



## Tower Hill Primary School

### Pupil Premium Funding Expenditure Report: 2018/19

The Pupil Premium is allocated according to the numbers of children from 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 2018/19?

2018/19 (indicative at this point of the year)	£1 320 pp / £300 per Service Pupil
Total number of pupils on roll	320 (as informed by Pupil Census Oct 17)
Total number of pupils eligible for PP	96 (as at Pupil Census July 18 - reduced)
Amount received for FSM/Ever 6	£ 126,720
Total number of pupils eligible as Service	8
Amount of PP for Service Children	£ 2,400
Total number of Post Looked After Children	3
Amount received for Post Looked After Children	£ 6,980
<b>Total Amount of Pupil Premium received</b>	<b>£136,100</b>

### 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, including those which involve military deployment of a parent or frequent postings involved with military life, 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

### 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	£ 74 755 = 55% of Actual Income
	Focus on Learning: Developing Teaching Practice	£ 16 310 = 12% of Actual Income
2	Focus on support for families/community	£ 16 580 = 12% of Actual Income
3	Focus on Social, Emotional, Mental Health Development	£ 20 160 = 15% of Actual Income
4	Focus on Enrichment in/beyond Curriculum	£ 8 295 = 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 Pre-School Link Worker to liaise with & support pre-schools to support pupils identified with low level communication entry skills	£20,900	Liaise directly with key feeder local pre-schools to facilitate language development with a focus on Speech & Language before commencing Tower Hill, enabling early diagnosis and subsequent comprehensive, transition programme to be in-place on entry and to then continue to deliver that provision once on roll at TH.	Prior to entry to TH: Focus of CLP work to develop listening & attention skills and expressive vocabulary of children from two key feeder pre-schools. <u>2018:Good Level Development</u> Disadv: All Pupils : Nat Dis 70%: 72% : 57% Outcome: HIGH Impact																					
Leading KSI Booster Phonics/ Reading sessions to embed phonics skills	£4,900	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, thus accelerating progress in order to have greater potential to 'Meet the Phonics' standard at the end of Y1.	End 2018 (Y1): <u>MET Phonics Standard</u> Disadvantgd : All Pupils 82% : 86% Outcome: HIGH Impact  <u>Word Success rate ≥35 :</u> Disadvantgd : All Pupils 82% : 92% Outcome: GOOD Impact																					
Delivering KSI English & Maths Booster Groups	£10,995	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, also impacting the ratio of High Quality Class Teacher support for pupils identified as with potential to 'Work Beyond' Age Related Expectations.	2018: <u>KSI Outcomes</u> <u>Disadvantaged Pupils</u> <u>AT+ Age Expectation</u> <table><tr><td></td><td>TH</td><td>2017</td></tr><tr><td>Reading</td><td>80%</td><td>73%</td></tr><tr><td>Writing</td><td>80%</td><td>53%</td></tr><tr><td>Maths</td><td>80%</td><td>40%</td></tr></table> <u>Greater Depth</u> <table><tr><td>Reading</td><td>15%</td><td>7%</td></tr><tr><td>Writing</td><td>10%</td><td>7%</td></tr><tr><td>Maths</td><td>20%</td><td>13%</td></tr></table> Outcome: HIGH Impact		TH	2017	Reading	80%	73%	Writing	80%	53%	Maths	80%	40%	Reading	15%	7%	Writing	10%	7%	Maths	20%	13%
	TH	2017																						
Reading	80%	73%																						
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Maths	80%	40%																						
Reading	15%	7%																						
Writing	10%	7%																						
Maths	20%	13%																						
Delivering Upper KSII English Booster groups: High Quality Teaching Provision	£12,410	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.	<u>2018: KSII SATs Writing</u> <u>AT+ Age Expectation</u> <table><tr><td></td><td>TH</td><td>Nat All</td></tr><tr><td>All pupils</td><td>90%</td><td>78%</td></tr></table> <table><tr><td></td><td>TH</td><td>Nat Other</td></tr><tr><td>Disadvntgd</td><td>92%</td><td>83%</td></tr></table> <u>Progress of both groups:</u> <u>Above Nat</u> Outcome: HIGH Impact  <u>2018 Y5:AT+Age Expectation</u> End of Y4:Y5 2017 : 2018 All pupils 60%: 64% Disadvntgd 50%: 71% Outcome: GOOD Impact		TH	Nat All	All pupils	90%	78%		TH	Nat Other	Disadvntgd	92%	83%									
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			<b>2018: KSII SATs Reading</b> <b>AT+ Age Expectation</b> TH    Nat All All pupils <b>94%</b> 75% TH    Nat Other Disadvntgd <b>92%</b> 80% <b>Progress of both groups:</b> <b>Well Above Nat</b> <b>Outcome: HIGH Impact</b> <b>2018 Y5:AT+Age Expectation</b> <b>End of Y4:Y5 2017 : 2018</b> All pupils <b>70%: 75%</b> Disadvntgd <b>58%: 64%</b> <b>Outcome: GOOD Impact</b>
Delivering <b>Upper KSII</b> Maths Booster groups: High Quality Teaching Provision	£12,410	Support children to be increasingly secure in basic Maths skills, & have the confidence to apply them, to accelerate progress & close the gap in Age Related Expectation	<b>2018: KSII SATs Maths</b> <b>AT+ Age Expectation</b> TH    Nat All All pupils <b>87%</b> 76% TH    Nat Other Disadvntgd <b>83%</b> 81% <b>Progress of both groups:</b> <b>Well Above Nat</b> <b>Outcome: HIGH Impact</b> <b>2018 Y5:AT+Age Expectation</b> <b>End of Y4:Y5 2017 : 2018</b> All pupils <b>70%: 79%</b> Disadvntgd <b>58%: 73%</b> <b>Outcome: GOOD Impact</b>
Providing <b>Y6</b> Maths Challenge Programme which also increases ratio of Teacher : Pupil for all pupils	£13,140	Develop Pupil Premium pupils' Maths skills to support them to attain <b>Beyond</b> Age Related Expectation by end of KSII.	<b>2018: KSII SATs Maths</b> <b>BEYOND Age Expectation</b> TH    Nat All All pupils <b>35%</b> 24% TH    Nat Other Disadvntgd <b>33%</b> 23% <b>Progress of both groups:</b> <b>Well Above Nat</b> <b>Outcome: HIGH Impact</b>
<b>1.Focus on Learning: Developing Teaching Practice</b>			
<b>Desired Outcomes:</b> 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	£2,450	The RWI Champion continues to monitor practice and implement Master Classes in order to support the development of all those involved in delivering the programme so that it is taught consistently and effectively across EY & KSI.	<b>2018 Phonics Standard:</b> <b>Y1: 86% = Sustained+ performance &gt;Nat (83%)</b> <b>By End KSI: MET Standard</b> TH    Nat All pupils <b>95%</b> 92%[2017] Disadvntgd <b>90%</b> N/A <b>KSI Reading AT+ ARE:</b> TH    Nat All Pupils <b>81%</b> 75% <b>Outcome: GOOD Impact</b>

