

Pupil Premium and Disadvantaged Pupil Strategy and Gap Report – 2016/17

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Hadley Learning Community Disadvantaged Pupil Premium Policy and Action Plan

Principles

Every child has a right to equal opportunities whilst at Hadley Learning Community and within the education system as a whole. Despite the fact that each individual student's personal circumstances differ, Hadley Learning Community strives to ensure that all students receive the same high quality education and opportunities during their time at the school. Hadley Learning Community is dedicated to closing the attainment gap between our most deprived pupils and their peers through a variety of methods, one of which is the recently introduced 'Disadvantaged Pupil Premium' (DPP) which is allocated to students from Reception to Year 11.

2016 – 17 funding is set at £1320 for children on Free School Meals (FSM), or who has been eligible for FSM at any point in the last 6 years. £1900 for children who are looked after (LAC) or post looked after. £300 for any child with a parent in the armed forces.

In the Primary Phase there are 107 students that will benefit from this policy. Total of £132,780

Hadley Learning Community strives to achieve both a rigorous and sustained reduction in the achievement gap between socially disadvantaged students (on the Disadvantaged Pupil Premium register) and their peers. Most importantly, of course, Hadley Learning Community is dedicated to ensuring that this gap is consistently reduced and then these standards are maintained.

Provision

In order to ensure that Hadley Learning Community continues to support all of its students effectively the Governing Body and leadership team have put the following aims:

- To facilitate pupils' access to the curriculum
- To provide additional teaching and learning opportunities.
- To provide alternative support, resources and intervention where necessary.

Success Criteria

- A positive whole School atmosphere in which all pupils' differences are recognised and valued and there are high aspirations for all children in school.
- A reduction in the difference in attainment between socially disadvantaged pupils and non-disadvantaged children nationally.
- Good progress of Disadvantaged Pupil Premium students in comparison to non-pupil premium children nationally.

- An effective and rigorous system to monitor and track Disadvantaged Pupil Premium students.
- Individual class teachers held to account for achievement of Pupil Premium Children within their class through rigorous line management and pupil progress tracking.
- Achievement of specific targets identified and outlined in the RAP across the academic year and through this action plan.
- Effective transition for socially disadvantaged students entering the school at any age both pastorally and academically.
- Effective communication with, and support for, parents, carers and other relevant groups in order to facilitate progress.

Reporting

It will be the responsibility of the senior leaders to report to governors termly, this will include:

- The progress made towards reducing the difference in attainment for socially disadvantaged pupils.
- An evaluation of the impact of the support (including the cost effectiveness) provided for these students.

Aim: Promoting Learning

Target: To ensure that all DPP students achieve at least expected progress in the core subjects of Reading, Writing and Maths.

Action: Targeted small group intervention.

Aim: Promoting Emotional Resilience

Target: To ensure that identified DPP students have access to specific pastoral support in order to remove any barriers to their learning.

Action: Linked to individual needs – support accessed by PP lead.

Aim: An Inclusive Curriculum

Target: To ensure that all DPP students are able to access all curriculum areas.

Action: Academic, emotional and financial support is given to pupils to access all areas of the curriculum and wider curriculum.

Aim: Reduce the Attainment Difference

Target: To maintain a rigorous and robust tracking system to monitor and support all DPP students.

Action: Disadvantaged Pupil Premium intervention tracking to be improved, monitored by the SLT and Subject Leaders

Disadvantaged Strategy

Aim: To ensure that all disadvantaged students have access to the same high quality learning as their peers and that the attainment gap is consistently reduced in order to allow all students to fulfil their potential at HLC.

Aim: Fulfilling Potential

Target: To ensure that all more able DPP students are supported well to achieve their full potential

Action: More able DPP children are identified and targeted to achieve greater depth in understanding across the curriculum.

Aim: Promoting Attendance

Target: To ensure that the attendance of all DPP students is at least in line with school averages.

