

Hillocks Primary and Nursery School Pupil Premium Funding 2014/2015

Provision	Number of children	Impact
Every child a reader	6 children - 161 lessons	*Least amount of progress - 11 book levels *Most amount of progress - 21 book levels
Breakfast Club	20	*Lateness improved in 11 children *Attendance improving in 7 children *Children ready to learn
Targeted children for additional reading support – Switch on Target readers	2 10	*Teachers report children are more confident in class *Progress ranges from 2 book bands to 10 book bands
Short term interventions for underachieving pupils 1 to 1 Maths and reading	3	*1 expected to achieve level 5 (end of year target) * 2 children expected to achieve level 4 (end of year target)
After school one to one tuition and small group booster sessions	4	*Girls maths club – improved confidence, more engaged in lessons
One to one support (key adult available to talk through incidents and support child to talk through events to support emotional understanding) where it is considered essential	11	*All children are active participants in managing their own anger issues and behaviour more appropriately *All children able to articulate feelings and their understanding of such incidents *All children engage with a restorative justice approach to incidents *Incidents of disruption lessened considerably Emotional Literacy of all pupils improving
Forest school sessions	21	*All children have developed deeper levels of engagement with activities *Children who do not cope with change in class respond to changes in the session *Staff report children are more relaxed following a Forest School session *Most children grow in confidence with teachers reporting that shy children volunteer for jobs in class *Children who are reluctant to try new foods tried new foods in the Forest Schools session *Parents report children are more engaged with their outdoor experiences and are requesting parents go outside in their free time
Speech and Language/phonics development	13	* 4 out of 13 children have moved from a moderate need to an age appropriate need- support needed *3 out of 13 children have moved from a severe need to age appropriate need- Speech therapist needed * 1 out 13 was assessed as severe and is still severe need due to SEN * 5 out of 13 are age appropriate but still have gaps *Some children have made age appropriate progress *Increased clarification of the type of Speech, Language or Communication need to support focussed work
Play therapy	7	*5 children have overcome anxiety issues and class teachers report children have grown in confidence

		*4 children are 'calmer' in school with fewer incidents reported
Bereavement counselling/counselling	6	*3 children are now managing anger issues and behaviour more appropriately
Think children therapy sessions	8	*6 children more able to concentrate, to manage their emotions and their behaviour
Fun Fit sessions	9	*All children have improved their cooperative skills, self-esteem, agility and gross motor skills. This has led to increased participation in whole class PE lessons due to increased body confidence *Staff report an increase in whole class contribution to all lessons
First Class @ Number sessions	9	*Progress scores over four months; 1b to 2c Low 1 c to high 2c 2c to a top 2a 2b to 3c *Most children have moved two sub levels *Increase in confidence in the small group leading to confidence in other situations in school *Parents and children are willing to attend the groups either at the start or end of the of the day *All children have increased their participation in the group, answering questions and joining in discussions, due to self-esteem and confidence developing *All children have increased their understanding of place value, ordering numbers, using and applying number bonds to 10, 20 and 100. *Class teachers report the children join in more in class and that children are applying their knowledge and confidence *In the SAT tests all children achieved well in the areas learned in the group sessions
Residential trips	20	*All 20 children have improved their independence, confidence and social skills
School trips/Outside providers	96	*No incidents of disruptive behaviour reported by staff or outside providers
Managed moves	3	*2 of the 3 pupils had been told they would be permanently excluded; this was withdrawn when we took them. *All 3 pupils were in part time placements, not in a classroom and not accessing any academic curriculum. *All 3 pupils are now in full time in a classroom accessing the full curriculum. *All 3 pupils are engaging with their learning and are now beginning to make progress. *All 3 pupils have very specific support to meet their needs through additional 1 to 1 support, therapeutic support via play therapy, behaviour therapist or Arthur the dog