



Pupil premium grant expenditure: Report to Governors: July 2016

Schools are free to spend the Pupil Premium as they see fit. However we are held accountable for how we have used the additional funding to support pupils from low-income families.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. *Please note in 2012-13 the government extended the funding to include any children who have been eligible for FSM in the previous six years.*

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. *Please note service premium has now been extended to include any children whose parents have been in the armed services in the last five years even if not currently serving.*

In addition there is a premium, paid termly, for children who have been in care for 24 hours or more in the previous term.

Overview of the school

Number of pupils and pupil premium grant (PPG) received				
Financial Year	2012-13	2013-14	2014-15	2015-16
Total number of pupils on roll	248	254	260	265
FSM / Ever 6	94	116	115	120
CiC / Post LAC	1	4	6	3
SFC / Ever 4	13	16	16	16
Amount of PPG received per pupil	FSM & CiC £600 SFC £250	FSM & CiC £900 SFC £300	FSM £1300 CiC £1900 SFC £300	FSM £1320 CiC £1500 Post CiC £1900 SFC £300
Total amount of PPG received	£60,250	£112,800	£165,700	£171,100

Previous KS2 performance of disadvantaged pupils

(pupils eligible for free school meals or in local authority care for at least six months) Data not included if it might be possible to identify individuals

	2011	2012	2013		2014		2015		2016	
Cohort size	37 FSM 10 Non 27	33 FSM 14 CiC 1 Non 19	34 FSM 16 Non 18		41 FSM 17 Non 24		29 FSM 11 FSM6 18 Non-FSM 18 Non-FSM6 11 SFC 2		29 FSM6 16 Non-FSM6 13	
% of pupils making expected progress in English	FSM 80% Non 80%	FSM 85% Non 82%	Reading FSM 79% Non 89%	Writing FSM 86% Non 89%	Reading FSM 94% Non 92%	Writing FSM 100% Non 92%	Reading FSM 72.7% FSM6 72.2% SFC 100% Non FSM 72.2% Non FSM6 72.7%	Writing FSM 90.9% FSM6 88.9% SFC 50% Non FSM 77.8% Non FSM6 72.7%	Reading TA/(Test) 2b converted to ARE FSM6 90.9% (72.2%) Non FSM6 87.5% (75%)	Writing TA 2b converted to ARE FSM6 100% Non FSM6 100%
% of pupils making expected progress in maths	FSM 80% Non 84%	FSM 85% Non 94%	FSM 64% Non 94%		FSM 82% Non 96%		FSM 81.8% FSM6 72.2% SFC 0% Non FSM 66.7% Non FSM6 72.7%		Maths TA (Test) 2b converted to ARE FSM6 83.3%(83.3%) Non FSM6 81.8% (54.4%)	
% of pupils attaining age expectation or above in English L4+	FSM 50% Non 70%	FSM 71% Non 63%	Reading FSM 81% Non 89%	Writing FSM 69% Non 67%	Reading FSM 76% Non 88%	Writing FSM 47% Non 79%	Reading FSM 81.8% FSM6 77.8% SFC 50% Non FSM 66.7% Non FSM6 63.6%	Writing FSM 81.8% FSM6 77.8% SFC 50% Non FSM 66.7% Non FSM6 63.6%	Reading TA/(Test) ARE FSM6 75% (50%) Non FSM6 69.2% (46.1%)	Writing TA ARE FSM6 75% Non FSM6 69.2%
% of pupils attaining age expectation or above in maths L4+	FSM 80% Non 70%	FSM 71% Non 89%	FSM 69% Non 78%		FSM 65% Non 83%		FSM 72.7% FSM6 66.7% SFC 0% Non FSM 61.1% Non FSM6 63.6%		Maths TA (Test) ARE FSM6 62.5% (62.5%) Non FSM6 69.2% (46.2%)	

% of pupils attaining age expectation or above in English & maths combined L4+ <i>Please note from 2013 is judged as reading, writing & maths rather than English & maths</i>	FSM	FSM	FSM 56% Non 67%	FSM 47% Non 71%	FSM 63.6% FSM6 55.6% SFC 0% Non FSM 55.6% Non FSM6 63.6%	Reaching ARE in reading, writing and maths
	50% Non 63%	64% CiC 0% Non 58%				TA (Test)
						FSM6 69% (43.8%)
						Non-FSM6 69.2% (30.8%)

At Holbrook Primary School we have used the pupil premium monies in a wide variety of ways, all basically aimed at improving the quality of teaching and learning not only for the benefit of pupils eligible for the premium but in reality to the benefit of the whole school community.