Action: Tracking of DPP attendance and supporting students where necessary.

Aim: Smooth Transition

Target: To ensure a smooth transition for all DPP students whenever they join HLC.

Action: Transition manager to meet children and families and support children for at least their first half term.

Spending Report and Impact of Spending 2015-2016

- Hadley Learning Community was allocated: **£141,400** for the academic year 2015-2016.

Pupil Premium Staffing Roles

Staffing was used to drive provision for targeted pupils. School leaders monitored the outcomes for these pupils to ensure the impact of targeted support was narrowing the attainment gap. Our provision included the following;

- **Teaching Staff** – Teachers had a specific focus on all students’ progress but also understand the need to close the gap on whole school issues. Teaching staff presented high quality subject knowledge that differentiates to all specific needs. Teachers were used for curriculum adaptations, reduced group size sessions and 1:1 small group work. They also planned interventions delivered by support staff and Team TA’s and monitored quality and outcomes of these interventions.
- **Student Support Managers** – 2 SSMs managed the pastoral welfare of the children. These are non-teaching staff who support children across the school. Each SSM is highly trained and performs a significant role with both the learner and the home. The role also extended to academic support with targeted children using a motivational/disciplinary approach. SSMs also supported whole families through the CAF and TAC and were responsible for the promotion of good attendance.
- **EAL Staff** – 2 bilingual staff work across the school. They employed a range of strategies both in English and home languages to support those PP learners who are also EAL.
- **Teaching Assistants, Team TA’s** - each year group (Y2-Y6) had an allocated TA who was directed to work specifically with PP children for a portion of their week. This work was managed and directed by the class teacher and included daily 1:1 reading, support with editing and improving work or additional homework support. They also delivered additional intervention groups focussed towards the individual needs of PP children.
- **Primary Leadership Team** – time was allocated to specifically monitor the provision for and attainment of PP children across the primary phase. The Deputy Head Teacher led provision for PP children and monitored impact of support each half term. Team leaders also supported 1:1 pupil conferences which gave children a chance to talk about their learning and how they were being supported to improve. Pupil Progress meetings were regularly held across the whole school with a focus on the attainment and progress of PP children.
- **Special Support Assistants** – personalised support to address identified needs not supported by any of the above.

Impact of Spending 2015-2016

Early Years Foundation Stage

3 pupils

All PP children made outstanding progress from baselines
33% of PP children achieved GLD compared to 69% all national **-36%**
All children (2) not achieving GLD were emerging in reading, writing numbers and shape, space and measures. *Support strategies in Year 1 need to focus on accelerating progress in reading writing and maths to narrow the attainment gap in all 3 areas of learning.*

Year 1

15 pupils

Attainment in reading @S1+ PP 67%, National end of KS 1 - 74% **-7%**
Attainment in writing @S1+ PP 53%, National end of KS 1 - 65% **-10%**
Attainment in maths @S1+ PP 80%, National end of KS 1 - 73% **+7%**
Screening check results - 87% PP passed National 77% **+10%**

Good or better progress in reading – 93%
Good or better progress in writing - 87%
Good or better progress in Maths – 100%

Support Strategies in Year 2 this year to focus upon maths and writing and maintaining the strong progress in all other areas.

Year 2

22 pupils

Teacher assessment data

Attainment in reading @ARE PP 62%, National end of KS 1 - 74% **-12%**
Attainment in writing @ARE PP 76%, National end of KS 1 - 65% **+11%**
Attainment in maths @ARE PP 43%, National end of KS 1 - 73% **-30%**

Good or better progress in reading – 96%
Good or better progress in writing - 95%
Good or better progress in Maths – 86%

Support strategies in Year 3 this year need to focus upon accelerating progress in reading and maths to reduce the difference in attainment

Year 3

16 pupils

Attainment in reading @ S3 PP 94%, National end of KS 2 - 66% **+28%**
Attainment in writing @ S3 PP 88%, National end of KS 2 - 74% **+14%**
Attainment in SPaG @ S3 PP 88%, National end of KS 2 - 72% **+16%**
Attainment in maths @ S3 PP 75%, National end of KS 2 - 70% **+5%**

Good or better progress in reading – 93%
Good or better progress in writing - 93%
Good or better progress in SPaG - 93%

Good or better progress in Maths – 93%

Support strategies in Year 4 this year need to focus upon building on the strong foundation from Y3.

