



Pupil Premium Report 2015-16

The Government introduced the Pupil Premium Grant in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Context

Hannah More is an expanding school serving the most central part of Bristol's Lawrence Hill ward. This area suffers high levels of economic deprivation. The majority of the children come from families who have arrived in the UK in the last 10 years. Many are refugees, others are economic migrants. A high proportion of the pupils are eligible for Pupil Premium funding.

The parents of children at Hannah More value their education, and our school, very highly. As a staff we believe that all the children at Hannah More should be able to succeed. However, no children are the same and one size will not fit all. We take pride in considering the needs of each child and providing them with the targeted interventions that will make the difference for them.

Our strapline, "Nurturing self belief. Inspiring success" encapsulates the school's vision. We aim to provide the right environment, where children experience success so their confidence grows and they are enthused and excited by the curriculum. We also work hard to involve families in their children's learning. This is important as many have no previous experience of the British education system and lack confidence to directly support their children

Objective of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, poor social and emotional skills, behavioural difficulties or attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups. We have a history of the FSM children attaining less well than the other children – this is also a national trend. Through our targeted interventions we are working to eliminate the barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure they make accelerated progress in order to reach age related expectations as they move through the school.

In order to make decisions about Pupil Premium spending we analyse data carefully and make use of the research evidence in the EEF/Sutton trust toolkit.

In 2015-16 we made the following changes to strengthen our provision and meet the needs of the children.

Coaching training

The quality of children's language remains a key area for development across the school. The Speech Therapist continued to work at the school for 1 day a fortnight. The S&L trained LSA spent half her day focusing on the language needs of the children in the Reception classes to give them the best possible start.

The Maths and English subject leaders have focused on introducing the new curriculum and familiarising staff with these structures has formed much of the focus of staff CPD particularly that delivered in house.

The role of the Learning Support Assistants in the afternoons evolved. As we were not seeing the progress children made in interventions translating into progress within their classroom, we trialled using the LSAs to provide what we have named 'reactive' support – providing follow up small group support to children who either hadn't fully grasped the concept in the morning, or who needed to be further challenged.

Weekly academic mentoring – discussions with individuals who needed more opportunity for guided reflection on their achievements – became a regular intervention for pupils whose engagement with their learning needed boosting.

Data has told us that performance in Reading is weaker than the other subjects. We also know that our most able children need to make more progress. The school therefore developed a new space, called the Hub, designed as a library and independent learning space. This space was staffed at all times by a teacher or LSA – teacher's booked slots for children to visit to work independently but under general supervision.

Pupil Premium Grant

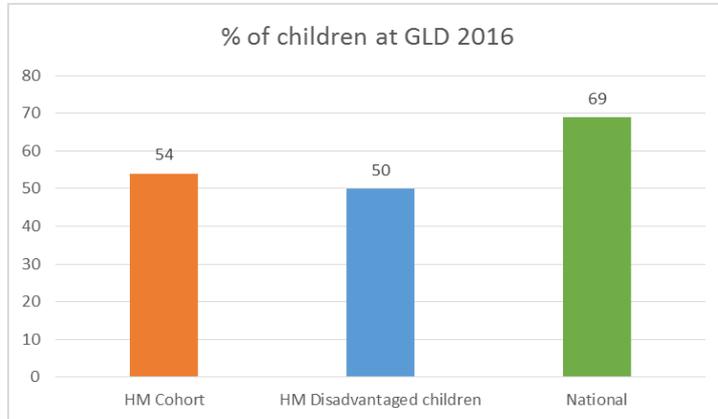
Number of Pupil Premium Pupils and Grant received.	
Total number of pupils on roll	335
Total number of pupils eligible for Pupil Premium	205
Amount of PPG per pupil	1300
Total amount of PPG received	277,093.32

Financial Year 2014/15		Nature of Support	Cost
1	Nurture		
	Teacher am	The nurture room supports pupils whose social and emotional state is a barrier to their learning. They spend half of each day in the nurture room and not in class. The curriculum is focused around developing learning and social skills and promoting better emotional literacy. They usually stay in the nurture room for between 6 and 18 months before transitioning back to their mainstream class. The behaviour mentors work in Bluebell room to support those children who reach the bottom of the behaviour chart and those who need space or support to behave appropriately in the classroom. They provide reactive and proactive support.	26920
	2x LSAs		34776
2	Targeted interventions		
	Reading Recovery teacher	Reading Recovery is an intensive Reading intervention delivered by a highly trained teacher. It targets children below age related expectations in Year 1.	26920
	Early morning/after school reading	All LSAs at Hannah More are trained to deliver the BRP programme of 10 weeks of daily one to one reading. Early morning/after school reading involves LSAs working with children and modelling this to their parents who accompany.	17405
	LSAs delivering interventions and reactive work	LSAs are trained to deliver a wide range of interventions focused on reinforcing basic maths, reading and writing skills. Interventions are reviewed three times a year and children moved on accordingly. Some LSA interventions are reactive – ensuring that key pupils who did not successfully achieve the targets in the lesson get reinforcement.	48,200
	LSA leaders	LSA leaders manage and quality assure the work of the LSAs delivering interventions.	15000
3	Family work		
	Community Development Co-ordinator(0.5)	Community Development Coordinator facilitates courses for parents, including those that support	18557

