



Pupil Premium Grant Report 2019-20

Introduction

At Hoyle Court Primary School, we feel the most effective way to support disadvantaged children is a combination of the following:

- Clear and responsive leadership – set high aspirations, holding staff to account and investing in teacher development
- High quality teaching and high attainment for all (including non-disadvantaged and higher attaining disadvantaged children) - emphasis on *quality first teaching*, high standards and sharing best practice. See our SEND page on our website on *quality first teaching*).
- Responding to data evidence to meet individual needs – providing the best strategies and training to help each child improve by identifying clear next steps in their learning
- Ensuring good attendance – dedicated personnel, who focus on the most vulnerable and support families

How else does the school monitor the impact of the funding it receives?

- To measure the impact of the funding and support, key performance indicators/data regarding progress through the year is analysed and evaluated. This happens in December, March and July. The final review of the PPG strategy takes place at the end of the academic year in July.
- In addition to the above, the school additionally tracks at 'pupil-level' the learning, financial and pastoral support provided through the year. To inform this 'pupil progress meetings' are held termly with Teachers to monitor the quality and impact of planned learning intervention.
- This 'Vulnerable Pupil Tracker' provides a detailed audit trail to ensure the pupil premium funding is shared equitably between all eligible pupils and that *all eligible pupils receive the level of additional support they are entitled to*. Our 'Vulnerable Pupils Tracker' also details the specific support provided to eligible pupils through the school's Pupil-Parent Support Manager and pastoral intervention programmes.
- Additional learning support in the classroom is provided to all eligible pupils premium children.
- The school tracks the assessment outcomes of all Pupil Premium pupils and reports this to the governing body termly. In this way, the school leadership is ultimately held to account for the impact of the funding it receives
- We use credible sources of evidence to ensure the strategies we put in place are ones which have high impact: from the Sutton Trust and from Ofsted and NFER

| Previous Pupil Premium Grant (PPG) | | | | |
|---|----------------------------|--------------------|--------------------------------|---------------------------|
| Year | Total no. PP pupils | % of school | Amount of PPG per pupil | Total PPG received |
| 2011-12 | 21 | 21/230: 7% | £900 | £20,559 |
| 2013-14 | 37 | 37/240: 15% | £900 | £32,589 |
| 2014-15 | 39 | 39/255: 15% | £1300 | £49,348 |
| 2015-16 | 54 | 54/270: 20% | £1320 | £68,389, |
| 2016-17 | 58 | 58/285: 20% | £1320 | £71,768 |
| 2017-18 | 65 | 65/300: 22% | £1320 | £82,140 |
| 2018-19 | 46 | 46/300: 15% | 1320 | £58,040* |

| Current Grant (2019-20)* | | | |
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| | No. of pupils | Per pupil | Total received |
| Children whose parents are in the armed forces | 1 | £300 | £300 |
| Children who are Adopted from Govt. Care | 1 | £2300 | £2300 |
| Children whose parents are eligible for Free school meals | 50 | £1320 | £66,000 |
| Total | 52 | | £68,600* |

**pupils number from the previous academic year (2018-18) dictate the amount of funding received by school in the current academic year. Therefore £58,040 has been budgeted for on the following spending plans.*

| School Profile | | | |
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| Year Group | No. of pupils | % Year Group | No. of PP pupils with SEND |
| Rec. | 3/41 | 2.4% | 0/7 (0%) |
| 1 | 7/45 | 15.6% | 3/7 (43%) |
| 2 | 6/47 | 12.8% | 2/6 (33%) |
| 3 | 10/42 | 23.8% | 4/10 (40%) |
| 4 | 6/45 | 13.3% | 0/6 (0%) |
| 5 | 10/45 | 22.2% | 3/10 (30%) |
| 6 | 11/32 | 34.3% | 4/11 (36%) |
| Average | 7.6 pupils | 17.8% | 26% |