Year 4
19 pupils

Attainment in reading @ S4 PP 63%,	National end of KS 2 - 66%	-3%
Attainment in writing @ S4 PP 63%,	National end of KS 2 - 74%	-11%
Attainment in SPaG @ S4 PP 37%,	National end of KS 2 - 72%	-35%
Attainment in maths @ S4 PP 58%,	National end of KS 2 - 70%	-12%

Good or better progress in reading – 89%
 Good or better progress in writing - 85%
 Good or better progress in SPaG - 95%
 Good or better progress in Maths – 95%

Year 5 is a priority year group for Pupil Premium Intervention this year. Support strategies must raise attainment of PP children in reading writing and maths.

Year 5
23 pupils

Attainment in reading @ S5 PP 61%,	National end of KS 2 - 66%	-5%
Attainment in writing @ S5 PP 61%,	National end of KS 2 - 74%	-13%
Attainment in SPaG @ S5 PP 17%,	National end of KS 2 - 72%	-55%
Attainment in maths @ S5 PP 35%,	National end of KS 2 - 70%	-35%

Good or better progress in reading – 100%
 Good or better progress in writing - 87%
 Good or better progress in SPaG - 100%
 Good or better progress in Maths – 91%

Priorities in Year 6 will focus upon accelerating progress in reading, writing and maths to reduce the progress and attainment gap.

Year 6
21 pupils
Teacher assessment data

Attainment in reading @ ARE PP 33%,	National end of KS 2 - 66%	-33%
Attainment in writing @ ARE PP 24%,	National end of KS 2 - 74%	-50%
Attainment in SPaG @ ARE PP 0%,	National end of KS 2 - 72%	-72%
Attainment in maths @ ARE PP 29%,	National end of KS 2 - 70%	-41%

VA - Good or better progress in reading – 95%
 VA - Good or better progress in writing - 90%
 VA - Good or better progress in Maths – 85%

Impact of Spending over time

	2012 16 children	2013 14 children	2014 17 children	2015 15 children	National (All) 2015	2016 3 children	National (All)
	Above 78 points	New Assessment					
Good Level of Development	92%	64%	47%	64%	66%	33%	69%
Reading	92%	71%	59%	64%			
Writing	92%	57%	53%	64%			
Maths	100%	86%	59%	73%			
Phonic Screening check		75%	71%	76%	77%	87%	77%
	2012 21 children	2013 16 children	2014 14 children	2015 15 children	National 2015	2016 21 children	
Reading L2c and above 2b+ L3	88% 53% 0	86% 76% 24%	88% 81% 19%	93% 87% 47%	91% 82% 32%	SAT 62% TA -67%	74%
Writing L2c and above 2b+ L3	71% 35% 0	86% 71% 14%	81% 81% 13%	93% 73% 13%	88% 72% 32%	TA -76%	65%
Maths L2c and above 2b+ L3	76% 53% 0	86% 81% 10%	94% 81% 19%	93% 87% 33%	93% 82% 26%	SAT -43% TA – 52%	73%
Key Stage 2 results	2012 27 children	2013 27 children	2014 22 children	2015 19 children	National 2015	2016 21 children	
Reading L4 and above L4b+ L5+ L6+	52%	59% 26% 0%	68% 50% 32% 0	90% 55% 20% 0%	89% 80% 48% %	SAT 14% TA - 30%	66%

