

Pupil Premium 2015 to 2016

The Pupil Premium was introduced by the Department for education to support both children on free School meals (FSM) and those who are classed as 'Looked After Children'. The extra funding is made available to schools to help them narrow the attainment gap that still exists between socially disadvantaged children and young people compared to their peers.

It is for schools to decide how Pupil Premium is spent since they are best placed to access what additional provision should be made for the individual pupils within their responsibility. However we are accountable as to how the additional funding has been used to support pupils from low income families.

The pupil premium money is enabling us to be more focussed in the personalised support we have been able to give to our pupils. It is important to recognise that every learner is recognised as an individual here at Hillcrest. We have offered comparative data on the progress as a collective group. As a school though, we are more concerned about the impact and outcomes of each and every individual. Every learner has their own specific needs which reach beyond social deprivation and the pupil premium has enabled us to remove some of the barriers to learning and enrich life experiences to ensure that every learner has equal opportunities to reach adulthood and fulfil their potential.

Pupil Premium

Number of pupils on roll	60
Number of pupils eligible for pupil premium	28+ 3 LAC
Amount per pupil	28 @ £935 and 3@£1900
Total amount available	£31 880

Provision	Approximate cost
Fund 22 hours HLTA Intervention –Emotional Literacy, Lexia	£10 370
Whole school Breakfast Club	£400
CPD: Counselling Skills working with children and Using Games with children	£230
Read, write Inc training	£460
After school club	£2500
15 I pads	£6050
Lexia Licenses	£2900
Curriculum Enrichment activities	£1000
Alternative provision –ENGAGE. Skills4U	£6300
Family Liaison (4 hours weekly)	£1670
	31 880

Summary of spending actions taken

Item/project	Cost	Objectives	Outcomes
Fund 22 hrs HLTA Intervention – Emotional Literacy and Lexia CPD: Counselling Skills working with children and Using Games with children	£10 370 £230	To remove barriers that prevent full engagement in school life. To improve self-esteem of vulnerable children, giving them skills and confidence to spend more time in class and engage with the curriculum. For children to have time to reflect on feelings so they can concentrate on other areas of school life.	140 sessions delivered. Majority of students require no more than 2 sessions before the pastoral care passes back over to the form teacher. 2 student successfully transitioned back to mainstream. Children feel safer and more in control of their emotions and have a better develop vocabulary of emotional language. Reductions in fixed term exclusions: 2014-15 - 25 2015-16 – 9 (8 in Autumn term, 0 Spring, 1 Summer)
Family Liaison for attendance	£1670	Establish better links with key families who have patterns of poor attendance. Break cycles of non-attendance before they become problematic. Improve whole school attendance.	Significant improvements: 7%, 13%, 13%, 12% increase for target students from previous year. Some 1 day absences prevented because of staff transporting if problems with school transport. Following support in 2 nd half summer term student returned to school and sustained full attendance till end of term. Increase in whole school attendance by 2%.
After school club	£2500	Give students opportunities and life skills that they may not have the opportunity to experience in their home environment. Areas of focus: - A Sports and Nutrition group for students that may benefit from the knowledge of maintaining a healthy lifestyle through exercise and appropriate healthy eating. - An Enrichment group giving students the opportunity to develop friendships, life skills in a fun and secure environment.	Raised self-esteem, promoting confidence and increased motivation. Behaviour, social skills and attitudes to learning improved. Building Emotional Resilience through improved confidence and self-esteem. Better relationships with staff and students. Improved knowledge around healthy eating and lifestyles. New friendships forged.
Whole school Breakfast Club	£400	Focus session in morning having breakfast with adults to establish a nurturing learning environment and help remove the barriers to learning to have a positive start to the day.	Settled starts to the day. Pupils engaged in talking, relationship building, issue resolving. Incidents start of day: Autumn:10 Spring:6 Summer:0
Curriculum Enrichment including residential	£1000	To ensure all pupils have access to educational visits and activities to enrich their curriculum and remove the potential cost barrier.	10 students attended week long residential, first time some students had went away from home. Improved self-confidence and independence following this.

			<p>Pupil voice as pupils pick activities they access.</p> <p>The impact of this support contributes to pupils' improved confidence and social integration, and further enhances pupils' progress.</p>																					
Alternative provision	£6300	<p>To improve confidence, self-esteem and engagement of learners.</p> <p>To prepare for life after Hillcrest and long term education.</p>	<p>Proved one of the most positive experiences for the learners who attended. Improved attendance of +2% and +4 % on previous term for 2 learners.</p> <p>Successfully prepared learners for transition to alternative 6th form provision for vocational route.</p>																					
I Pads Lexia Licenses	£6047 £2900	<p>To improve literacy skills using a range of specially selected motivating apps- particularly reading.</p>	<p>Lexia progress.</p> <table border="1"><thead><tr><th colspan="7">% Level increase Feb –July 2016</th></tr><tr><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr></thead><tbody><tr><td>18%</td><td>32%</td><td>21%</td><td>4%</td><td>7%</td><td>14%</td><td>4%</td></tr></tbody></table> <p>Pupils have access to specialised and individualised reading and phonic programme. Learners also receive support materials so that staff can focus on exact difficulties.</p> <p>Using technology has maintained 100% engagement with the programme for all learners.</p> <p>Ipads have been used to develop confidence and competence across all areas of the curriculum.</p> <p>Photographs/video being used as evidence for formative assessment purposes, capturing and sharing learning.</p>	% Level increase Feb –July 2016							0	1	2	3	4	5	6	18%	32%	21%	4%	7%	14%	4%
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Pupil Premium 2015-2016 Academic Attainment						
	Reading		Writing		Maths	
	PP	NPP	PP	NPP	PP	NPP
Outstanding	53.5%	21.4%	24.4%	35.7%	67.9%	71.4%
Good	10.7%	35.7%	17.9%	14.3%	14.3%	7%
Expected	17.9%	21.4%	25%	35.7%	7.1%	0%
Below	17.9%	21.4%	5.7%	14.3%	10.7%	24%

Reading: Those learners with PP are achieving well with 82.1% meeting or working beyond expectations-of which over 50% are making outstanding progress. Although they have made greater progress this is closing the gap with non PP peers.

Writing: There are fewer learners with PP not meeting progress expectations compared to non PP learners. This is expected to maintain as reading is developing at such an accelerated rate.

Maths: 89.3% of PP learners are making expected or better progress. Non PP learners are not making the same progress although more non PP are making progress which is outstanding.