



Tower Hill Primary School

Pupil Premium Expenditure Report: 2019/20

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 2019/20?

2019/20 (indicative at this point of the year)	£1 320 pp / £300 per Service Pupil
Total number of pupils on roll	353 (as informed by Pupil Census Oct 17)
Total number of pupils eligible for PP	110 (as at Pupil Census Jan 18)
Amount received for FSM/Ever 6	£ 145,200
Total number of pupils eligible as Service	9
Amount of PP for Service Children	£ 2,700
Total number of Post Looked After Children	5
Amount received for Post Looked After Child	£ 11,500
Total Amount of Pupil Premium received	£159,400

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, 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	£ 68 015 = 43% of Actual Income
	Focus on Learning: Developing Teaching Practice	£ 36,905 = 23% of Actual Income
2	Focus on support for families/community	£ 25 410 = 16% of Actual Income
3	Focus on Social, Emotional, Mental Health Development	£ 20 510 = 13% of Actual Income
4	Focus on Enrichment in/beyond Curriculum	£ 8 560 = 5% of Actual Income

How Is The Pupil Premium Being Used?

Item/Project	Approximate Costings	Objective
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	£22,395	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 Tower Hill.
Leading KSI Booster Phonics/ Reading sessions to embed phonics skills	£3,400	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.
Delivering KSI English & Maths Booster Groups	£1,920	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.
Delivering Upper KSII English Booster groups: Quality First Teaching Provision	£10,800	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 Quality First Teaching support for pupils identified with potential to 'Work Beyond' Age Related Expectations.
Delivering Upper KSII Maths Booster groups: Quality First Teaching Provision	£10,800	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
Providing Y6 Maths Challenge Programme which also increases ratio of Teacher : Pupil for all pupils	£18,700	Develop Disadvantaged pupils' Maths skills in order that they attain Beyond Age Expectation, whilst also increasing ratio of Quality First Teaching for Disadvantaged pupils to support them to attain AT Age Expectation by the end of KSII.
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 improve communication & language and accelerate phonics acquisition & reading skills.	£2,960	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.
Professional development of KSII teachers by dedicated mentoring from members of Senior Leadership Team.	£15,245	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.

Immersive Professional Development to meet the significant learning & SEMH needs of a class with 70% PPG pupils.	£18,700	The practice of a less experienced teacher is further developed to include understanding, skills and repertoire of learning behaviour strategies in order that pupils are motivated and supported to learn.
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	£16,890	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.
Provision of SEN Assistance to release SENCo &/or FSLW to support families directly through execution of administrative tasks	£8,120	Produce and maintain SEN associated documentation to enable the SENCo &/or FLSW to engage directly with families who are encountering emotional, financial and domestic challenges as detailed in previous point.
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.
Supporting families in the purchase of uniform if families are encountering challenging circumstances	£ 300	Encouragement of pride in own appearance & sense of 'sameness' with all pupils to limit potential for feeling less valued, potentially impacting outcomes.
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	£4,330	Support for vulnerable pupils with social & emotional difficulties to prepare them for learning & help them cope in school or with their home situation.
Independent Counselling 2019/20: support for children's emotional & social development	£3,960	Forum for children to express concerns through play-based counselling. The intention is to continue to offer the programme to parents during the year and support emotional well-being to impact engagement with school
Brokering of Educational Psychology services	£3,720	To support the diagnosis & subsequent provision for children displaying delays in learning including those with Social, Emotional, Mental Health challenges.
Offering Free Breakfast Club to 'kick start' the day	£8,500	Provision of Breakfast Club for approximately 25 FSM/ Ever 6 pupils to ensure children have nutritional start to the day.
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		
Subsidising Day Visits and Experiences 2019/20	£6,500	School significantly reduces requested voluntary contributions of parents towards school visits and experiences by approx. 30%.