We also endeavour to keep class sizes as small as feasible with as much TA support as possible. Pupil premium assists in funding this.

Outlined below are the key areas of pupil premium expenditure:

Nature of support

ECAR / ECC provision

In 2010/11 these programmes were fully funded by the local authority and due to their significant positive impact in terms of progress, as a school it was determined that despite cuts in funding in 2011/12 and no funding from 2012/13 it was important to continue with these interventions for as long as possible. In identifying pupils for ECAR and ECC one of the prime considerations was whether they were eligible for pupil premium and 80% of those who received this intervention were. Pupil premium was used to supplement the school budget in order to continue to run these highly effective programmes.

The ECAR and ECC teachers shared their good practice with all staff to improve the quality of teaching in reading and number across the school. All staff, teachers and teaching assistants, had the opportunity to observe ECAR and/or ECC provision as well as time being given to share key features of the interventions and consider how these could be implemented within the classroom – this resulted in more effective guided work and improvements in feedback to pupils.

Pupils involved in these programmes made rapid gains that in 78% of cases were sustained. Due to the nature of the interventions only a small number of pupils benefited which is why the sharing of practice was essential in order that the good and outstanding features of these could be used to the benefit of more pupils. Due to budgetary constraints these programmes ceased at the end of the 2014-15 academic year – this was a difficult decision and we endeavoured to ensure that class teachers and teaching assistants made as much use of the expertise, before the staff left, as possible.

Total cost: approximately £52,000 per annum, from pupil premium approx. 20% in 2011/12 ie £12,000 per annum and 40% in 2012/13 ie £20,800. In 2013/14 we continued to use pupil premium to the value of 40% of the total cost ie £21,900. In 2014/15 we have covered 50% of the cost from pupil premium £26,000. In 2015/16 to maintain the programmes during Summer 2015 the whole cost was covered by pupil premium £22,000.

One-to-one tuition

For several years the school employed specialist teachers to undertake one to one tuition to work with older pupils who were at risk of not achieving in line with national expectations. Pupils eligible for pupil premium were targeted but not exclusively. Approximately 50% of pupils who have participated in this provision were eligible for pupil premium so until last financial year 50% of the cost came from pupil premium. Until 2014/15 academic year a 0.4FTE literacy teacher and 0.2FTE numeracy teacher were employed – we were unable to find someone suitable to do literacy in the 2014/15 academic year so we only offered numeracy.

Although these pupils do not always reach national attainment levels the vast majority do make at least expected progress based on their prior attainment and indeed several exceed expected progress. Budgetary constraints have resulted in this support also being cut for the 2015/16 academic year. This support will be provided by the senior teacher (KS2) as appropriate in the future.

Total cost: approximately £17,000 per annum for 0.6FTE teachers. 50% in 2012/13 ie £8,400; 50% in 2013/14 £8,500 and 100% of numeracy in 2014/15, £5,600 and in 2015/16 the whole cost was covered for the summer term £8000.

Year 5 & 6 targeted teaching

In the 2014/15 academic year, in theory, pupil numbers meant that there could be just two classes across the upper key stage 2 phase but we decided to continue to employ a third teacher in order to provide these pupils with additional targeted teaching with the aim of ensuring the vast majority of pupils were able to meet end of year expectations. With this in mind during the mornings Year 5 were split into two very small classes for English and mathematics enabling tightly focussed and targeted teaching that was informed by careful precise assessment. During the afternoons the third teacher withdrew groups of Year 6 pupils targeting their specific needs around reading, writing and mathematics. Although the groups withdrawn were not made up exclusively of pupils eligible for pupil premium **all** pupils benefit from more focussed teaching in smaller classes / groups. Class sizes in 2015/16 mean that three classes are essential anyway and teachers are thus entirely funded from the normal budget.

