deployed additional experienced teachers in sharply focused daily sessions to accelerate progress together with our continuing whole school approaches, to raise attainment in reading. Not only did this result in increased for standards of all pupils but for disadvantaged pupils whose progress accelerated faster than their peers. End of KS2 progress data shows Pupil Premium progress scores were +1.74 compared with non-Pupil Premium at +0.88. Across the school better progress has been made in Years 1-5, with the majority of identified Pupil Premium children making accelerated progress from their starting point in reading and over 50% of the targeted children achieving expected standards. Nevertheless, we are clear that there is further to go in achieving our ambition of closing the gaps completely.

Other strategies to close the gaps in achievement between disadvantaged pupils and their peers have resulted in more modest progress in writing and mathematics where the improvements have been smaller. Moving forward, we have identified which specific Maths and Spelling interventions have had the greatest impact and these strategies are set out in our plan for 2018/19.

As well as supporting children with academic achievements, we have worked to improve social and emotional well-being of pupils who are disadvantaged. Pupil Premium funding was used to provide successful intensive nurture group sessions which helped pupils to be ready for learning and enabled them to get more out of the structures and routines within class. Additional funds were also used to ensure disadvantaged pupils have equal access to enrichment activities and educational experiences.