| Outcomes 2019-20 end of Key Stage 2 | | | | |
|---|------------------------|-----------------------------------|------------------------|-----------------------------------|
| 11 pupils | Expected+ | | Above | |
| | Pupils eligible for PP | Pupils <i>not</i> eligible for PP | Pupils eligible for PP | Pupils <i>not</i> eligible for PP |
| % achieving expected standard in reading | 73% | 73% | 18% | 32% |
| % achieving expected standard in writing | 64% | 82% | 9% | 18% |
| % achieving expected standard in maths | 64% | 68% | 9% | 23% |
| Reading Progress score | * | * | | |
| Writing progress score | * | * | | |
| Maths Progress score | * | * | | |

*Not available nationally this year

**Teacher Assessment this year

| Outcomes 2018-19 end of Key Stage 2 | | | | |
|---|-------------------------|-----------------------------------|------------------------|-----------------------------------|
| 8 pupils | Expected+ | | Above | |
| | Pupils eligible for PP | Pupils <i>not</i> eligible for PP | Pupils eligible for PP | Pupils <i>not</i> eligible for PP |
| % achieving expected standard in reading | 22% | 59% | 0% | 24% |
| % achieving expected standard in writing | 22% | 82% | 0% | 21% |
| % achieving expected standard in maths | 22% | 82% | 0% | 24% |
| Reading Progress score | 2.43 (-0.62) | -2.44 (0.32) | | |
| Writing progress score | 1.47 (-0.50) | -0.38 (0.27) | | |
| Maths Progress score | -0.08 (-0.71) | -0.85 (0.37) | | |

Barriers to Learning

How we identify barriers to learning

- Everyday teaching practice
- Discussions with pupils;
- Parents and agencies involved;
- Rigorous regular tracking of pupil attainment and progress

Our pupils' main barriers to learning

Attendance:

- 11/52 pupils in 2019-20 attendance was less than 90%. This represents 22% of the cohort.

Progress and Achievement

- Lower progress rates in pupils eligible for PP funding in KS2 in maths, compared to reading and writing could result in lower % of children achieving expected in KS2 R/W/M compared to rest of cohort. 3 out of 6 children are currently not on track to make expected progress in maths. All
- Low self-esteem and reduced learning skills- including those eligible for PP funding could affect attainment and progress rates by the end of Year 6 and affect their transition to KS3.

Additional learning needs and SEND

- 26% of PP pupils have an identified special educational need which may impede progress and attainment.
- A small group of children eligible for PP funding have social emotional and mental health difficulties which result in challenging behaviours which in turn can affect their progress and attainment.
- A small number of pupil's do not have English as their first language, potentially impeding progress and attainment.

Outside school influences:

- Broken family structures leading to family stress and low emotional resilience which impede readiness to learn.
- Low parental engagement/parenting skills which may impede pupil engagement and social skills. This also results in a poor diet and unmet health needs for some of our PP children.
- Safeguarding and welfare issues which may lead to Social Services involvement
- Trauma and other mental health issues in the family and/or child e.g. loss / bereavement
- Socio-economic disadvantage i.e. poverty leading to reduced opportunities for extra-curricular activities for pupils eligible for PPG could result in lower skill development across the curriculum.

Over-Arching Objectives

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that the progress of disadvantaged pupils is in line with that of 'others'.
- To track the progress of pupils effectively and provide additional support where needed and particularly for those with additional needs
- To provide wider opportunities which supports the achievement and engagement of vulnerable pupils.
- To improve the attendance rates of those children identified at risk of becoming persistent absentees.
- To provide early intervention for speech, language and communication.