During the autumn term 2014 this was definitely having a positive impact and we were genuinely hopeful based on the accelerated progress of the then Year 6 (this cohort had had two years previously of ineffective teaching and made little progress in that time so there was a huge gap to be closed) that the long term impact would be equally positive - unfortunately this was not maintained due to staff illness. .

In 2015/16 the Year 6 cohort were placed in one class and despite lower than anticipated attainment in relation to the tests they made good progress during the year. Their Year 3 & 4 experience was poor as a result of ineffective teaching, Year 5 was also disrupted due to staff illness, thus they had considerable ground to make up during Year 6.. Although attainment (in terms of test results) was low, teacher assessment indicated better results. Progress government floor targets were met for the first time in three years.

100% of the children who achieved 2b+ at KS1 have made ARE in Year 5 in reading, writing and maths. Internal tracking data also shows that there has been accelerated progress with an increased % reaching ARE at the end of the year compared with their entry data.

Cost of additional teacher in 2014/15 academic year, costs of which are being allocated to pupil premium in the 2014/15 financial year - £22,000. No monies allocated from 2015/16 budget.

Additional EY and KS1 staff

We know that many of our pupils enter school below national levels, many join us working within the 30-40 months EYFS criteria within their personal, social and emotional, literacy and numeracy aspects of learning and with a severe paucity of language. Clearly if we can intervene early and give the children a positive Year R experience and really build on this strongly across KS1 children's progress should be accelerated and gaps should be reduced by the time they enter KS2. Since 2013/14 an additional Year R teaching assistant, resulting in smaller family groups and also enabling pupils to be grouped in smaller numbers for phonics and number input, has been employed. In 2015/16 pupil

numbers within Year R are small enough to have only one teacher but we have maintained 2.2FTE teachers in order to ensure there can be targeted teaching to provide a good start to formal education for our pupils.

The impact of this has been significant with increasing numbers of pupils meeting the expected standards in terms of the ELG (Early Learning goals). GLD, although still not in line with national, increased by 10% in 2014/15 (there were 2 EAL and 3 significant SEN pupils in the cohort) and these pupils have made a good start in KS1. In 2015/16 there has been a further 10% rise in the number attaining GLD – disadvantaged pupils out-performed non-disadvantaged (there is a clear link to SEND distribution).

Cost: Additional teaching assistant- £11,000 per annum (2013/14 and 2014/15) and £11,500 in 2015/16 - without pupil premium funding this would not be possible.

A 0.5fte teaching assistant has been employed to provide specific 1 to 1 interventions for pupils at risk of under-achieving, primarily across KS1 for several years– this includes delivery of SIDNEY, phonographix and numeracy catch-up. This would have had to cease if it wasn't for pupil premium which has fully funded the salary since 2013. In 2015/16 academic year this support is being continued but by ensuring classroom teaching assistants are able to deliver these programmes as appropriate. In order to ensure that in-class support can continue to be offered as well as these specific interventions an additional full-time, rather than 0.5FTE, KS1 teaching assistant has been employed to work within class and provide KS1 interventions.

Although a relatively small number of pupils benefitted from these programmes prior to this year those who did made at least a double ratio gain in terms of progress in the targeted area of learning. In 2015/16 the focussed interventions occurred as and when appropriate AND all the KS1 teaching assistants were expected to be able to deliver at least one of these programmes as well as offer 'surgeries' to ensure children can 'keep up' with the cohort with regards to literacy and numeracy. KS1 results in terms of the expected standards were closely aligned with national results and the pupil premium children and non-pupil premium did very similarly.

Cost: Additional 0.5fte teaching assistant for 1 to 1 interventions- £8,500 per annum (2013/14 and 2014/15) - without pupil premium funding this would not be possible. Additional KS1 teaching assistant in 2015 / 16 fully funded through pupil premium - £11,500.

Additional KS1 teacher - an outstanding KS1 teacher is released from direct classroom responsibilities to support the KS1 teams across both Federation partners. Previously she worked alongside Year 1 and 2 teachers in the Federation partner school modelling good practise in order to further strengthen teaching and learning. This senior teacher is working across both schools and consequently the cost is split across the two schools.

With her support at the Federation partner school KS1 and Year 1 phonics results have improved over the last two years and it is anticipated that this will be replicated at Holbrook. There has been a 20% rise in phonics results in 2016 which is now above national for all groups though boys and disadvantaged do comparatively poorly for the school.

