



## Impact of Pupil Premium at Hollin Primary School



Pupil Premium Allocation for Academic Year 2015/16

£174,400

Pupil Premium Activity	Cost
1. Subsidy for school trips – whole school	£25,000
2. Sports Leader	£25,000
3. Pastoral Officer	£25,000
4. Speech and Language Therapist (2 days a week)	£15,000
5. Deputy Head salary To support targeted Pupil Premium and more able groups throughout the school	£47,000
6. Kidzin2sport – breakfast and lunchtime provision	£21,400
7. Additional teacher...boosting 2 days a week (January 2016 – June 2016)	£16,000

### **IMPACT**

#### **1. Impact of subsidy for school trips – whole school**

Without the funding, many parents would not be in the position to pay for such an extensive range of visits and experiences. The funding has enabled all children in school to access trips which link directly to topics (approximately one per term).

The funding ensured that all Year 6 children were able to attend the residential visit to Robin Wood. The impact of this strategy has been that children have taken part in a range of high quality visits which have significantly enhanced the quality of their learning, including the work produced. They have had a real stimulus for writing; enabling them to write from first-hand experiences. They have been given valuable opportunities to develop skills and attributes including team building, perseverance, confidence and cooperation.

#### **2. Impact of Sports Leader**

- Free sports activities/opportunities offered for many disadvantaged families.
- Promotes the development of healthy lifestyles in young children.
- Increased self-esteem and resilience from the children who participate.
- Improving attitudes and behaviour from the children who participate
- Increased skill levels from the children who participate.
- Pride of representing school in competitive fixtures against other schools.
- Parents report (parent questionnaire) that they appreciate sports activities being provided after school.
- Children report (pupil questionnaire) that they appreciate sports activities being provided after school.
- Awarded School Games Silver award (July 2016).

Our Sports Leader (Mr Vyse) is committed to involving Hollin children in competitive fixtures against other Middleton schools. As a result of paying our annual subscription, the school has been represented in **16** different sports against other schools.

Football (inc.girls football), Netball, Cross country (Yr2-6), Dodgeball, Swimming, Basketball, Tennis, Badminton, Table Tennis, Tag Rugby, Dance, Unihoc, Hockey, Rounders, Cricket and Athletics. Overall, **99** children have represented Hollin, some just once and others playing each week.

Y2 : 11/30 (36%)  
4W : 14/28 (50%)

Y3 : 12/30 (40%)  
Y5 : 21/30 (70%)

4C : 14/28 (50%)  
Y6 : 27/30 (90%)

## Achievements

### **Football**

A team – 3rd in Div 3 B team – 6th in Div 3 Girls league – 5th from 8 teams  
Y3 - tournament winners Y4 - 4th place from 12 teams

### **Netball**

A team – runners up in Div 2 B team – runners up in Div 3  
Y5 rally – 4th place from 4 teams Boys rally – 3rd place from 5 teams

### **Badminton**

Y6 Gold medal winners

### **Tennis**

Y4 4th place (lost bronze medal match)

### **Table tennis**

Overall Schools Trophy **winner**s Boys – gold, silver and bronze medal winners  
Girls – gold, silver and bronze medal winners

### **Tag Rugby**

Y6 seven-a-side league - Y6's joint 4th from 11 teams Y5's in 11th place  
Y4 friendly – runners up and 6th place from 6 teams  
Y5 five-a-side – Y4 team 4th place from 8 teams Y5 team in 8th place

### **Dance**

3rd place from 11 performances

### **Unihoc**

Y4 runners up and 4th place from 5 teams

### **Hockey**

Y6 3rd place from 7 schools

### **Rounders**

3<sup>rd</sup> place in league of 5 schools

Y5 rounders tournament – Joint 3<sup>rd</sup> out of 6 schools

### **Cricket**

6-a-side girls cup : A team : **Winners** and B team : 4<sup>th</sup> place

6-a-side boys cup : Silver medallists

8-a-side league : **Winners** out of 8 schools involved

## **3. Pastoral Officer**

The school has a full-time Pastoral Officer. Who is also the schools' Designated Safeguarding Lead.

She has provided a range of support for families ensuring early intervention and helping resolve difficulties they may be experiencing and ultimately ensure children are able to attend school regularly and learn well. The impact of her work is as follows:

### **Groups**

Social Skills Club – the group is run each lunchtime. This group helps children to interact with others, turn taking, confidence, listening and speaking skills and to have fun playing games in a safe environment.

Pyramid Club - This group gives the children the opportunity to play alongside each other, enjoy a snack and drink, be involved in a different activity each week and enjoy some circle time games and relaxation visualisations. It targets children who might be classed as 'over-looked'.