Professional development of KSII teachers by dedicated mentoring from members of Senior Leadership Team.	£13,860	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.	<b>2018 KSII SATs:</b> <b>All Pupils &amp; Disadvantaged Attainment &amp; Progress</b> <b>Reading: Well Above Nat</b> <b>Writing: Above Nat</b> <b>Maths : Well Above Nat</b> <b>Outcome: HIGH Impact</b>
<b>2.Focus on support for families/community</b>			
<b>Desired Outcomes:</b> 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	£16,300	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: <b>54 families / 68 children</b> have been supported across 2018.  Learning outcomes show evidence of positive impact but critically, in <b>100% cases: emotional well-being more secure</b> <b>Outcome: HIGH Impact</b>
Supporting travel expenses to improve school attendance	£ 100	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 Disadvantaged pupils <b>stabilised and improved</b> through the support of transport to & from school. <b>Outcome: HIGH Impact</b>
Supporting families facing challenging circumstances in the purchase of uniform	£ 180	Encouragement of pride in own appearance & sense of 'sameness' with all pupils to limit potential for feeling less valued, potentially impacting outcomes.	<b>Demonstrable increase in pupils' self-esteem</b> 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. <b>Outcome: HIGH Impact</b>
<b>3.Focus on Social, Emotional, Mental Health Development</b>			
<b>Desired Outcomes:</b> 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 demonstrated by their rate of learning progress			
Emotional Literacy Support Assistant (ELSA): to support vulnerable pupils	£4,200	Support for vulnerable pupils with social & emotional difficulties to prepare them for learning & help them cope in school or with their home situation.	<b>20 pupils</b> (inc <b>60%</b> with Chn Service intervention) supported: <b>85%</b> recorded improvements in their well-being profile which has impacted positively on learning strategies. <b>Outcome: GOOD Impact</b>
Independent Counselling 2018/19: support for children's emotional & social development	£4,330	Forum for children to express concerns through play-based counselling to support emotional well-being and impact engagement with school and thus learning outcomes.	<b>9 children</b> supported during the year: <b>89%</b> chn express increased positivity about themselves resulting in at least expected progress: <b>89% in Reading</b> <b>100% in Writing</b> <b>89% in Maths</b> <b>Outcome: GOOD Impact</b>