Cost: Pupil premium is supporting the 'release' of the KS1 senior teacher - 50% of the cost to each school is being covered by pupil premium ie £8500.

Additional KS2 staff

In order to facilitate the closing of the gap between our most vulnerable pupils and the others we employed an additional KS2 teaching assistant in 2014/15 to work with KS2 pupils during the mornings focussing on English and mathematics provision and also to facilitate 'surgeries' in the afternoons prioritizing pupils who need some further input in order to remain in line with their peers, a 'keep up' rather than 'catch up' approach. This additional teaching assistant support is being continued this year.

The impact of this in 2014/15 was improved in-year progress across Years 3 to 5 for those pupils who were targeted for the additional support.

Cost: Additional teaching assistant- £11,000 per annum (2013/14 and 2014/15) and £11,500 in 2015/16 - without

pupil premium funding this would not be possible.

In 2015/16 academic year an outstanding teacher has been released from classroom responsibilities to work alongside the KS2 teams in order to improve the quality of teaching and learning with a particular focus on reading and writing – this teacher is supporting both the planning and delivery of lessons through weekly attendance at PPA sessions BUT also supporting individual staff members as appropriate, if necessary on a daily basis. She will be available to model practice as well as undertake regular monitoring to identify and then rectify issues as they arise. In addition this teacher is also working with targeted groups of pupils both those whose progress needs to be accelerated and those who are more able to ensure they make good progress.

Due to staffing issues the outstanding teacher was unable to fulfil the role described above as it was NECESSARY for her to take charge of a class. Internal tracking data still shows however that pupils in Years 3,4, and 5 made accelerated progress with increasing numbers reaching ARE by the end of the day as compared with their entry data.

Cost: Pupil premium is supporting the 'release' of the KS2 senior teacher - 50% of the cost is being covered covered by pupil premium ie £26,000

Teachers

A considerable amount of pupil premium funding has been used to support professional development for teachers – this has taken a variety of forms including attendance at externally provided training, buying in local authority support, providing additional release for teachers to collaborate mainly within school but also with other schools in the GEIP (Gosport education improvement partnership) in order to further improve and enhance the quality of teaching and learning. CPD is carefully planned and targeted to meet both individual and whole school priorities.

English support – 3 days during the 2012/13 academic year of local authority support were purchased to work with teachers who have moved year groups as well as to validate on-going moderation, especially of writing. External validation supported our moderation of writing judgements. In 2013/14 a further 3 days of support was purchased to support the new English leaders in developing their role as well as preparing for the new curriculum. In 2014/15 five days were purchased to support phase teams in developing cohesive English units of work – this included medium term planning of units for new age appropriate texts as well as consideration of how these can and should be adapted for specific classes. In 2015/16 a further four days has been purchased to focus on the leadership of English and to support identified individual teachers.

Maths support – 2 days of local authority support during 2012/13 were purchased to support teachers in developing further their subject knowledge– targeted on teachers who had moved year group. In 2013/14 academic year 3 further days were purchased to support preparation for the new curriculum. In 2014/15 a further five days were purchased – these supported an INSET day around planning units of work and how to move pupils towards the new expectation and progression within calculation. The INSET day was followed up with opportunities for each phase team to work with an adviser considering the progression of skills specific to their phase and how to plan units of work for mixed age classes. In 2015/16 a further four days has been purchased to focus on the leadership of mathematics and to provide individual support for specific teachers.

Leadership development- PPI - Primary Phase Inspector - time has been purchased over the last three years to work with senior leaders to improve their understanding of data, monitoring and accountability. External validation of judgements has been sought through this. In 2013/14 academic year the focus of this was on supporting the then acting Headteacher in monitoring and evaluation activities. In 2014/15 considerable time was purchased in order to support the development of phase leaders (a new role within the school) in understanding their specific accountabilities and responsibilities; they have undertaken classroom monitoring, work scrutiny, action planning and data activities alongside the PPI; some time has been spent with the phase leaders from the other school within the Federation. Further time was used to support the development of the senior leaders within the Federation once the new Head of School started in January 2015.

