

Hillocks Primary and Nursery School Pupil Premium Funding 2015/2016

Provision	Number of children	Impact
Every child a reader	9 children	*Least amount of progress - 7 book levels *Most amount of progress - 18 book levels
Breakfast Club	18	*Lateness improved in 13 children *Attendance improving in 5 children *Children ready to learn
Targeted children for additional reading support – Switch on Target readers	8 15	*Teachers report children are more confident in class *Progress ranges from 3 book bands to 9 book bands
Short term interventions for underachieving pupils 1 to 1 maths, spelling and reading	44	*Children at age related expectation (ARE) in Y1, Y3, Y4, Y5 has increased in all subjects (reading, writing, maths) apart from reading in Y3 and Y5 where it has remained the same
After school one to one tuition and small group booster sessions	8	*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	21	*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	27	*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	39	* 9 out of 10 children have moved from a moderate need to an age appropriate need- support needed *4 out of 7 children have moved from a severe need to a moderate or age appropriate need - Speech therapist needed * 3 out of 7 were assessed as severe and are still severe need due to SEN *25 out of 39 that were initially tested have improved or remained at age appropriate
Play therapy	8	*6 children have overcome anxiety issues and class teachers report children have grown in confidence *6 children are 'calmer' in school with fewer incidents reported

Bereavement counselling/counselling	8	*5 children are now managing anger issues and behaviour more appropriately
Think children therapy sessions	8	*5 children more able to concentrate, to manage their emotions and their behaviour
Fun Fit sessions	20	*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	15	*Progress scores show that all pupils made progress (figures are available) *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 *All children have increased their understanding of place value, ordering numbers, using and applying number bonds to 10, 20 and 100 and working with money
Residential trips	23	*All 23 children have improved their independence, confidence and social skills
School trips/Outside providers	98	*No incidents of disruptive behaviour reported by staff or outside providers
1:1 drawing therapy	16	*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 *Incidents of disruption lessened considerably