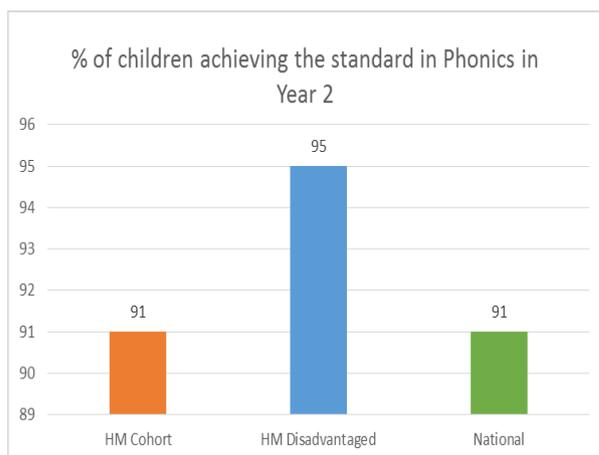
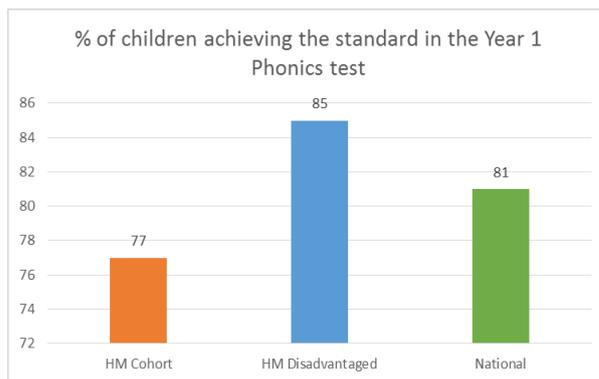
		parents to support their children's learning. She also involves Businesses in supporting children's learning so we have number partners running G&T Maths courses and Reading buddies doing 1:1 reading with children.	
	Family mentor	Family mentor tracks the progress of each Pupil Premium child and provides support and challenge when children are not making the expected progresses. She also has a caseload of the most vulnerable PP families where there are multiple concerns – i.e. behaviour, attendance, progress, attainment etc. She meets these families regularly, setting targets, providing support and looking for solutions.	20988
4	Enrichment		
	Subsidies for curriculum related visits	The children's lack of opportunities to visit different places and have the associated discussions is one of the factors that limits their language. The curriculum is topic based and very much brought to life through visits locally and further afield and visitors that come to school.	17000
	Residential visit subsidy		5000
	Enrichment worker supporting free places for PP children at Holiday club	The school has after school and holiday provision. Heavily subsidised places at this are provided to pupil premium families where children need to practice their English more in an informal setting, where social skills are weak or where children will benefit from structured enrichment opportunity.	2500
5	G&T		
	Staffing the Hub	The Hub is a new space at Hannah More providing opportunities for quiet reading and independent study. The staff who lead it have developed it as a highly desirable	24304
6	Speech and Language		
	S&L therapist	The speech therapist supports the school fortnightly, identifying speech and language issues early and putting action plans in place.	4000
	S&L LSA	The S&L LSA delivers interventions daily and works in Reception to promote the development of oral language skills from entry.	11583
7	Leadership		
	Phase leaders	The development of the phase leader role puts a strong layer of leadership between the head and deputy and the teachers. This has enabled a strong focus on developing the quality of teaching as we push towards outstanding.	3914
	Total		£277067

Impact of Pupil Premium spending

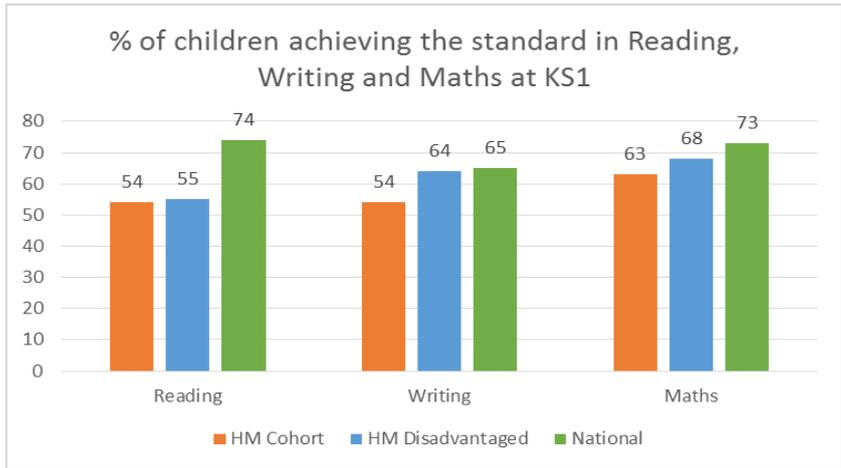
EYFS



Year 1 and 2 Phonics



Year 2



Year 6