Supporting participation in the Y6 Residential Visit: France 19	£1,710	Financial support for 7 children to enable them to take part in the 5 day visit to Normandy, France.
Subsidising purchase of 'uniform' for whilst on residential visit	£350	Subsidise purchase of Tower Hill Tourers sweatshirt for French visit to engender corporate identity whilst abroad and ensure that ALL are able to feel 'part of the team'.
Total Planned Expenditure:	£159,400	

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
April 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)				

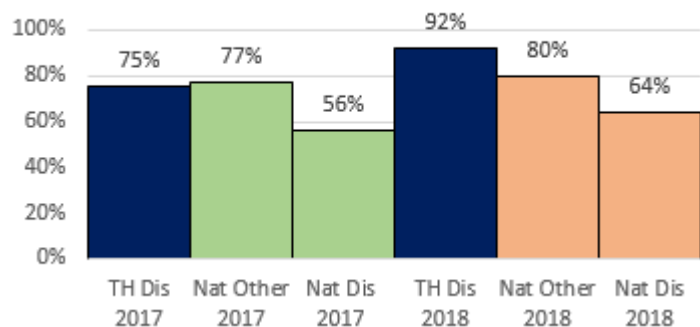
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FROM 2016: % of Pupil Premium Pupils achieving at Greater Depth at the end Y2 (KSI)				
Academic Year	No of Pupils	Reading	Writing	Maths
July 2018	20	15%	10%	20%
July 2017	15	7%	7%	13%
July 2016	16	31%	6%	19%
Up to end 2015: % of Pupil Premium Pupils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

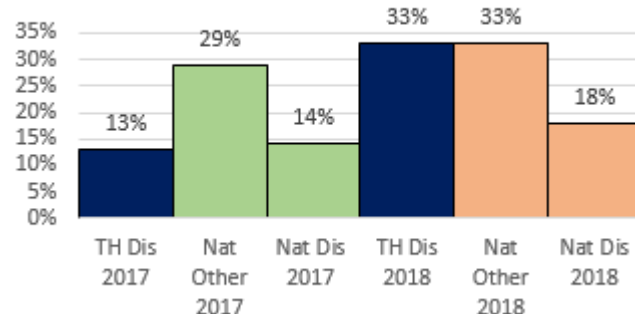
% of Pupil Premium Pupils 'Meeting the Standard' in the Phonics Screening				
Academic Year	At the End of Year 1		By End of Year 2 inc. after re-sit	
	No of PP Pupils	% PP Pupils	No of PP Pupils	% PP Pupils
July 2018	11	88%	5	60%
July 2017	21	76%	1	0
July 2016	11	82%	4	75%
July 2015	16	75%	6	100%
July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

