

Pupil Premium Grant expenditure: Hudson Road Primary School. Report to parents and governors – 2018/19

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	276
Total number of pupils eligible for PPG	141
Amount of PPG received per pupil	£1320 Free School Meals
Total amount of PPG received	£186,720

% of disadvantaged pupils achieving at expected standard 2017 - 2019			
	2017	2018	2019
Maths Test	100%	77%	68%
Writing Assessment	89%	68%	68%
Reading Test	89%	64%	42%
English Grammar, Punctuation & Spelling Test	94%	55%	47%

Provisional Progress Scores – End of KS2 – 2019 - Where 0 is national average		
	Progress Score disadvantaged pupils	Progress Score All pupils
Maths Test	-1.01	-1.00
Reading Test	-2.89	-2.30
Writing Test	-1.41	-1.30

% of disadvantaged pupils achieving a higher standard/greater depth 2018 - 2019		
	2018	2019
Maths	27%	0%
Writing	5%	5%
Reading	9%	0%
English Grammar, Punctuation & Spelling	14%	0%

Nature of Support 2018-19
<ul style="list-style-type: none"> • High staffing ratios in nursery to meet individual needs. • Provision for targeted support for 2 & 3 year olds in Bright Stars. • Individual speech and language programmes for identified children.
<ul style="list-style-type: none"> • Individualised support programmes – part time teacher/SENCO in Y2. • Focus on grammar, punctuation and spelling and daily phonics.
<ul style="list-style-type: none"> • Individualised teacher support (Y1 teacher ratio 1:20) • Focus on embedding phonics skills • Intro early phonics (phase 1+) in Bright Stars and focused phonics phases 1 and in Nursery
<ul style="list-style-type: none"> • Small class sizes – to have 4 teachers across Year 5/6 • Roll out reading and writing mastery programme including training for staff. • Additional guided group reading resources.
<ul style="list-style-type: none"> • Enrichment programme (visits and workshops) • Earwig software to record progress and identify gaps. • Develop role of curriculum co-ordinators (including training) to ensure full coverage of the curriculum.

Record of PPG spending by item/project and impact 2018/2019

Item/Project	Cost	Objective	Outcome
Develop Early Years of age appropriate speech. Increase % of children with SEND achieving expected +	£34,401	Support for the development of age appropriate speech and language skills for nursery/reception pupils with delayed speech. Increase in % of pupils with SEN achieving the expected standard at the end of reception	% at expected for Communication 83% in line with local averages. % of pupils with SEND at least expected in Communication is 83.3% (above local average)
<u>KS1</u> Outcomes in Writing	£45,528	To increase the % of disadvantaged pupils achieving at expected standards in writing at end of Year 2.	Downward trend with 35% of disadvantaged pupils achieving at expected standard. (50% of disadvantaged pupils have SEND)
<u>KS1</u> Outcomes in Phonics	£22,026	Increase % of disadvantaged pupils achieving phonics standard at end of Year 1.	40% of disadvantaged pupils achieved the phonics standard. Downward trend from 2018.
<u>KS2</u> Outcomes at end of Y6 at high standard	£47,148	To increase the % of disadvantaged pupils achieving at the higher standard in reading and writing at the end of Year 6. .	At the higher standard attainment in writing is in line with 2018 and attainment in reading is a downward trend.
<u>Curriculum</u> Outcomes learning	£37,617	Pupils apply and embed learning through “deep” curriculum experiences.	Curriculum evidence stored on Earwig online platform. Co-ordinators can check evidence of achievement across all subjects. Full programme of enrichment visits across all year groups. Curriculum co-ordinators able to monitor coverage/learning in each area.

2019/20 Pupil Premium Grant (PPG)

Objectives	Project
<p><u>Attendance</u></p> <p>Improve the attendance of disadvantaged pupils identified as persistent absentees in 2018-19.</p> <p>Decrease % of persistent absentees to below national average.</p>	<ul style="list-style-type: none">• Support for identified families from dedicated Early Help Worker including home and follow up visits.• Admin support to make on the day contact and follow up.
<p><u>Phonics</u></p> <p>Increase the % of disadvantaged pupils achieving expected + standard in reading and writing.</p> <p>Increase the % of disadvantaged Year 1 pupils achieving expected phonics standard in line with national average.</p>	<ul style="list-style-type: none">• All Early Years/KS1 classes have the resources to support phonics (sound mats, wall freeze cards) to ensure consistent approach.• Small class sizes – 4 teachers across KS1 – so individualised support.• Ensure all pupils take part in the home reading scheme with additional targeted support for identified families.
<p><u>End of Reception</u></p> <p>Increase the % of children achieving a good level of development of the end of reception (in line with cohort target)</p> <p>Increase % of children at age appropriate development at the end of nursery.</p>	<ul style="list-style-type: none">• High staffing ratios in Nursery to ensure intensive support for pupils with delayed speech/development.• Provision for early start for disadvantaged 2 year olds in Bright Stars including support for parents/carers, early identification of needs.• Intervention catch up programmes for identified children in reception.• Additional nursery hours in Bright Stars for children in need of intensive support/vulnerable families.
<p><u>KS2</u></p> <p>Increase % of disadvantaged pupils (and in particular disadvantaged boys) achieving at expected and standard in reading at end of Year 6.</p> <p>Increase % of disadvantage pupils across Year 3 – Year 5 achieving at expected standard in writing.</p>	<ul style="list-style-type: none">• Small class sizes – 4 teachers across Year 5/6 and average class size of 16 in Year 6.• Roll out of spelling programme• Targeted catch up programmes for identified pupils.• All staff using reading mastery approach.• Re-launch of home reading scheme across KS2. Ensure all pupils take part.
<p><u>SEND</u></p> <p>Ensure progress in reading for pupils with SEND.</p>	<ul style="list-style-type: none">• New support plan format and focus on time scales/reviews.• Experienced SEN TA leading interventions and targeted support.• Early identification and diagnostic assessment to identify individual needs.• Updated SEND progress records.