| Impact of Grant 2019-20 | | | | |
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| Item / Project | Rationale for this choice | Cost | No. of pupils to benefit | Outcomes & Lessons Learned |
| <p><u>Approach 1.)</u> Family Support work with vulnerable pupil and families on a wide range of social and emotional support interventions. Train, support and supervise pastoral support staff.</p> | <p>To further improve relationships with families who need additional support To build up trust between school and home life. To provide a caring and supportive environment within school for parents to meet other parents and talk openly. To provide long term advice and lifestyle changes to promote positive family life.</p> <p><u>T&L Toolkit</u> -Behaviour interventions -Social and emotional learning -Parental engagement</p> <p><u>Ofsted 2013 Report on the pupil premium</u> Page:3 <u>Ofsted's 2014 Report on pupil premium progress</u></p> | <p>Total: £29,919</p> | <p>All PP pupils</p> | <p>Children supported in school time with mental health and Wellbeing issues. Parents are supported and advice given at home for routines, health issues, DV, behaviour support as well as CAFCASS, TAC, CIN, TAF, LAC and Child Protection meetings. Pupil-Parent Support Manager is a trained Deputy Safeguarding Lead and contact for Bradford Young Carers. Social services support for school and families is also provided through this role as is working alongside and referring to outside agencies. This role also targets improved attendance, working alongside the authority's Educational Attendance officer.</p> <ul style="list-style-type: none"> • Support for parents with Admissions for younger pupil to join HC in September. Ongoing linking work with secondary school for older sibling including WRAP referral. Ongoing attendance support. • Support meetings with mum around mental health and separation issues. Referral to Family Action, Freedom programme re domestic abuse. Parent now working with crisis team around self-harm and suicide and is supporting school with projects. Pupil trained as Wellbeing Buddy and helping to facilitate intervention groups • Support with separated parents issues over home routines, anxieties and behaviour. Support and referral discussed over speech & language (Mutism) issues • Home visits around attendance issues due to pupil struggling with SEN difficulties. Ongoing support |

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| | | | <p>around strategies for behaviour at home. Referral for Family Links in place</p> <ul style="list-style-type: none"> • Ongoing support for parent with partner struggling with substance abuse and mental health issues. Pupil struggling with anxiety and self-harm. • Ongoing support for parent affected by Domestic abuse. Linking with solicitor and Cafcass. Further child protection work – 3 houses activity and reporting • Support for struggling families e.g. through Shipley Rotary Club and Food Hamper at Christmas • Support for parent of Autistic pupil via Food Bank and emotional support • Work and support alongside three siblings receiving ongoing support in school, through Barnados for emotional wellbeing from historic domestic abuse and mental health issues of parent • Support for pupil and parent with attendance due to ongoing friendship issues and medical issues • Support materials around anxiety issues for parents struggling at home • Ongoing link with new school of two siblings moved to new school (parent struggling with mental health and domestic abuse issues). Referral in place, ongoing communication • Support with parent completing admissions forms for secondary school place. • Support for family with Food Bank parcels from St Hughes. Referral and support from Joseph Nutter bereavement Foundation for financial support in the home. Funding for holiday excursions for four siblings through St Johns Church. Christmas gifts from Shipley Rotary Club for four siblings. • Ongoing parenting support along with attendance issues of LAC/ parent. Ongoing review meetings |
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| | | | | <ul style="list-style-type: none"> Home visits and ongoing work with EAO/Traveller agencies around attendance of three pupils |
| <p><u>Approach 2.)</u> Provide additional Learning Support for 1:1 Learning sessions</p> | <p>Raise the attainment and progress to close the gap of pupil premium children by the end of Year 6 compared to nationally. <u>T&L Toolkit</u> -Social and emotional learning -one-to-one tuition -Reading comprehension strategies <u>NFER report on supporting disadvantaged children:</u> P10</p> | <p>3 hrs per wk. per class x 39 wks. @ £12.00 per hr. Total: £12,639</p> | <p>11 x PP pupils</p> | <p>11 pupils in year 6 were eligible for additional funding</p> <p><u>Reading Attainment</u></p> <ul style="list-style-type: none"> 7 pupils reached the expected standard (64%) 1 pupil reached the greater depth standard (9%) <p><u>Progress</u> 2 pupils made accelerated progress by March; 1 pupil moved from working below the standard to working at the standard, another progressed to working at a greater depth. All other pupils maintained their standard, making expected progress. Therefore :</p> <ul style="list-style-type: none"> 100% made at least expected progress from last year 18% made accelerate progress <p><u>Writing Attainment</u></p> <ul style="list-style-type: none"> 6 pupils reached the expected standard (55%) 0 pupils reached the greater depth standard (0%) <p><u>Progress</u> 4 pupils made accelerated progress from September to March, with 1 pupil moving from working 2 years below their age-related standard to one year – making up two years progress in a year. 3 others from working towards the standard in year 5 to now working at the standard expected for their age. All other pupils maintained their standard, making expected progress. Therefore :</p> <ul style="list-style-type: none"> 100% made at least expected progress from last year |

