



Pupil Premium Allocation 2016-17

For Year 2016-17 the Pupil Premium Allocation for Holbrook Primary School is £154,500 (£5,700 ring fenced for Children in Care)

The Pupil Premium Allocation is currently calculated on the number of pupils on roll in receipt of income based Free School Meals (FSM and from 2012 – 13 the government also included the funding for any child attending who had ever been on income based FSM (FSM6), Looked After Children and Service children on the date of the School Census.

The aim of the Pupil Premium is to enable the School to target pupil's attainment and ensure that they achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is done of the children's academic progress against other pupil groupings in school and national data.

This list is not exhaustive but gives an outline of the main areas in which monies will be spent.

Monitoring of pupil progress takes place termly. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children's needs so that we can ensure that all pupils are given every opportunity to achieve the very best.

Expenditure	Beneficiaries	Reason	Expected Impact
Additional Teaching Assistant Support in Year R.	Disadvantaged pupils in Year R	Many of our pupils enter school below national levels, joining 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. Employing an additional Year R teaching assistant means we can operate smaller family groups and also enables pupils to be grouped in smaller numbers for phonics and number input.	To intervene early so that we give the children a positive Year R experience. For GLD data to be at least in line with national averages for all groups of pupils.

Expenditure	Beneficiaries	Reason	Expected Impact
Additional teaching assistant support in KS1	Pupils in Years 1 & 2 - under-achievers / disadvantaged prioritised	Employing an additional KS1 teaching assistant enables additional focused planned Literacy/Numeracy Support and / or intervention for groups and individuals.	<p>Year 1 phonics results at least in line with national averages for all groups</p> <p>Accelerated rate of progress through adult support evidenced through data analysis (% achieving ARE and / or Hampshire Assessment Model (HAM) domains) and end of Key Stage data</p>
Additional teacher and teaching assistant support for Years 4 & 56 pupils (0.5FTE teacher and 1.0FTE teaching assistant)	Pupils in Years 4 & 5 - under-achievers / disadvantaged prioritised	Year 4 & 5 are in three mixed ability mixed age classes but during the mornings an additional teacher is available. This allows the pupils to work in four smaller year group specific groups enabling greater targeting of individuals and pupils with the aim of accelerating progress for all. The additional teaching assistant enables additional individual / group support enabling children to 'keep up' by providing surgeries or pre-teaching to prepare pupils for future learning.	Accelerated rate of progress through adult support evidenced through data analysis (% achieving ARE and / or HAM domains)
HLTA support for Year 6 pupils	Pupils in Year 6 – under-achievers / disadvantaged prioritised	<p>The pupils targeted will not be exclusively those eligible for pupil premium but the vast majority will. The HLTA will work in one of the Year 6 groups during the morning and follow up with targeted support during the afternoons either providing a 'surgery' to enable children who need a little more input to "keep up" AND / OR pre-teaching to ensure pupils are fully prepared for future learning.</p> <p>To give the individual support needed to attain end of Key Stage 2 targets</p>	<p>Pupils make better than the expected rate of progress from their starting points.</p> <p>Pupil confidence increases</p>

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Teacher CPD – pupil premium contributes towards the cost of releasing staff to work with local authority advisers	All pupils, focussed groups	<p>Further enhance the quality of teaching with regards to identified areas for improvement, as determined through analysis of HAM data. 6 days of English adviser and 6 days of maths adviser support purchased for 2016/17 academic year to focus on grammar & spelling teaching and developing pupil's reasoning skills.</p> <p>In addition we have purchased a teacher adviser to work with the NQTs focussing on developing their generic quality of teaching & learning.</p>	Evidence in pupil books shows that teaching & learning of spelling & grammar and reasoning is good and children's attainment with regards to these is accelerated as evidenced through tracking data
Contribution towards the cost of school visits, sporting events, music, special curricular events.	All disadvantaged pupils	<p>To meet the social, emotional, moral and spiritual needs of children</p> <p>To give access to a range of curricular activities which broaden their life experiences and knowledge and understanding of the world.</p> <p>Our trips/visitors considerably enhance the school curriculum and make it relevant and real to the pupils. Without Pupil Premium to support some families in terms of financial contribution towards trips / music lessons 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.</p>	Children have access to a wide and varied range of experiences which enables them to expand their knowledge and views of the world and develop as well rounded adults.
Additional ELSA support	Disadvantaged pupils.	<p>To meet the social, emotional, moral and spiritual needs of children so that they are ready to learn.</p> <p>This support is 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 and confidence and helps to improve their readiness to learn.</p> <p>The ELSAs run a range of social & emotional interventions for children as required.</p>	Boxall profile records show improved resilience and self-esteem following intervention

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Contribution towards the cost of the home school link worker	All disadvantaged pupils	To monitor attendance and provide support to improve attendance. To provide support for children and their families when required To meet families social and emotional needs	Parents and children feel supported in times of crisis or unrest Children have a designated point of contact in school beyond their teacher
Provision of a counsellor	Pupils with significant emotional / social anxieties. Although disadvantaged pupils are prioritised other pupils can benefit too	To give children strategies to deal with their worries, concerns and anxieties. This support enables very mistrustful children begin to open up with a resultant positive impact on their self-esteem and well-being. The counsellor signposts individuals to outside agencies who are able to offer additional support.	Children feel supported in times of crisis and develop strategies to deal with their emotional concerns.
Towards the cost of Breakfast club	Disadvantaged pupils across the school	To ensure pupils have access to a healthy breakfast in order to avoid low energy levels and arrive at school promptly thus improving their readiness to learn. Improved attendance and punctuality contributes towards improving progress data across the school.	All pupils have access to breakfast before school. Attendance is monitored.
Towards costs of Easter school staffing and resources	Pupils in Year 6 – under-achievers / disadvantaged prioritised / targeted	To give individual /small group support needed to attain end of Key Stage 2 targets. All Year 6 pupils are invited to attend Easter school which runs for 6 days during the school holidays BUT disadvantaged families are specifically targeted and encouraged.	End of KS2 data analysis demonstrates positive impact of attending