2014/15 financial year: GEIP collaboration – transition group; PICL (Parents involvement in Children's Learning); curriculum development. Involvement in outdoor learning development within EYFS. School Sports Partnership – professional PE teacher supporting all staff with planning, delivery and evaluation of specific aspects of PE (funded

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through PE premium!)

In 2015/16 a further three days of LLP (PPI) time has been purchased to continue the development of phase leaders and some of this is being used to work alongside the Head of School in terms of the planning and delivery of a bespoke CPD leadership package.

Pupil premium enables us to release staff to be involved in this CPD – in previous years the two 0.6fte PPA teachers had some spare capacity within their role which was used to support the release of staff but there has needed to be some additional release provided through the use of regular agency staff. The cost of the release came from pupil premium but the costs of the CPD itself came from the main budget.

In 2015/16 as far as possible release for this work is being facilitated by in-school staff , pupil premium continued to support this release / cover.

The impact of this CPD is significantly impacting on the quality of teaching and learning with the vast majority of teaching now being good or better. Improved quality of teaching is impacting on pupil progress across the whole school and there is evidence of narrowing the gap across the school in terms of progress, if not yet attainment.

Total cost of release paid for from pupil premium; £8000 in 2012/13; £11,000 in 2013/14, £14,000 allocated in 2014/15 and £10,000 in 2015/16 (reduced on previous years as aiming to use in-house cover as far as possible).

Equality of opportunity

In 2009/10 and 2010/11 Gosport received a significant 'disadvantaged subsidy' which was distributed across all schools – this enabled us to fund extra-curricular activities for FSM and CiC pupils as well as paying for children to attend residential experiences & reducing the costs of trips for vulnerable pupils. This funding stopped in April 2011 and since then due to the commitment of the governors and school in ensuring that children should have equality of opportunity with regard to all aspects of school-life we have allocated some pupil premium to continuing to help fund residential activities and reducing the cost of trips.

This ensures pupils are fully included in all aspects of school life. Our trips/visitors considerably enhance the school curriculum and make it relevant and real to the pupils. Without Pupil Premium to support those families in terms of financial contribution to trips we would need to reduce the number of these opportunities significantly, as we would not be able to fund them through the normal school budget.

Total cost in 2012/13: £7000. Increasing numbers of pupils eligible for pupil premium means that in 2013/14 we allocated double £15,000 and actually spent £8,750. In 2014/15 the expenditure was just over £10,000 and therefore as we are offering increasing opportunities during this academic year £15,000 has been allocated.

Music lessons

In order to enable any pupils to participate in peripatetic music lessons the school has previously fully subsidised these. 50% of the cost was borne by pupil premium as those eligible have an equal opportunity to these lessons. Last year 67% of those having music lessons were eligible for pupil premium. In the 2015/16 academic year although the school is continuing to subsidise the cost of peripatetic music lessons it is no longer fully subsidising costs and parents are being asked to contribute towards the costs. Pupil premium continues to support the school's subsidy.

This is about equality of opportunity and giving pupils opportunities they would be unlikely to have otherwise. 50% of the pupils currently accessing music lessons are eligible for pupil premium.

Pupil premium allocated in 2012/13: £2,500; in 2013/14 £3,500 and in 2014/15 £4,100 (approximately 50% of the costs per annum) In 2015/16 £2000 (approximately 25% of the total costs per annum) is being funded from pupil premium.

Home school link worker

Our HSLW (home-school link worker) works with our most vulnerable pupils and their families. She focusses on 121 support, mainly for parents of pupils facing significant difficulties – she is able to keep lines of communication open when there are problems. She supports families with parenting, behaviour management strategies, housing issues, personal finance and budgeting, healthy eating, form filling and signposting to other agencies.

She organises, and often delivers, courses for parents at their request including: positive parenting, tackling bullying, effective transition.

Although there is limited direct work with the children she liaises with other staff ensuring they are fully aware of the issues and needs connected with individuals, and attends meetings, often alongside parents, with a wide range of agencies in order to ensure school is helping to promote the welfare of the pupils.

In addition she monitors the attendance of our most vulnerable pupils, including all those with active (and prior) child protection concerns and works with their families to increase their engagement with school.

This intervention has a positive impact on attendance, helps families to support pupils' readiness to learn and contributes significantly to pupils and their parents feeling safe and secure within school.

She also negotiates with optometrists to allow for duplicate pairs of glasses to be kept in school for the pupils to regularly use (as required).

