



Tower Hill Primary School

Pupil Premium Funding Expenditure Report: 2017/18

The Pupil Premium is allocated according to the numbers of children from low-income families who are currently known to be eligible, or have been eligible at some point within the last 6 years, for free school meals (FSM/Ever 6) in both mainstream and non-mainstream settings; and children who are deemed to be 'looked after' by the Local Authority. Service Premium is also allocated for children whose parents are currently serving in the armed forces, or have been within the last 5 years (Ever 5).

It is for schools to decide how this additional funding is spent but they must be accountable for this, showing the impact the funding has on supporting children with their learning to ensure at least good attainment and progress. We publish our allocation of Pupil Premium; list our plans and actions for its distribution; and detail its impact on our website & in our School Prospectus.

How Much Pupil Premium Have We Received for 2017/18?

2017/18 (estimated at this point of the year)	£1 320 pp / £300 per Service Pupil
Total number of pupils on roll	299 (as informed by Pupil Census Oct 16)
Total number of pupils eligible for PP	105 (as at Pupil Census July 17)
Amount received for FSM/Ever 6	£138 600
Total number of pupils eligible as Service	13
Amount of PP for Service Children	£ 3 900
Total number of Post Looked After Children	1 (+1 for 2 terms)
Amount received for Post Looked After Children (2)	£ 2 900
Total Amount of Pupil Premium received	£145 400

Barriers to Future Attainment

Aim: To enact provision which will help to reduce and ultimately remove the following identified barriers to the progress made and/or attainment reached for children eligible for Pupil Premium funding: not all identified pupils will encounter these barriers

1	Very low baseline entry levels in language development which impact reading & writing skills acquisition in future years
2	Limited adult home support to engender a value on learning and aspirations to achieve well, negatively affecting engagement and motivation
3	Emotional and mental health issues through disrupted home circumstances which impact focus on learning and success in social integration
4	Lack of opportunity to engage in experiential learning outside of school due to family financial circumstances which limits capacity to contextually self-apply

Nature of Support from Funding

Aim: Accelerate progress of those children who demonstrate delays in order to Close the Attainment Gap with Non-Pupil Premium Children		
1	Focus on Learning: Direct Impact on Standards Focus on Learning: Developing Teaching Practice	£ 78 155 = 54% of Actual Income £ 23 420 = 16% of Actual Income
2	Focus on support for families/community	£ 16 580 = 11% of Actual Income
3	Focus on Social, Emotional, Mental Health Development	£ 18 285 = 13% of Actual Income
4	Focus on Enrichment in/beyond Curriculum	£ 8 960 = 6% of Actual Income

How Is The Pupil Premium Being Used?

Item/Project	Approximate Costings	Objective	Impact
1.Focus on Learning: Direct Impact on Standards			
Desired Outcomes: Pupils eligible for PP – and those 'at risk' of being PP – make accelerated progress by the end of Reception Year so that the proportion of PP pupils not at Age Related Expectations reduces; and by the end of KSII, attainment or/and progress is in-line with Other Pupils i.e. non-Disadvantaged			
Continuing provision of Communication & Language Practitioner and delivering small group sessions with identified pupils with low level communication entry skills	£22 580	Liaise directly with key feeder local pre-schools to facilitate language development with a focus on Speech & Language before commencing Tower Hill & ensure transition programme in-place on entry.	Prior to entry to TH: 25 pupils : focus of CLP work pupils, to develop listening & attention skills and expressive vocabulary from two key feeder pre-schools. End 2017: GLD Disadvantaged Pupils: • 80% (Nat 57%) Outcome: HIGH Impact
Leading KSI Booster Phonics/ Reading sessions to embed phonics skills	£5 980	Children who entered EY with significant delays in communication & language acquire phonics skills through learning letter sounds, to blending, to reading at increasing pace and success, leading to an increasing proportion 'Meeting the Phonics' standard at end of Y1.	End 2017 (Y1): CLP focus pupils from entry (23) who MET Y1 Phonics Standard – 83% (19) MET Standard 85% (Y1) MET Standards 48% who MET Standards ≥ 36 words correct: 90%+ success rate Outcome: HIGH Impact
Delivering KSI English & Maths Booster Groups	£5 500	Intervention English & Maths teaching of children identified as not on track to meet Age Expectation at the start of the year to ensure that progress is accelerated.	Ofsted Inspection Data Summary Report Jan 2017 – Headline: <i>'In 2017, reading attainment of the expected standard was at or above national for the disadvantaged group.'</i> Maths: [Nat ALL 75%] TH Disadvantaged 57% Outcome: Good Impact
Delivering KSII English & Maths Challenge Groups	£12 520	Accelerate the progress of pupils who demonstrate challenges in overcoming barriers to learning by Over-Teaching i.e. repetition of less secure concepts thus also impacting the ratio of High Quality Class Teacher support for pupils identified as with potential to 'Work Beyond' Age Related Expectations.	Disadvantaged Pupils : <i>Expected + Accelerated Progress at end 2017:</i> Read Write Maths Y3 74% 74% 74% Y4 77% 62% 77% Outcome: Good Impact