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| | | | | <ul style="list-style-type: none"> 35% made accelerate progress <p>Maths <u>Attainment</u></p> <ul style="list-style-type: none"> 6 pupils reached the expected standard (55%) 1 pupil reached the greater depth standard (9%) <p><u>Progress</u></p> <p>3 pupils made accelerated progress, with one pupil moving from the expected standard to greater depth, one from working towards the standard in year 5 to now working at the expected standard and one pupil closed their 15 months gap in learning to 12 months.</p> <p>All other pupils maintained their standard, making expected progress.</p> <p>Therefore :</p> <ul style="list-style-type: none"> 100% made at least expected progress form last year. 27% made accelerate progress |
| Approach 3.) Provide additional Learning Support for small group Phonics interventions through intervention programme. | Raise the attainment and progress to close the gap of pupil premium children by the end of year 1 in early reading skills T&L Toolkit -Social and emotional learning -Reading comprehension strategies | Scholastic Phonics intervention programme and resources and training: Total: £2000 | 6 pupils | <ul style="list-style-type: none"> Pupil 1: (EHCP) did not pass Pupil 2: did not pass, achieved 26/ 40 Pupil 3: passed Pupil 4: (EHCP) did not pass Pupil 5: (SEND support) did not pass Pupil 6: passed |
| Approach 4.) Teacher to lead breakfast and lunchtime booster sessions for Year 6 pupils | To raise the attainment and progress to close the gap of pupil premium children by the end of Year 6 compared to nationally. T&L Toolkit -Small group tuition | 5 hours/ wk. 6 wks. @ £31.10 per hr. Total: £934 | 11 pupils | All eligible pupils in year 6 attended booster sessions. <ul style="list-style-type: none"> See Approach 2.) above for impact |

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| | <u>NFER report on supporting disadvantaged children:</u> P10 | | | |
| <u>Approach 5.)</u> Staff trained in pastoral intervention programmes in order to support emotionally and socially vulnerable groups/individual pupils. | Increase the social skills and emotional wellbeing of targeted pupils. Children able to identify key members of pastoral staff for support. <u>T&L Toolkit</u> -Behaviour interventions -Social and emotional learning | Teaching Assistants hours: Post 1: 7 hrs. /wk. Post 2: 5 hrs. /wk. Post: 3 hrs. /wk. @ £12.00 per hour Total: £7,020 | Approx. 3-10 pupils per week. | <ul style="list-style-type: none"> • Lego Club Social Communication and Wellbeing group – X6 year 5/6 boys (5 PP) one afternoon each week. Evaluations from boys were all positive, they enjoyed being together, having fun and taking part in the challenges. They described it as a good time to talk about their worries. • Ongoing support for pupil (LAC) around anger management and strategies, including talking and creative activities. • Lunchtime support for one pupil – focus on emotional Wellbeing using Big Box of Feelings resource, which he enjoyed and responded to. • Ongoing time to talk with bereaved pupil, accessing Winston’s Wish resources and ideas. This then followed up by agency work around bereavement and emotional issues |
| <u>Approach 6.)</u> Subsidised Breakfast Club for targeted PP pupils | To promote good attendance and punctuality. PP children attended on a regular basis throughout the year. To improved behavior/transition from home school life <u>T&L Toolkit</u> -Small group tuition <u>Ofsted 2013 Report on the pupil premium</u> Page:3 (improving attendance) | 5 pupils x £ 50 per session x 190 days per year Total: £3,325 | Accessed as and when required for eligible pupils (Approx. 5 pupils each year) | All pupils were supported on home learning, which was completed in the club – and on daily reading for 5-10 minutes. <ul style="list-style-type: none"> • 2 of these 5 pupils made 1 terms accelerate progress over the year in their reading • 1 of these 5 pupils made 2 terms accelerate progress over the year in their reading |