Brokering of Educational Psychology services	£3,150	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. <b>2018 KSII SATs</b> <b>Attainment: SEMH pupils</b> <b>78% RWM Combined</b> <b>89% Reading (22% High Lvl)</b> <b>89% Writing (11% High Lvl)</b> <b>78% Maths (22% High Lvl)</b> <b>Outcome: HIGH Impact</b>
Offering Free Breakfast Club to 'kick start' the day	£7 800	Provision of Breakfast Club for approximately c.30 Disadvantaged pupils to ensure children have nutritional start to the day.	<b>30 (50%+) regular</b> attenders at Breakfast Club designated <b>Disadvantaged</b> : increasingly positive attitudes to learning to start the day evident. <b>Outcome: HIGH Impact</b>
Additional resources to support children with challenging circumstances	£ 680	Purchases of uniform, kit, subscription for participation in OOSH clubs to enrich life opportunities.	Identified pupils have engaged in opportunities which has raised self-esteem and heightened sense of inclusion. <b>Outcome: GOOD Impact</b>
<b>4.Focus on Enrichment in/beyond Curriculum</b>			
<b>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</b>			
Supporting participation in the Y6 Residential Visit: France 18	£1,295	Financial support for 6 Pupil Premium children to enable them to take part in the 5 day visit to Normandy, France.	<b>All</b> pupils supported to take part in the French Visit had a wonderful experience - for <b>all</b> Disadvantaged pupils, their first time abroad. <b>Outcome: HIGH Impact</b>
Subsidising Day Visits and Experiences 2018/19	£7 000	School significantly reduces requested voluntary contributions of parents towards school visits and experiences by approx. 30%.	Costs to families for school visits significantly subsidised: outcomes in children's verbal reports & books demonstrate impact. <b>Outcome: HIGH Impact</b>
<b>Total Planned Expenditure:</b>	<b>£136,100</b>		

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

*See Comparative Attainment & Progress Data Tables 2017 and 2018 below.*

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

Linda Tansley  
Headteacher Spring 2019



Measuring the Impact of Pupil Premium Grant Expenditure End of Key Stage Data - Tower Hill 2018				
FROM 2016: % of Pupil Premium Pupils achieving Expected Standard at the end Y6 (KSII)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2018	12	92%	92%	83%
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)				

FROM 2016: % of Pupil Premium Pupils achieving at Higher Level at the end Y6 (KSII)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2018	12	33%	50%	33%
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)				

FROM 2016: % of Pupil Premium Pupils achieving Expected Standard at the end Y2 (KSI)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2018	20	80%	80%	80%
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)				

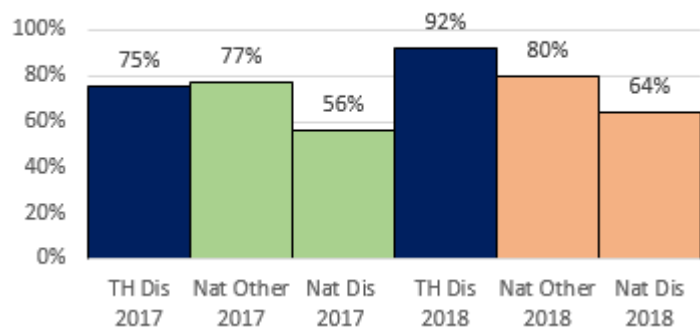
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FROM 2016: % of Pupil Premium Pupils achieving at Greater Depth at the end Y2 (KSI)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2018	20	15%	10%	20%
July 2017	15	7%	7%	13%
July 2016	16	31%	6%	19%
Up to end 2015: % of Pupil Premium Pupils achieving Level 3 at the end Year 2 (KSI)				