Running Maths Booster classes: High Quality Teaching Provision: Upper KSII	£10 230	Support children to be increasingly secure in basic Maths skills, & have the confidence to apply them, to accelerate progress & close the gap in Age Expectation	2017:KSII SATs Maths AT+ Age Expectation TH Nat.All All pupils 93% 75% Disadvantaged 94% 75% <i>Progress of both groups: Significantly > Nat</i> Outcome: HIGH Impact
Providing Y6 Maths Challenge Programme which also increases ratio of Teacher : Pupil	£10 615	Develop Pupil Premium pupils' Maths skills to support them to attain Beyond Age Expectation by end of KSII.	2017:KSII SATs Maths Beyond Age Expectation TH Nat.All All pupils 38% 23% Disadvantaged 19% 23% Outcome: HIGH Impact
Running English Booster Programme: High Quality Teaching Provision : Upper KSII	£10 230	Increase PP children's basic Writing skills, & confidence to apply them, to accelerate progress and close gap on Age Expectation in Y5 & 6.	2017:KSII SATs Writing AT+ Age Expectation TH Nat.All All pupils 86% 76% Disadvantaged 81% 76% <i>Progress of both groups Significantly Above Nat</i> Outcome: HIGH Impact Y5:End of Yr Attainment AT+ Age Expectation All pupils 80% Disadvantaged 85% Outcome: Good Impact
Resources to deliver the RWI programme	£ 500	Additional required resourcing to continue the effective delivery of the RWI programme.	See pupil outcomes below for Y1 & Y2 Phonics & end of KSI Reading Outcome: HIGH Impact
1.Focus on Learning: Developing Teaching Practice			
Desired Outcomes: Pupils eligible for PP – and those 'at risk' of being PP – make accelerated progress by the end of Reception Year so that the proportion of PP pupils not at Age Related Expectations reduces; and by the end of KSII, attainment or/and progress is in-line with Other Pupils i.e. non-Disadvantaged			
Continuing to develop the skills of the EY/KSI teaching team to accelerate phonics acquisition & reading skills and improve communication & language	£6 800	RWI Champion continues to monitor practice & implement Master Classes to support the development of all those involved in delivering the programme to ensure consistently & effectiveness across EY & KSI and KSII as required for identified pupils. Pupil outcomes evidence the success of the support.	Phonics: 2017 Y1: 85% Sustained performance >Nat (81%) End KSI: 98% (92% Nat) AT Expected Standard Reading: KSI: 83% (Nat 71%) AT Expected Standard TH = +12% from 2015 Outcome: HIGH Impact
Professional development of KSII teachers through dedicated mentoring from members of the Senior Leadership Team.	£16 620	The practice of less experienced teachers is further developed in order that increasingly High Quality Teaching provision is evident so that pupil outcomes are impacted positively.	KSII SATs 2017: Above Floor Standards in Reading, Writing & Maths: for attainment & progress for ALL & Disadvantaged pupils Outcome: HIGH Impact

2.Focus on support for families/community

Desired Outcomes: Families who encounter challenges in supporting their children's learning, either through financial, domestic turbulence, mental health issues or their own negative experiences of education, develop their confidence and skills in parenting, home organisation and in approaching school, which results in their children increasing engagement with learning

Continuing with provision of Family School Link Worker Role	£15 880	Engage with families who are encountering emotional, financial and domestic challenges to develop confidence in parenting and improve outcomes for their children, including support in attendance for children and self-help skills to impact parenting skills.	Highly positive progress is evident: 55 families/ 83 children have been supported across 2017. Learning outcomes show evidence of positive impact but critically, in 100% cases: emotional well-being more secure Outcome: HIGH Impact
Supporting travel expenses to improve school attendance	£ 200	Support families where turbulence is encountered to ensure that the children attend school and thus potential impact on academic outcomes, in addition to safeguarding children.	Attendance of identified PP children stabilised and improved through the support of transport to and from school. Outcome: HIGH Impact
Supporting families in the purchase of uniform if families are encountering challenging circumstances	£ 500	Encouragement of pride in own appearance & sense of 'sameness' with all pupils to limit potential for feeling less valued, potentially impacting outcomes.	Demonstrable increase in pupils' self-esteem as they feel the same sense of belonging as all other pupils through the provision of new uniform, and has impacted their approach to learning. Outcome: HIGH Impact

3.Focus on Social, Emotional, Mental Health Development

Desired Outcomes: Pupils who are subject to emotional support opportunities express an improvement in their emotional health at the end of their sessions/the year; and children who access Breakfast Club engage proactively with their learning as supported by their rate of learning progress

Emotional Literacy Support Assistant (ELSA): to support vulnerable pupils	£4 100	Support for vulnerable pupils with social & emotional difficulties to prepare them for learning & help them cope in school or with their home situation.	35 pupils (inc 60% with Chn Service intervention) supported: 97% recorded improvements in their well-being profile which has impacted positively on learning strategies. Outcome: Good Impact
Independent Counselling 2017/18: support for children's emotional & social development	£3 760	Forum for children to express concerns through play-based counselling. The intention is to continue to offer the programme to parents during the year.	11 children supported during the year: 91% chn express increased positivity about themselves. Outcome: Good Impact The new Counsellor is not yet able to extend the service to parents.