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

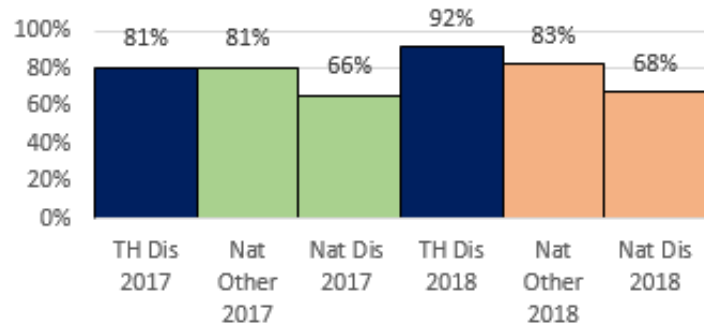
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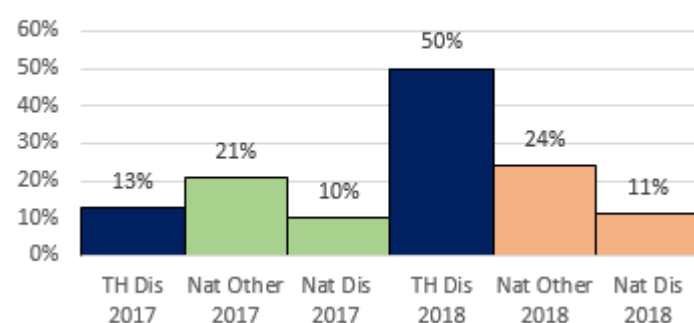
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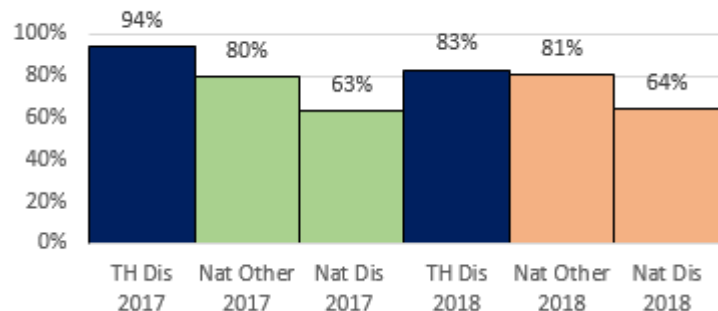
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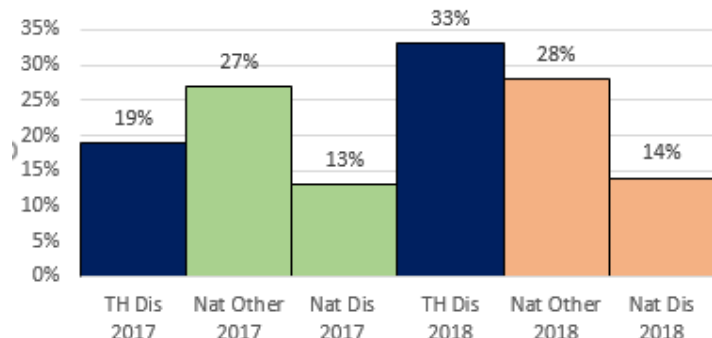
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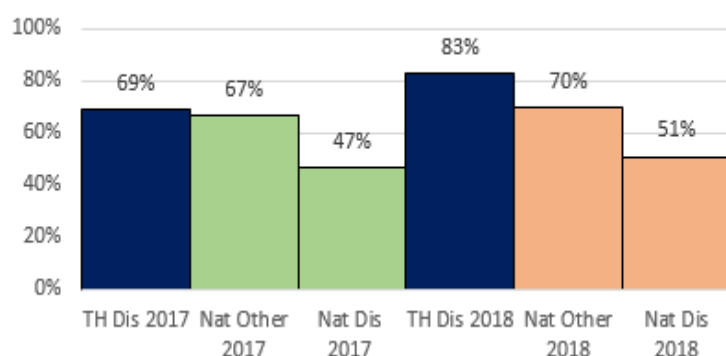
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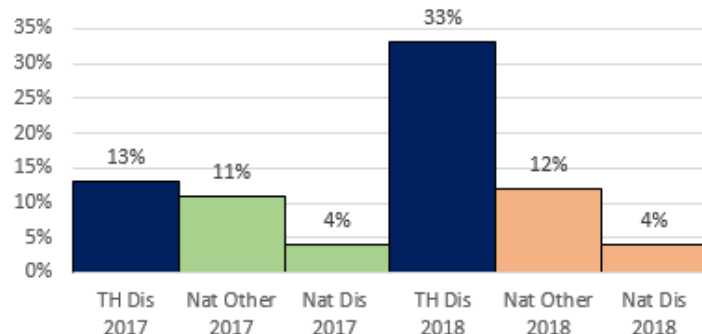
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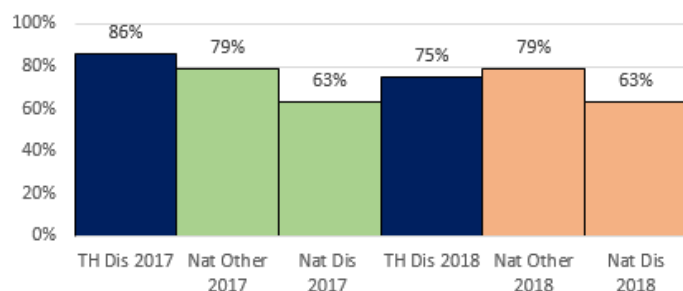
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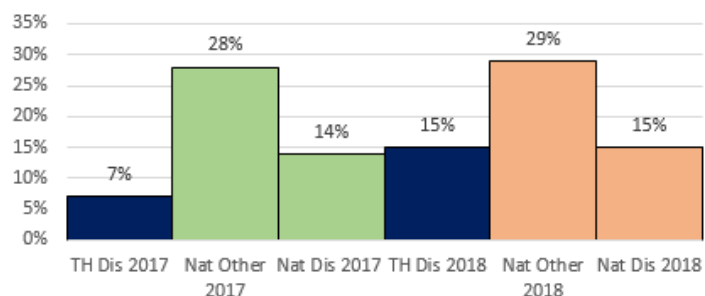
Progress score for disadvantaged pupils 2018			
Tower Hill Disadvantaged	Reading	Writing	Maths
National average for Non disadvantaged (Other)	4.03	4.60	3.46
Progress score for disadvantaged pupils 2017	0.31	0.24	0.31
Tower Hill Disadvantaged	Reading	Writing	Maths
National average for Non disadvantaged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