Therapeutic Inclusion Group & 1:1 – The purpose of this group is to assist with a child's emotional functioning in order to increase the child's ability to access education fully. By providing a therapeutic environment, the opportunity to build relationships and a fun choice of activities (individual and group) the children have a greater chance of fulfilling their potential. This group have been concentrating on feelings and emotions, self-regulation, inclusivity, relationships and appropriate boundaries.

### **Attendance**

Attendance panel meetings with parents/carers to improve attendance for families.

Supervise, monitor and record any children who are picked up late then speak with parents/carers as to why this has happened.

#### Other

Involvement in numerous meetings with parents/carers in relation to behaviour, punctuality and attendance, making reasonable adjustments for individual pupils, discussions of bullying, internet safety/social media, bereavement, safeguarding concerns, sexualised behaviour and words and changes in family circumstances.

#### **4. Impact of Speech and Language Therapist (2 days a week)**

Our speech therapist has supported Pupil Premium pupils throughout school focussing specifically on early intervention in the Early Years. She works over three tiers of intervention.

Universal = she has trained teaching assistants to deliver high quality development programmes in class. The impact was that staff are trained to identify speech, language and communication needs in their classroom. All staff have had training to make their classrooms communication friendly so that the children in Hollin have the best language and communication models possible. Staff have been trained to manage communication needs and to communicate with children who are struggling with language competence, this has been implemented with the use of visuals, comic strip conversations, social stories etc. She also works with Early Years staff to identify different learning styles for subjects such as phonics as well as encouraging pupil learning independence.

Targeted = children are identified in the early years for language development programmes, which are run by trained teaching assistants. These children generally have a delay in their language use and we have had positive results since these groups have been implemented. We have also used these groups with children where English is not their first language, this has been very effective and the communicative competence of our EAL pupils in the early years has risen since this implementation. Older children are identified for social communication groups which are run regularly with a focus on appropriate communication.

Specialist = the speech and language therapist carries a small caseload of children who need specific speech input, stammering work, intensive language work and social emotional work. This is always effectively supported by the teaching assistants and class teachers were appropriate.

#### **5. Impact of Deputy Head**

Used primarily to teach small groups of children in Year 6 to achieve the standard in reading, writing, GPS and maths. Her skills were utilised teaching small groups of more able children.

63% of children achieved the standard in reading.

\_\_% of Pupil Premium children achieved the standard in reading.

80% of children achieved the standard in writing.

\_\_% of Pupil Premium children achieved the standard in writing.

69% of children achieved the standard in writing.

\_\_% of Pupil Premium children achieved the standard in GPS.

60% of children achieved the standard in writing.

\_\_% of Pupil Premium children achieved the standard in writing.

- Data to be updated when RAISE ONLINE becomes available (autumn term 2016).

## **6. Impact of Kidzin2sport – (breakfast & lunchtime provision)**

All children who attend lunchtime activities with Kidzin2sport have access to high quality sports provision/coaching at lunchtimes (Dance and Multi-sports).

The impact also had health benefits as it increased the amount of physical activity that each child took part in.

- Free sports activities/opportunities offered for many disadvantaged families.
- Promotes the development of healthy lifestyles in young children.
- Children report that the sessions are fun and enjoyable.
- High quality sports coaching.
- Increased skill levels from the children who attend.
- Parents report (parent questionnaire) that they appreciate sports activities being provided after school.

## **7. Impact of additional teacher (2 days a week)**

Additional teacher (Mr Read) led a range of strategies which have been successful in raising attainment for Pupil Premium children in Year 2 and Year 6.

Yr 2 and Yr 6 setting to significantly reduce teaching group size for Pupil Premium pupils in reading, writing and maths and ability based teaching to secure accelerated progress and high attainment.

January 2016 – June 2016.

### **Year 2 data**

69% of children achieved the standard in reading.

58% of Pupil Premium children achieved the standard in reading.

62% of children achieved the standard in writing.

50% of Pupil Premium children achieved the standard in writing.

76% of children achieved the standard in writing.

58% of Pupil Premium children achieved the standard in writing.

### **Year 6 data**

63% of children achieved the standard in reading.

\_\_\_% of Pupil Premium children achieved the standard in reading.

80% of children achieved the standard in writing.

\_\_\_% of Pupil Premium children achieved the standard in writing.

69% of children achieved the standard in writing.

\_\_\_% of Pupil Premium children achieved the standard in GPS.

60% of children achieved the standard in writing.

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## **IMPACT ON ACHIEVEMENT AND PROGRESS**

Each of the above strategies and activities are evaluated on a termly basis to measure effectiveness and the progress of individual pupils. We continue with strategies that are successful and change any that are less successful. A detailed evaluation is shared with school governors on a termly basis.