She is currently working with 18 of our most vulnerable families (23 children). These families benefit from intensive support – helping them to engage with learning through very effective 121 work for as well as ongoing monitoring and support to improve attendance. Of these children 80% are eligible for pupil premium.

Parents feel enabled to share relevant information with other agencies when the HSLW accompanies them to visits. There is significantly increased sharing between agencies and this assists school in understanding further the pressures on children outside of school.

The HSLW role costs just over £11,000 per annum of which 50% came from pupil premium in 2012/13 but since then 100% of the salary has come from pupil premium.

ELSA

We have employed an ELSA (emotional literacy support assistant) for several years to work with vulnerable pupils supporting them in being ready to learn by running for example social & friendship groups, therapeutic story-telling, emotional first aid, socially speaking as well as providing individual support for pupils who are bereaved or similar.

The ELSA also supports children who experience long or short term behavioural issues as often these children's misbehaviour is a direct result of emotional trauma or social difficulties. Budget cuts meant that if it wasn't for pupil premium funding we would have had to cut the ELSA provision three years ago but 50% of the costs have been taken from pupil premium.

The ELSA role costs just over £13,000 per annum of which 50% has come from pupil premium during the last 3 years ie. £6650 per annum

With increasing numbers of pupils eligible for pupil premium and increasing numbers of pupils who need emotional support, from April 2014 an additional ELSA was employed for 16 hours per week which was entirely funded from pupil premium. The new ELSA prioritized pupils eligible for pupil premium but did not work exclusively with them. She was also responsible for maintaining contact with pupils from forces families, ensuring she knows when parents are deployed or about to be deployed so additional support can be provided when required. The post-holder completed a comprehensive training package in 2014/15 academic year to ensure she is able to support the emotional needs of

the pupils. We have maintained this role in the 2015/16 academic year, in fact increasing her hours to 22.

The additional ELSA role costs just over £11,200 per annum which came entirely from pupil premium in 2014/15 but from this year 50% is funded by pupil premium, ie £5600.

The ELSAs worked with 107 children over the course of the year, some on a weekly basis, some daily and some less frequently. These children are all benefiting from high quality pastoral support either individually or in groups. Of these children 83% were eligible for pupil premium. This support was invaluable in helping to ensure children feel safe and secure, the children know that the ELSA is always available for a chat if they are concerned about anything. This emotional support assists in developing pupils' self-esteem, resilience and confidence and helps to improve their readiness to learn as well as their ability to persevere with tasks thus developing life-long learning skills. They learn to work cooperatively in small groups, taking turns and being aware of the points of view of others; they begin to appreciate that they make choices and are responsible for the consequences of those choices.

Counsellor

For several years we have had a BACP trained counsellor in school for a day a week. She works with approximately 6 pupils per week on a 1 to 1 direct basis as well as hosting two art clubs during the lunch period where pupils can 'drop-in' to make themselves known and receive 1 to 1 work at a later date if necessary. All work is confidential although it is made clear to the individual pupils that the counsellor may share the information if she thinks the children may be at risk. The only difficulty we experience is identifying the pupils who work with her – we have a very lengthy waiting list. Those pupils eligible for pupil premium are prioritized and currently 5 out of 6 are eligible.

Pupils are 'resourced' on an individual basis to help them with strategies that will enable them to cope with the difficulties they face, often outside school. This allows them to feel safe in school and engage with their learning more effectively.

Parents and pupils reported that the counselling had a positive impact in terms of giving children strategies to deal with their worries, concerns and anxieties. This support has seen very mistrustful children begin to open up with a resultant positive impact on their self-esteem and well-being. The counsellor has also been able to signpost individuals to outside agencies who are able to offer additional support. Feedback from pupils and parents is overwhelmingly positive and the vast majority have commented that if resources allowed the children would benefit from further work. 13 pupils have had counselling sessions during the 2015/16 academic year, of which 9 were disadvantaged.

The cost of this provision is currently £7000 per annum and is entirely paid for from pupil premium as without this additional funding this role would have had to cease.

Breakfast club

We have offered a breakfast club for at least five years with parents booking places and being required to pay £2 daily for attendance – this enabled working parents to drop their children off early knowing they would be well looked after and also receive a nutritious breakfast.