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| <p>Approach 7.) Subsidising the cost of schools trips</p> | <p>Full participation in school life, to promote self-esteem, sense of responsibility and to uphold the school's ethos of inclusion.</p> | <p>£20 / pupil per year x 64 pupils Total: £1,280</p> | <p>All PP Pupils</p> | <p>No trips took place during the Spring and Summer Terms – largely due to Covid – 19 / lockdown. This is when the large majority of trips take place. 12 school trip places were fully paid for prior to this at £15 / pupil (£180).</p> |
| <p>Approach 8.) Residential provided to Year 6 pupils to ensure all can attend</p> | <p>Pupils are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential visits. . T&L Toolkit -Outdoor adventure learning</p> | <p>£150 per pupil Total: £1,200</p> | <p>8 pupils</p> | <p>All 11 pupils in year 6 had the trip fully subsidised. However, the trip did not take place due to the Covid-19 pandemic.</p> |
| <p>Approach 9.) Subsidise school uniform</p> | <p>Ensure full participation in school life, to promote self-esteem, sense of responsibility and to uphold the school's ethos of inclusion.</p> | <p>Total: £1,000</p> | <p>Accessed on request from parents</p> | <p>In all 27 vouchers were provided at £25 each (£675)</p> |
| <p>Approach 10.) Mental Health award, Mental Health First Aider & Mental Health Champion</p> | <p>Ensure school successfully identifies and supports pupils vulnerable to mental health needs. Provides strategies for all pupils to maintain positive mental health and well-being. T&L Toolkit</p> | <p>£350 Training for 'Mental Health Champion' £230 Accreditation</p> | <p>Accessed as and when required for eligible pupils and parents. Whole school awareness.</p> | <p>10 sessions of training with 10 pupils (X4 PP pupils) chosen for school's first Wellbeing Buddies from KS2. Ongoing weekly support sessions. Working on emotional wellbeing and Friendships skills. Introduced at school assembly. Showcased on school Twitter account. Next steps – Wellbeing buddies to help facilitate some lunchtime and afternoon interventions such as 'Talk and</p> |

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| | -Social and emotional learning | £200 Resources Total: £780 | | <p>Draw for Wellbeing' sessions, 'Fun with games for Wellbeing' and some 'Mindfulness sessions for anxiety'.</p> <p>Next steps – Poster awareness about Mental Wellbeing and self-help. Updates on website Next steps – Wellbeing Buddies newsletter or information leaflet</p> <ul style="list-style-type: none"> • Ongoing parental support with separated parents adjusting to changes at home. Working from Family Links programme. • 1:1 sessions with above pupil struggling with emotional issues, resulting in self-harm. • Ongoing communication and support meetings regarding emotional issues at home of PP pupil • Resources/ strategies and information sent to parent around anxiety issues of pupil • Meeting/communication with parent over impact of parent's separation on two siblings. Attendance support |
| Approach 11.) Provide 'Girls Mental health & Wellbeing Group' & further targeted groups | Support mental, emotional and physical changes and transition to secondary school. T&L Toolkit -Social and emotional learning | 1 hour / wk. x 12 weeks. Total: £132 | Approx. 13 pupils per week. | This did not take place due to Covid – 19 / lockdown. Other transition work was put in place. |
| TOTAL: | £58949 | | | |