

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 Tumlity, 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

- Closing the Gaps**
- 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).
- 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)

Evidence of School Performance				
Key Statement from OFSTED May 2015	<i>Disadvantaged pupils make good progress due to well-targeted support they receive. Pupil premium funding is used effectively to provide wide ranging, bespoke support.</i>			
Performance Data	Impact of Spending on Pupil Achievement			
EYFS	GLD	75%		County Av. 66%
Phonics	Pass	91%	PP- 75%	National All-77% PP-66%
Yr2 Level 2+	R- 96%	W-93%	M- 96%	Above National & Banbury Av. Sig + M

Yr2	L3- R33%,W 20%, M 40%			Above National & Banbury Av.
Yr6 Level 4+ ALL	R- 91%	W- 97%	M- 91%	
YR6 level 4+ PP	R- 89%	W- 100%	M- 80%	
Yr6 Level 4+	SPAG	ALL- 80%	PP- 78%	
Yr6 Level 5+ ALL	R- 54%	W- 49%	M- 43%	

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 = Good Level of Development 75%
- 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.

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