We were however aware that an increasing number of pupils were arriving at school without having eaten any breakfast and were as a result not as focussed on their learning as we would like due to low energy levels and rumbling tums! Analysis indicated this was frequently those pupils eligible for income based free school meals. As a result since the beginning of the 2013 academic year we have encouraged children eligible for FSM (and looked after) to attend free, others can still attend for £2 daily.

In 2013/14 between 30 and 40 children regularly attended, 54% of which were eligible for FSM. In 2014/15 an average of 35 children attended daily with 61% being eligible for FSM. So far this year we have averaged 25 pupils daily with 45% being eligible for FSM.

There continues to be considerable anecdotal evidence of improved levels of concentration for pupils who attend, with some teachers identifying noticeable differences in pupils when they do and don't attend. We are actively

encouraging our most vulnerable families to take advantage of this, with admittedly varying degrees of success.

We firmly believe that the improved 'readiness to learn' will long term have a positive impact on pupil progress and narrowing the gap but at this point it can only truly be evidenced by the overall behaviour and attitude standards.

Cost per annum: £6,000 for 2013/14 and 2014/15 (includes staffing and resources as well as breakfast foodstuffs). Despite staffing costs rising we continue to subsidise the costs of breakfast club in 2015/16 to the same amount from pupil premium ie £6,000.

Easter School

For the first time in 2014 Easter holidays we offered targeted year 6 pupils the opportunity to attend 'Easter School'. This focussed on improving writing attainment and was staffed without cost BUT staff were given additional release during school-time in recompense.

All the children who attended EVERY day attained level 4+ in writing in 2014.

Cost 2013/14: £1,000 for consequent staff release and resources / refreshments

During the 2015 Easter holidays, **all** Year 6 pupils were invited to attend Easter School alongside those from our Federation partner school. Staff were paid for their involvement rather than have to release them from classroom duties. We were able to recruit enough staff to enable very small groups of pupils to be supported on areas of reading, maths and GPS that they needed additional help with. On average 14 Holbrook children attended daily. This was offered again Easter 2016.

All the children who attended **EVERY** day attained level 4+ in reading, maths and GPS in 2015

In 2016 across the Federation an average of 34 pupils attended every day (18 from Holbrook). Of these 18 children 63% were eligible for pupil premium. 14 of these pupils got a scaled score of 100+ in the GPS test; 11 in the maths and reading tests. All 18 reported feeling more confident with regards to the tests. All the regular attendees were judged to have reached ARE in terms of the teacher assessments.

Cost per annum: £3,000 for staffing and resources / refreshments.

Building work

At the end of the 2013/14 academic year a review of where targeted interventions were taking place determined that the spaces being used were not conducive to effective learning and some time was spent considering the requirements of these spaces by both staff and pupils. After much thought it was agreed that a dedicated room for 121 work, including ECAR and ECC, was needed and as a result the IT suite which was being decommissioned anyway was re-designed to create a flexible space for these activities. *NB: this space has subsequently (in 2015/16) had to become a classroom due to increasing pupil numbers.*

In addition the HSLW and ELSAs had no specific private spaces of their own for meetings with pupils and / or parents. It was felt that an office shared by the SENCo and HSLW could be created from a space on the side of the staff room. An ELSA room (at the KS1 end of the school) was created which both ELSAs used during the Autumn and Spring terms of 2014/15 academic year, *subsequently in 2014/15 we decided each ELSA needed her own space and ideally we needed an ELSA space nearer to KS2.*

There was no dedicated time-out space available in school and as part of the changes described above a time-out room was created in the KS1 part of the building. This space was accessed by both KS1 and KS2 pupils, during the Autumn and Spring terms of 2014/15 academic year, when they needed somewhere to calm down – children could be escorted there or choose to go there. *For KS2 pupils this proved less effective as it was too far from their classrooms and it was determined that whilst creating a KS2 ELSA room a KS2 time-out room could also be developed.*

Finally, when children were working outside of the classroom with a teaching assistant they were expected to work at Holbrook Primary School – Pupil Premium, Sept 2016

mis-matched tables with 'odd' bits of furniture which had been removed from a variety of classrooms and it was agreed that some 1 to 1 work stations would be better.