Brokering of Educational Psychology services	£2 625	To support the diagnosis & subsequent provision for children displaying delays in learning including those with Social, Emotional, Mental Health challenges.	SENCo liaises with the Educational Psychologist to ensure accurate diagnoses of pupil need to inform most appropriate support. KSII SATs 2017 Attainment: SEMH pupils 57% Read, Write, Maths 71% in Reading 57% Writing (14% High) 71% Maths (14% High) Outcome: Good Impact
Offering Free Breakfast Club to 'kick start' the day	£7 800	Provision of Breakfast Club for approximately 25 FSM/ Ever 6 pupils to ensure children have nutritional start to the day.	25 (50%) regular attenders at Breakfast Club are PP funded children with increasingly positive attitudes to learning to start the day are evident.
4. Focus on Enrichment in/beyond Curriculum			
Desired Outcomes: Pupils are able to apply a wide range of real-life experiences to their learning which results in more creativity in both oral and written communication and thus improve their educational outcomes in speaking, listening and writing			
Supporting participation in the Y6 Residential Visit: France 17	£1 600	Financial support for 7 children to enable them to take part in the 5 day visit to Normandy, France.	All pupils supported to take part in the French Visit had a wonderful experience – for all disadvantaged pupils, their first time abroad. Outcome: HIGH Impact
Subsidising Day Visits and Experiences 2017/18	£7 000	School significantly reduces requested voluntary contributions of parents towards school visits and experiences by approx. 35%.	Costs to families for school visits significantly subsidised: outcomes in children's verbal reports & books demonstrate impact of experiences. Outcome: HIGH Impact
Whole School Science Week	£ 360	Extend range of investigative, practical activities to PP children who display Higher Order Thinking skills in Science to impact self-esteem and resilience.	2017 KSII Science Attainment ALL pupils 90% (Nat 82%) Disadvantaged 88% Outcome: HIGH Impact
Total Planned Expenditure:	£145400		

How and When is the Impact of the Pupil Premium Evaluated?

We evaluate the impact of this additional support alongside our regular assessment cycle and ultimately following receipt and analysis of our performance data in the Department for Education's Autumn Term release of 'own school:national' data analysis: Analysing School Performance (ASP) and the Ofsted Inspection Data Summary Report. See **Impact Table** below.

Evaluation focuses on academic gains and personal development, including how pupils' self-confidence has improved as a consequence of intervention.

Performance against Tower Hill's previous, and national, outcomes is the key consideration in evaluation.

Linda Tansley
Headteacher
Spring 2018

Measuring the Impact of Pupil Premium Grant Expenditure				
End of Key Stage Data - Tower Hill 2017				
NEW FROM 2016: % of Pupil Premium Pupils achieving Expected Standard at the end Y6 (KSII)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2017	16	75%	81%	94%
July 2016	22	68%	91%	86%
Up to end 2015: % of Pupil Premium Pupils achieving Level 4+ at the end Year 6 (KSII)				
July 2015	11	100%	91%	91%
July 2014	9	100%	78%	100%
NEW FROM 2016: % of Pupil Premium Pupils achieving at Higher Level at the end Y6 (KSII)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2017	16	13%	13%	19%
July 2016	22	5%	32%	14%
Up to end 2015: % of Pupil Premium Pupils achieving Level 5+ at the end Y6 (KSII)				
July 2015	11	73%	55%	64%
July 2014	9	56%	0	22%
NEW FROM 2016: % of Pupil Premium Pupils achieving Expected Standard at the end Y2 (KSI)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2017	15	73%	53%	40%
July 2016	16	75%	75%	75%
Up to end 2015: % of Pupil Premium Pupils achieving Level 2+ at the end Y2 (KSI)				
July 2015	15	80%	67%	87%
July 2014	8	100%	88%	88%
4				
NEW FROM 2016: % of Pupil Premium Pupils achieving at Greater Depth at the end Y2 (KSI)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2017	15	7%	7%	13%
July 2016	16	31%	6%	19%
Up to end 2015: % of Pupil Premium Pupils achieving Level 3 at the end Year 2 (KSI)				
July 2015	15	27%	7%	20%
July 2014	8	50%	25%	38%
% of Pupil Premium Pupils 'Meeting the Standard' in the Phonics Screening				
	At the End of Year 1		By End of Year 2 inc. after re-sit	
Academic Year	No of PP Pupils	% PP Pupils	No of PP Pupils	% PP Pupils
July 2017	21	76%	1	0
July 2016	11	82%	4	75%
July 2015	16	75%	6	100%
July 2014	14	64%	5	100%