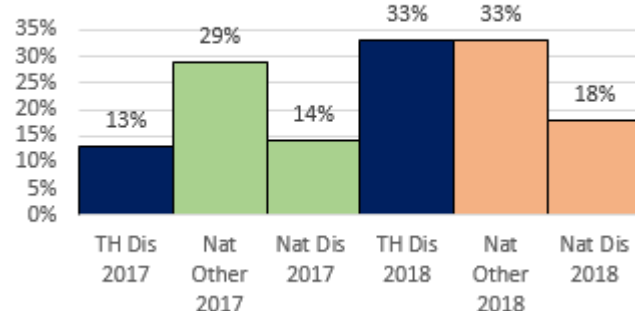
% of Pupil Premium Pupils 'Meeting the Standard' in the Phonics Screening				
	At the End of Year 1		By End of Year 2 inc. after re-sit	
Academic Year	No of PP Pupils	% PP Pupils	No of PP Pupils	% PP Pupils
July 2018	11	88%	5	60%
July 2017	21	76%	1	0
July 2016	11	82%	4	75%
July 2015	16	75%	6	100%
July 2014	14	64%	5	100%

## KSII Disadvantaged (Pupil Premium) Comparative Attainment & Progress Data: 2017 & 2018

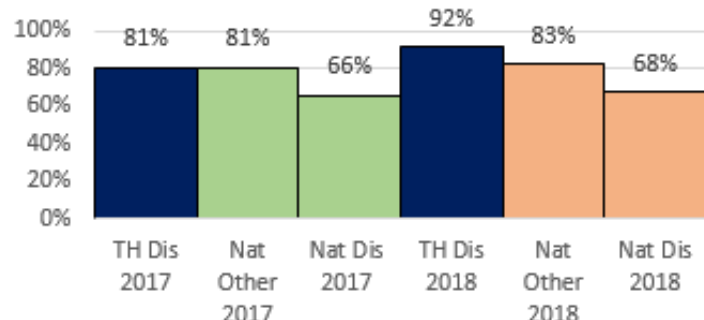
### Reading ARE



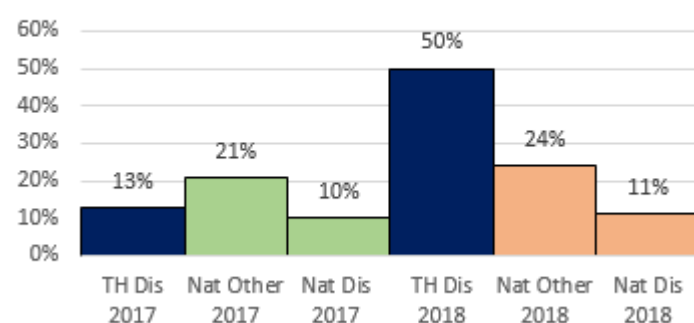
### Reading Beyond



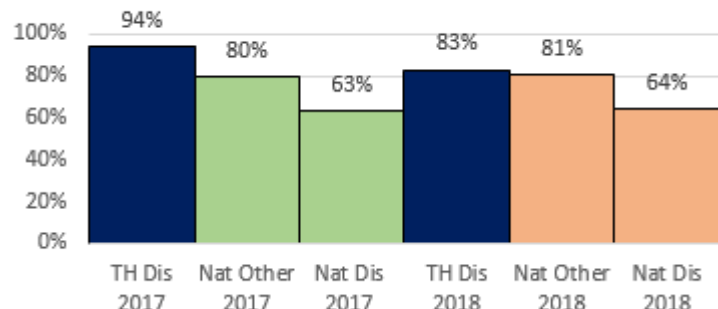
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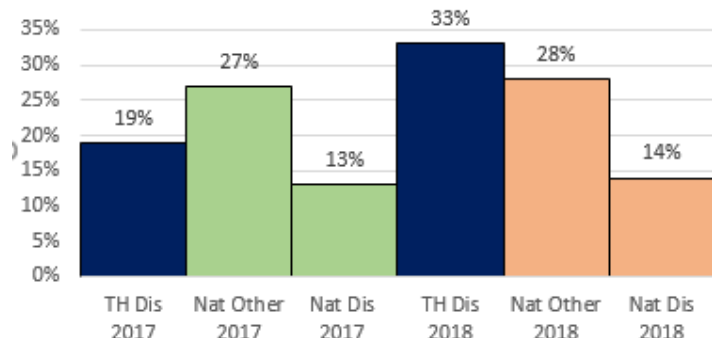