In order to promote more effective learning and bearing in mind that the vast majority of pupils / families who would benefit from these spaces are eligible for pupil premium it was agreed that 50% of the cost should come from pupil premium. Staff reported that the dedicated spaces and more appropriate furnishings enabled more effective support and learning during the 2014/15 academic year.

The new spaces continue to be used effectively and having dedicated spaces for the ELSAs means the emotional and social well being of the children is paramount.

Total cost £24,000 of which £12,000 was allocated from pupil premium in 2014/15. A further £9,000 was allocated in 2015/16 in order to provide the KS2 ELSA and time-out rooms.

Summary of PPG spending not including keeping class size as small as feasible and additional TAs across the school (except those identified specifically)

2012/13	2013/14	2014/15	2015/16
ECAR / ECC provision £20,800	ECAR / ECC provision £21,900	ECAR / ECC provision £26,000	ECAR / ECC provision £22,000
121 tuition £8,400	121 tuition £8,500	121 tuition £5,600	121 tuition £8,000
	Targeted support staff £30,500	Y56 targeting teacher £22,000	Targeted support staff £34,500
Teacher CPD release £8,000	Teacher CPD release £11,000	Targeted support staff £30,500	KS1 senior teacher £8,500
Equality of opportunity £7,000	Equality of opportunity £8,750	Teacher CPD release £14,000	KS2 senior teacher £26,000
Music lessons £2,500	Music lessons £3,500	Equality of opportunity £10,000	Teacher CPD release £10,000
HSLW £5,500	HSLW £11,000	Music lessons £4,100	Equality of opportunity £15,000
ELSA £6,650	ELSA £6,650	HSLW £11,000	Music lessons £2,000
Counsellor £5,500	Counsellor £5,500	ELSA £6,650	HSLW £11,000
	Breakfast club £6,000	Additional ELSA £11,150	Additional ELSA support £12,250
	Easter school £1,000	Counsellor £5,500	Counsellor £7,000
		Breakfast club £6,000	Breakfast club £6,000
		Easter school £2,000	Easter school £3,000
		Building works £12,000	Building works £9,000
TOTAL: £64,350	TOTAL: £114,300	TOTAL: £166,500	TOTAL: £174,250

Measuring the impact of PPG spending

The school carries out termly assessment and monitors the progress of all pupils. As part of this data analysis the progress of pupils who receive free school meals and pupils who are from service families is analysed. Any gaps in attainment are then targeted through interventions. Progress of vulnerable groups of pupils is reported to governors on a termly basis.

There were considerable concerns raised with the local authority with regards to the quality of teaching and provision around Easter 2014, in part due to a lack of consistent leadership – monitoring had been inadequate and there had been insufficient focus on pupil progress. At this time behaviour was of particular concern and learning was regularly significantly disrupted which resulted in a large number of pupils not making expected progress. The quality of teaching and learning at this point as confirmed by the acting headteacher's monitoring during Summer 2014 was less than 50% good or better. During the 2014/15 academic year CPD focussed on ensuring behavioural expectations were clear and consistently applied; improving pedagogy and approaches to effective assessment for learning.

*The quality of teaching and learning is **now** regularly monitored both by the school leadership but also through external validation exercises – feedback is given to staff and expectations for improvements / areas for development made clear. Monitoring takes a variety of forms including lesson observation, work and planning scrutiny and pupil conferencing. The improvements in tracking, intervention and the general quality of teaching/learning over the last year resulted in improved in-year pupil progress across the school in 2014/15 though this was insufficient to accelerate the progress of the 2015 Year 6 to the degree that was necessary bearing in mind the lack of progress that had occurred in the previous two years – floor targets were not reached even with the focussed support pupils received though many did make a NC level of progress across the year. Internal tracking shows that the 2016 Year 6 cohort are on track to reach floor targets and indeed that their Year 6 starting points are considerably better than those for the 2015 cohort. The school participates regularly in local authority and more localised moderation activities to validate judgements and our judgements are accurate.*

Over the course of 2014/15 the number of exclusions compared with 2013/14 was reduced significantly as a result of consistent application of a much clearer behavioural policy and the school is now in a position to focus on developing positive learning behaviours and has introduced some 'Transformer' characters to assist the pupils, and indeed staff, in understanding these.