

### HFCS Pupil Premium Spending Audit 2014-5

Focus Area: **a) Ensuring teaching and learning opportunities meet's the needs of all pupils**  
**b) Ensuing appropriate provision is made for pupils belonging to vulnerable groups**

**Key People:** Harry Wall, Fiona Pringle, Corrine Sherrington, Caroline Bond, Rachel Tumilty, Caroline Tomlinson, Emily Gulliver, Sara Ridgway, Sophie Chevis

**Strategies:**

**Outcomes and Success Criteria**

Teachers CPD – involving external agencies in meeting needs of specific pupils

Agencies providing specific professional development for pupils e.g. *EQUIP*, SEN, Autism Support

Achievement for All - **£4000**

Pupil Panel, PASS Survey - **£3000**

Teachers RAP's

Booster Groups - **£500**

Learning Mentor - **£6000**

RWInc. Interventions - **£10,000**

Talk Therapy **£1842.00**

Able Maths Themed days, Enrichment opportunities and events e.g. Theatre & residential - **£2401.50**

Nuturing groups, Parental Engagment e.g. Family Links, Strengthening Families, Attendance Officer

**£43548.37**

**Total - £71,291.87**

**1. Closing the Gaps - separate doc.**

2. Part of PP spending is used for the **Achievement for All**. This programme provides a school coach that visits twice a term (10 visits a year); the focus of this programme is to look at the progress of target groups each year to ensure that they make progress at least in line with non-disadvantaged peers. (Part of the target group is SEND pupils in year 3, 4 and 5).

3. Close monitoring of interventions through **RAP's and Pupil Panel** allocation of resources

**Progress and impact** of this work can be seen in the statements below: (April Data Collection)

a) 2014 YR1 Phonics results – **SEN without Statement 78%**, - National was 40% Year 2 Re-sits **Disadvantage pupils 100%** National 60%, **SEN 100%** national 59%

b) Year 2 APS:

SEN	2014 Raise on Line	April 15 Current
Reading	11.8	<b>11+</b>
Writing	10.3	<b>12.2</b>
Maths	13.8	<b>13</b>

c) Year 6 APS:

SEN	2014 Raise On Line	April 15 Current
Reading	19.8	<b>23</b>
Writing	15.7	<b>21</b>
Maths	18.9	<b>22</b>

**Talk Therapy** (Speech and Language Professionals) have now entered into a partnership working throughout the school for 3 days a week from June. This is building on from the impact of their work:

- EYFS setting, currently 68% in line for Good Level of Development (July Target 72%).
- Individual Pupils progress in Year1 & 2
- Spirals Programme to support ESBP pupils

**Authors Abroad - Able Maths and Aspirational Maths Day's**

Pupils in Year 1,2,3, 4 and 5 have all experienced different maths day to address needs and build on maths aspirations in pupils.

Pupils in Year 3 and 4 then disseminated their learning to their peers through Maths in Art day.

**Year 6 Mind the Gap SATS holiday Club**

6 pupils engaged in a tuition programme for 2 days at Easter to support their revision for the SATS. (These pupils were FSM and SEND)

**Attendance** – The Attendance Officer has worked with specific pupils that are under 90% all families improved their attendance following her interventions. Currently PA is at 1.3% (4 children)

Behaviour Trends are improving and analysis and pupil voice shows that pupils are happy at school and feel safe. (Groups analyses)

**Pass Survey Results**

- All areas for both KS1 and 2 were green showing high satisfaction.
- The gender gap is closing in KS2 with *Perceived Learning, Self regard as a learner, Preparedness for Learning, Confidence in Learning and Attitudes to attendance* since 2014 survey. This shows the values and ethos work through RAPS, PSHE, Assemblies, Passport for Learning (Parental Engagement) is having an impact.

	<p><b>Specialist Maths Teacher</b>- has been working with a number of pupils both able (L6 group Reading and Maths) and LAP pupils in KS1. <b>Currently April Data L6 Writing 6%, Maths potential 6% and SPAG 3%.</b></p>
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