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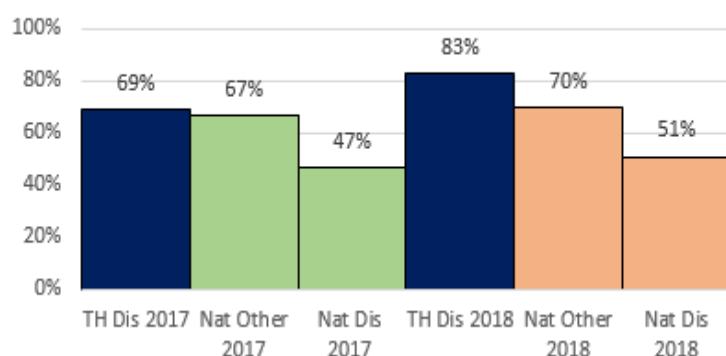
### Maths ARE



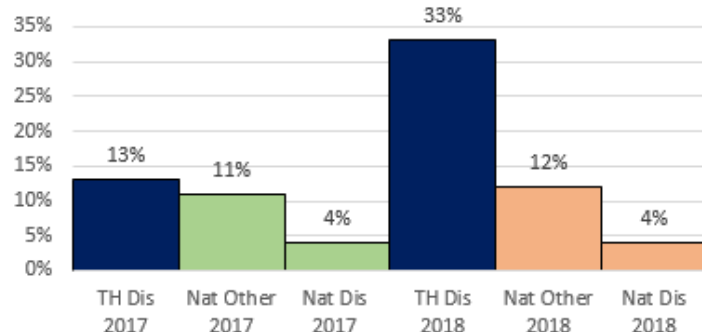
### Maths Beyond



### RWM ARE



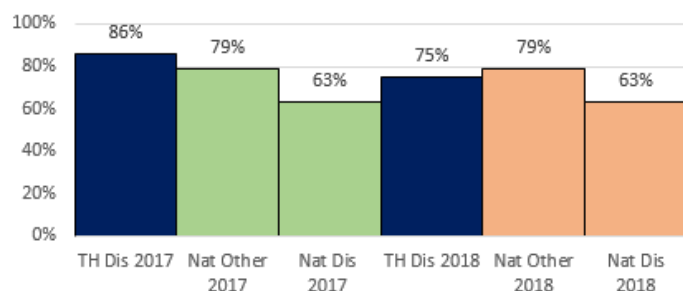
### RWM Beyond



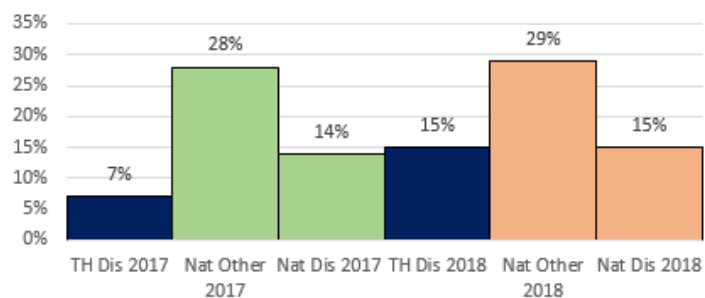
Progress score for disadvantaged pupils 2018			
Tower Hill Disadvantaged	Reading	Writing	Maths
National average for Non disadvantaged (Other)	4.03	4.60	3.46
Progress score for disadvantaged pupils 2017	0.31	0.24	0.31
Progress score for disadvantaged pupils 2017			
Tower Hill Disadvantaged	Reading	Writing	Maths
National average for Non disadvantaged (Other)	2.00	2.25	2.60
	0.33	0.18	0.15