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

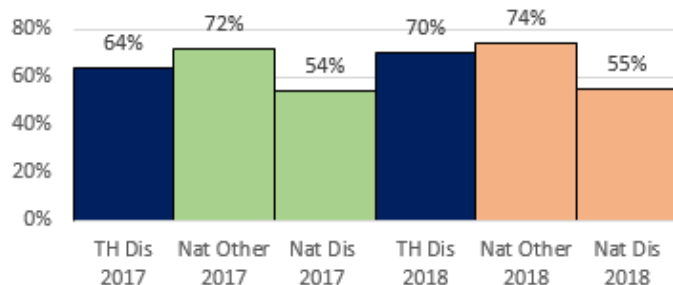
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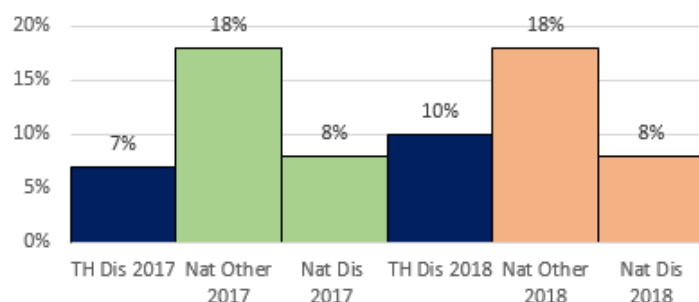
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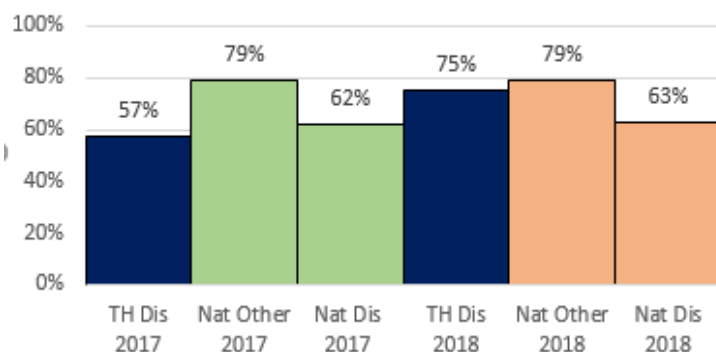
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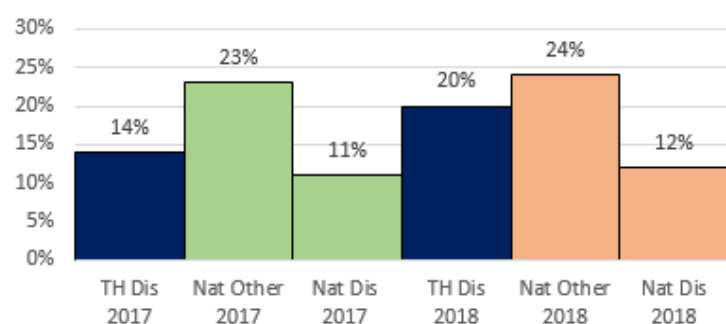
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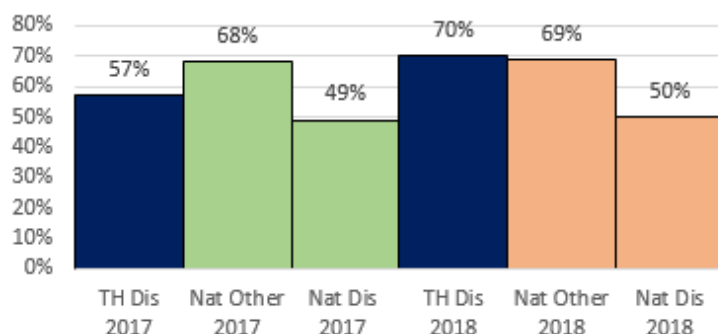
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