Writing L4 and above L4b+ L5+ L6+		74% 36% 0%	86% 5% 0	85% 70% 20% 0%	87% 36% 0%	SAT 43% TA - 20%	74%
SPAG L4 and above L4b+ L5+ L6+		37% 19% 0%	59% 36% 18% 0	60% 55% 50% 0%	80% 73% 55% %	SAT 33% TA - 0%	72%
Maths L4 and above L4b+ L5+ L6+		74% 11%	64% 64% 5% 0	80% 55% 25% 5%	87% 77% 41% 9%	SAT 24% TA - 25%	70%
Key Measures							
Combined L4+ L4b+ L5+	E&M 52%	RW&M 59% 11%	RW&M 55%	RW&M 70% 35% 5%	RW&M 80% 69% 21%	5%	53%
Progress Reading 2 Levels (expected) More than expected		81%	73% 32%	100% 25%	91% 34%	-4.7	-5
Progress Writing 2 Levels (expected) More than expected		96%	100% 27%	100% 20%	94% 33%	-1.5	-7
Progress Maths 2 Levels (expected) More than expected	58%	89%	86% 14%	90% 35%	90% 35%	-3.8	-5

Action Plan 2016-17

We currently have **107** Disadvantaged Pupil Premium students, which is **24%** of the total number of pupils. This figure is significantly above the national average and as a result presents the school with a number of bespoke challenges. With a range between **3 and 23** pupils within each year group, we consider each of these students on an individual basis in order to most effectively personalise our provision to their needs.

The breakdown is as shown in the table below:

Disadvantaged Pupil Premium Number Breakdown – 2016/17 (October Census Data)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
11	3	15	23	16	19	20

Planned Allocation and expenditure for the academic year 2016-17

- Planned expenditure for academic year 2016-2017: **£132,780**

Historically, the school has had significantly more funding through DPP formula. However, despite the decrease in overall funding the school has remained committed to maintaining successful strategies embedded within HLC working practice.

To make effective use of this funding provision the leadership team have put the following provisions in place:

Note: Nearly all of these provisions are also available to any student within the school who needs support, not just disadvantaged pupil premium students and the overall costs of provision made is much higher than this, but we have tried to be as precise as we can on what portion of the funding benefits those eligible for Disadvantaged Pupil Premium in these costings:

Disadvantaged Pupil Premium Strategy	Expenditure Amount	Description	Success Criteria
Team TA Targeted interventions	£30,000		

<p>Team TA Targeted intervention Reading</p>		<p>Daily reading sessions for identified pupils. 1 to 1 reading with Team TA, time to develop word and comprehension skills.</p> <p>This will be short term 4-6 week intervention.</p>	<ul style="list-style-type: none"> • Children will increase reading fluency and confidence. • Children will have secure reading skills to support them to access the curriculum in all subject areas. • Children will make good or better progress towards ARE.
<p>Targeted intervention Talking maths.</p>		<p>Children who are identified with poor language skills to work in a small group twice weekly to develop their conceptual maths skills and use and apply mathematical vocabulary to support their learning.</p> <p>This will be short term 6 week intervention.</p>	<ul style="list-style-type: none"> • Children will embed basic mathematical skills. • Children will develop and apply mathematical vocabulary to question and understand new mathematical concepts. • Small group work will address any gaps in their conceptual understanding. • Children will make good or better progress towards ARE.
<p>Targeted intervention Number facts.</p>		<p>Daily number facts sessions for identified pupils. This will include knowing number bonds and time tables facts in order to manipulate numbers into a range of different contexts. Developing number fluency</p> <p>This will be short term 4-6 week intervention.</p>	<ul style="list-style-type: none"> • Children are fluent, confident and accurate in manipulating numbers at speed, especially when problem solving and reasoning. • Children will make good or better progress towards ARE.
<p>Targeted intervention Spelling and handwriting</p>		<p>Daily short sessions to develop pencil grip and FMC to form letters correctly. Small group support to join letters, following our school handwriting guidance. This will be reinforced in lessons by all classroom staff to ensure application.</p>	<ul style="list-style-type: none"> • Children will develop pencil control to form all letters correctly and join accurately. • All presented work will include correct letter orientation and formation.