## KSI Disadvantaged (Pupil Premium) Comparative Attainment & Progress Data: 2017 & 2018

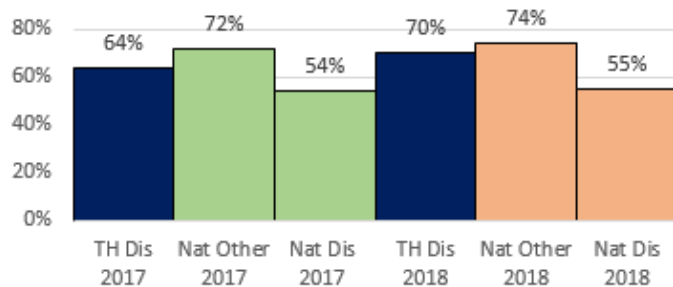
### Reading ARE



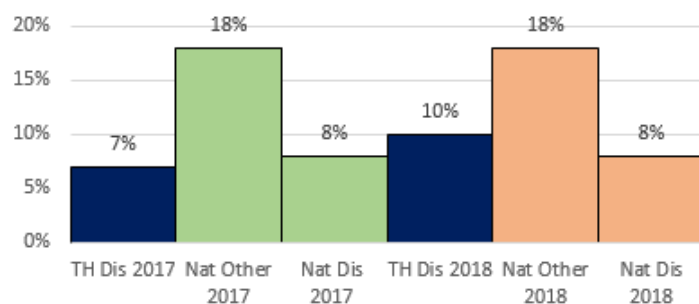
### Reading Beyond



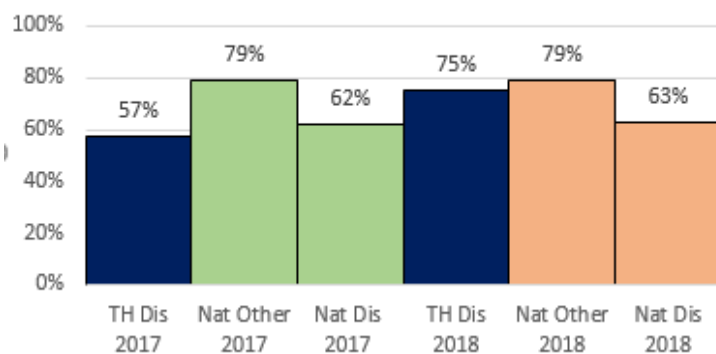
### Writing ARE



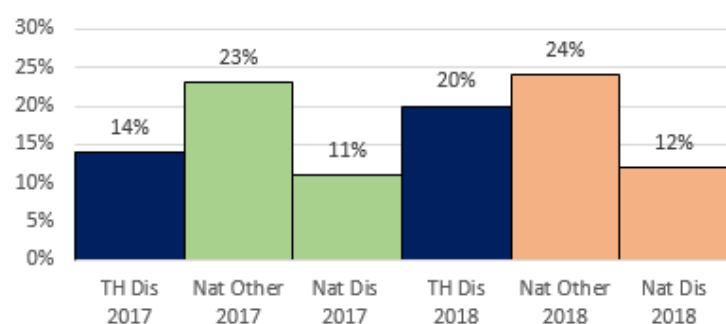
### Writing Beyond



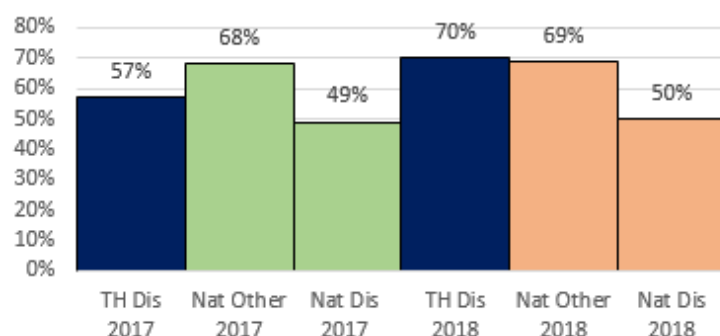
### Maths ARE



### Maths Beyond



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