



Pupil Premium Impact and Evaluation Report

Review of Academic Year 2016/17

Context of Academy

Hatfield Woodhouse Primary School serves a rural community at the edge of Doncaster with low levels of social and economic deprivation, and unemployment. The school at 23.54 is slightly above the average level of deprivation; National 21.67

Only 35 of our 204 pupils are classed as disadvantaged (17%). We have 5 Looked After Children (2.4%) and 19 children currently eligible for FSM (9.31%).

The percentage of special educational needs is broadly in line with National. (12%)

The school aims to overcome these barriers to achievement by providing quality learning experiences in a safe and welcoming environment, and by working with parents and carers to raise educational aspirations. It also provides high levels of support for children and their families.

Aims of Pupil Premium Spending for 2016-17

- To provide high quality teaching and learning experiences for all children to overcome educational disadvantage and deprivation.
- To close the attainment gap for vulnerable and disadvantaged pupils through targeted intervention and support from a qualified learning mentor.
- To provide challenge to higher attaining disadvantaged children so they attain their full potential.
- To provide a wide range of extra-curricular activities to broaden children's learning experiences and to foster and develop each child's interests and talents.
- Accelerate progress of FSM and CLA pupils, narrowing the gap to the percentage working at or above age related expectations.

Amount of Pupil Premium Grant (PPG) Received

Total number of pupils on roll – 2016/2017	204
Total number of pupils eligible for pupil premium grant	22
Total number of pupils on roll – 2015/2016	208
Total number of pupils eligible for pupil premium grant	22
Amount of PPG received for Academic Year	
PPG expected for 2016/2017	£29, 040
PPG Grant received for 2015/2016	£34,000
PPG Grant received for 2014/2015	£32,483

Objectives of PPG Spending Academic Year 2016/17

Provide individual and personalised support for children who have barriers to learning through 1-1 sessions and small group work led by a qualified learning mentor and facilitate focused interventions within classes and by withdrawing learners from the classroom to work with specialist TAs throughout the academy in order to:

- Accelerate progress of all disadvantaged pupils so that they attain Age related expectations.
- Close the attainment of disadvantaged pupils compared to national data and non disadvantaged pupils
- Develop Maths skills through use of small group interventions focussing on place-value during the Autumn term, fractions during the spring term and Shape during the summer term. Train TAs to deliver programmes of study to disadvantaged children with misconceptions in maths.
- Develop spelling through a focussed spelling programme and phonic awareness through use of Nesy and Beat Dyslexia small group work on reading comprehension, personalised spelling programmes and guided writing groups
- Achieve or exceed expected progress from KS1 to KS2 Key Stage 2
- Provide access to trips, visits and extracurricular clubs by supporting with the financial costs.

Review and Impact Statement for 2016-2017

Item / Project	Cost	Objective	Impact		
Learning Mentor support and nurture groups, and additional TA hours for children requiring Startime and Reward time	£12,669.50	To provide one to one nurture and targeted support, including reward time and Star Time. To promote confidence and develop learning behaviour across school and good attendance.	<p>Average attendance of children in the nurture group is between 97.4% and 94.8% Disadvantaged children benefitted the teaching of basic skills through art, cooking, self-esteem and understanding emotions. They are starting to develop a more positive attitude to learning through team-work and problem-solving. Attendance for some of these pupils has improved significantly and their self-esteem is improving. 3/6 have transitioned back into the classroom - or are in the process of doing so.</p> <p>The children are making progress in reading, writing and maths but this is slow progress (it will be measured using PIVATS next year) with 1 child working at ARE in reading and maths and another working at ARE in writing.</p>		
TA support engaged in KS1 and 2 maths interventions, including training by a specialist maths tutor	£5910	To provide Maths intervention and support for disadvantaged pupils identified as not on track to narrow the gaps and meet the expected outcomes / progress		% of disadvantaged Pupils attaining ARE	National % of disadvantaged Pupils attaining ARE
			Key Stage 1 Maths	2/3 67%	77%
			Key Stage 2 Maths	6/7 86%	74%
SEN and TA support engaged in spelling and handwriting interventions	£4,000	To provide spelling and handwriting intervention and support for Pupil Premium pupils identified as not on track to narrow the gaps and meet the expected outcomes / progress	Spelling disad	advan	Whilst data shows the gap is narrowing in some classes between disadvantaged children /advantaged children , further work needs to be done on spelling
			50%	63%	
			67%	82%	
			38%	33%	
			25%	59%	

			43%	36%	throughout school Work scrutiny of the learning journey books shows solid improvement in pupil's presentation and handwriting skills.
			14%	62%	
SEN and TA support to facilitate small group work tackling areas of weakness in reading/phonics and raising attainment and progress- including 1-1 support for Nessy, Beat Dyslexia	£4,000	To provide TA support for targeted work in phonics and reading, including small guided group work and one-to-one reading practice.	Disadvantaged child in Year 1 did not pass the Phonics Screening Test scoring 12/40 All Year 2 children resitting the Phonics Screening Test did pass - including Pupil Premium children. 2/3 or 67% of the Year 2 Pupil Premium children met ARE in reading. This is below the National average at 78% - although as we only have 3 disadvantaged children parity with the National could not be attained. 6/7 or 86% of Year 6 disadvantaged readers met ARE with 14% attaining greater depth. Above the National average by 15% at ARE but slightly below by 9%		
Financial support for disadvantaged pupils to attend extra-curricular clubs	£1900	To provide wider learning experiences for children - including Breakfast Club and Childcare After School Provision	Improved learning behaviour of children accessing Breakfast Club, After School Club and Art Club. Disadvantaged children having 1-1 /small group after school booster classes show accelerated progress in Yr 5 and expected progress in Yr 6.		
Financial support for FSM pupils to access visits / residential	£200	To provide first hand learning experiences and widen knowledge and understanding of the world.	When parents complete the consent form all children have been able to access the half termly school visits and Year 6 residential regardless of parental contribution		
Support high attaining disadvantaged children in upper KS2 to attain their full potential through 1-1 editing of writing.	£400	To provide TA support $\frac{1}{2}$ hour a week for 1-1 to teach the editing / up-leveilling of writing for the 3 high attaining PP in Year 6 and Year 5 (L3 or L2A writing at KS1)	Only one of the disadvantaged children in Year 6 attained greater depth in writing (14%) However the Writing Clinics (as we called the editing support meetings) were effective in 71% of the disadvantaged children meeting ARE. National average is 78%		

56% of Pupil premium children are working at or above age related expectations in reading.

56% of Pupil premium children are working at or above age related expectations in writing.

53% of Pupil premium children are working at or above age related expectations in maths. Secure knowledge of place-value, fractions and timestable recall being the main barrier to maths progress.

50% of disadvantaged pupils are working at ARE in combined reading, writing and maths.