		<p>Team TA to follow up spelling errors either in lessons or homework/spelling tests.</p> <p>This will be short term 4-6 week intervention.</p>	<ul style="list-style-type: none"> • Children will improve spellings, by applying phonics and spelling patterns. • Children will respond to marking consistently to practice and improve their spellings. • Children will make good or better progress towards ARE.
Additional support for identified year groups.		<p>Data analysis shows where additional support is needed across the school, identifying the cohort and curriculum area.</p> <p>Subject leaders to support class teachers to plan and resource learning activities for children. Team TA's are deployed to support through interventions.</p> <p>Class TA's are planned to support identified children across the year group within core subjects.</p> <p>Afternoon additional support in Y2 (autumn term) to complete 'think pinks' to meet the learning objective.</p>	<ul style="list-style-type: none"> • Data is used to identify year groups requiring additional support. • Subject leaders support with planning and resources.
Class TA Support for DPP students needing additional support to meet the lesson's learning objective	£48,000	<p>Daily 1:1 or 1:2 support at the start of core subjects, questioning and checking child's understanding before working independently within the lesson.</p> <p>Daily 1:1 or 1:2 support at the end of core subjects, questioning and checking child's understanding of their work, quality and quantity of written work produced. Think pinks will be used to close any gaps in the child's understanding towards the learning objective.</p>	<ul style="list-style-type: none"> • Children understand the learning and the task and work to the best of their ability in the lesson, achieving the learning outcome. • Children will use adult marking to meet the lesson's learning objective. • Children will make good or better progress towards ARE.

<p>Challenge for HA DPP pupils to deepen their understanding.</p>		<p>SOLO will be used to support the children to assess their learning and deepen their understanding by applying knowledge and setting themselves challenges. This will be supported by 'challenge' of 'extension' activities set by the class teacher.</p>	<ul style="list-style-type: none"> • HA children are identified on the register. • High aspirations for HA DPP children from all staff • Children deepen their understanding within the lesson. • Children will use SOLO to assess themselves as a learner.
<p>Purchase of new reading scheme.</p>	<p>£3,500</p>	<p>Phonics bug and Phonics bug club has been purchased to motivate and encourage children to read more at home. The scheme supports children to ask questions and further their understanding of what they have read. Printed books have been purchased for those children that do not have access to the internet or suitable electronic devices at home.</p> <p>I pads are purchased for Team TA's to use to read 1 to 1 with children.</p> <p>Short term intervention by Team TA's or class TA's (Y1) for 1:1 reading, to include discussion about the texts.</p>	<ul style="list-style-type: none"> • Children will read more at home, either through the e-books or printed text. • Children will have a good understanding of the texts, and can summarize their reading and answer questions confidently and fluently. • Children will be more fluent readers. • Children will refer to the text to answer a range of questions. • Children will make good or better progress towards ARE.
<p>Deputy Head teacher to monitor, track and report on Disadvantaged learners. Deputy Head teachers to direct Team TA time to support all identified pupils including DPP.</p>	<p>£13,000</p>	<p>Deputy Head teacher to have responsibility for monitoring the progress of DPP across the school. To report termly on the provision, the impact of support, and achievement of pupils. To ensure that the provision and spending is maximised.</p>	<ul style="list-style-type: none"> • Close monitoring and immediate response to progress and attainment data. • Targeted provision impact is monitored, reviewed and measured. • Improved outcomes for pupils.

		Deputy head teachers, to monitor and direct the Team TA's to deliver interventions for targeted DPP children.	<ul style="list-style-type: none"> • The attainment difference between DPP and all students is narrowing. • Team TA's know the DPP students in their classes and use the assessment grids regularly to target gaps in learning. • DPP children are tracked on spreadsheets to ensure children have additional support throughout each term.
Team leaders to monitor, track and report to SLT on Disadvantaged learners.	£13,500	<p>Team leaders to have responsibility for monitoring the progress of disadvantaged pupils across their teams.</p> <p>Team leaders will support class teachers to plan for specific interventions.</p> <p>Team leaders will support teachers to challenge all children, including more able pupils in their class.</p> <p>Team leaders to analyse the data and put next steps support in place, utilising the Team TA effectively.</p>	<ul style="list-style-type: none"> • Close monitoring and immediate response to progress and attainment data shows the gaps narrowing. • Targeted provision impact is monitored, reviewed and measured. • Children make good or better progress towards ARE. • HA children deepen their understanding.
Data Manager collating progress data for the disadvantaged group	£4,000	Disadvantaged pupil achievement data is collated and reported termly.	<ul style="list-style-type: none"> • Achievement data is recorded across the school. • Data is used to inform continued high impact intervention and support. •
Reduced Class sizes in Y6. End of year attainment is lower than National in Y5 for all children including DPP students.	£16,000	Over staffing by 1 teacher in Y6 to create significantly smaller class sizes to enable additional teacher-student contact.	<ul style="list-style-type: none"> • All pupils including DPP students will attain ARE in core subjects. • Children make good or better progress.

		Smaller ratio will ensure students are able to improve rates of progress	<ul style="list-style-type: none"> Children attain ARE in all subjects.
Attendance/pastoral support SSM/pastoral meetings	£10,000	Pastoral meetings (biweekly) track attendance of all pupils, including DPP pupils. SSM's support ensures that all students are happy for them to achieve academic success. SSM's lead on the CAT/TAC process to support pupils and their families.	<ul style="list-style-type: none"> Increase in DPP pupil attendance. All students, including DPP pupils are happy and come to school ready to learn. Support for pupils and their families ensure the named child makes good or better progress in their academic learning.
Home visits	£1,000		<ul style="list-style-type: none"> Early identification of children eligible for DPP funding Families are supported as their child starts school Support for DPP children allocated from the start of term.
Identification of need and allocation of additional support	£5,000	School supports DPP families the cost of extra-curricular activities where these are clearly advantageous to the curriculum or the student's social needs. Support for purchasing resources, attending homework club and trip participation.	<ul style="list-style-type: none"> All children have access to the curriculum and resources to support their learning. Children make good or better progress. Children attain ARE in all subjects.
Class teachers to provide additional support for identified pupils in class	£10,000	Class teachers to set additional 'think pinks' to ensure the children have understood and applied new learning on a daily basis. Additional homework is given to challenge the more able disadvantaged pupils. Team TA time allocated to support children that do not complete their homework at home.	<ul style="list-style-type: none"> Children reduce the difference in academic achievement in reading, writing and maths.

Homework club support	£3,000	Disadvantaged children will have priority for attending homework club. Staff liaise with class teachers for additional work to be completed at homework club.	<ul style="list-style-type: none"> Children complete their homework regularly and attainment is in line with all pupils.
Pupil progress meetings		Class teachers and Team TA's meet with SLT to discuss the attainment of all pupils including PP students. Learning activities and resources are discussed and planned to support the needs of students.	<ul style="list-style-type: none"> Children requiring additional support are identified. Activities and resources meet the needs of identified pupils. All targeted children make sufficient or better progress towards ARE.

Disadvantaged Pupil Premium interventions evidence base:

Class teacher's complete weekly spreadsheets to evidence the support DPP have received. Additional work in children's books is evidenced in green marking.

Termly attainment and progress data sheets are produced. These are used by the SLT, team leaders and class teachers to identify groups or individuals. This information is used to plan for specific interventions or challenges.

Termly pupil progress meetings with the SLT, class teachers and team TA's discuss the progress and attainment of all children, including DPP pupils.

Additional support is monitored and outcomes are reviewed termly.