



Pupil Premium Report 2016-17

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 a two form entry school serving central Bristol's Lawrence Hill ward. This area suffers high levels of economic deprivation. It is also a rapidly changing area with many new flats and houses being built around us on brown field sites. The majority of the children at the school come from families who have arrived in the UK in the last 15 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. Involving families in learning in this way also promotes cohesion and supports our journey towards becoming a fully inclusive community.

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 pupil premium children can be less support at home, weak language and communication skills, lack of confidence, poor social and emotional skills, lack of access to enrichment opportunities outside school, emotional and behavioural difficulties or attendance and punctuality issues. There may also be complex and sometimes traumatic family situations that prevent children from flourishing. The challenges are varied.

Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups. We have a history of the PP 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. For those with special educational needs, we want them to make good progress from their starting points. Our KS2 results in 2016 showed strong progress for our pupil premium children. 2017 showed a different picture with the disadvantaged children performing poorly compared to the national picture. This reflects the inconsistency in the pupil premium cohorts across 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 2016-17 we made the following priorities our core goals to strengthen our provision and meet the needs of the children.

To strengthen the teacher’s subject knowledge and the quality of teaching of children’s oral language.

To develop children’s enjoyment of Reading in order to close the gender gap in performance

To develop inspiring teaching

Pupil Premium Grant

Number of Pupil Premium Pupils and Grant received.	
Total number of pupils on roll	352
Total number of pupils eligible for Pupil Premium	214
Amount of PPG per pupil	1320
Total amount of PPG received	282,480

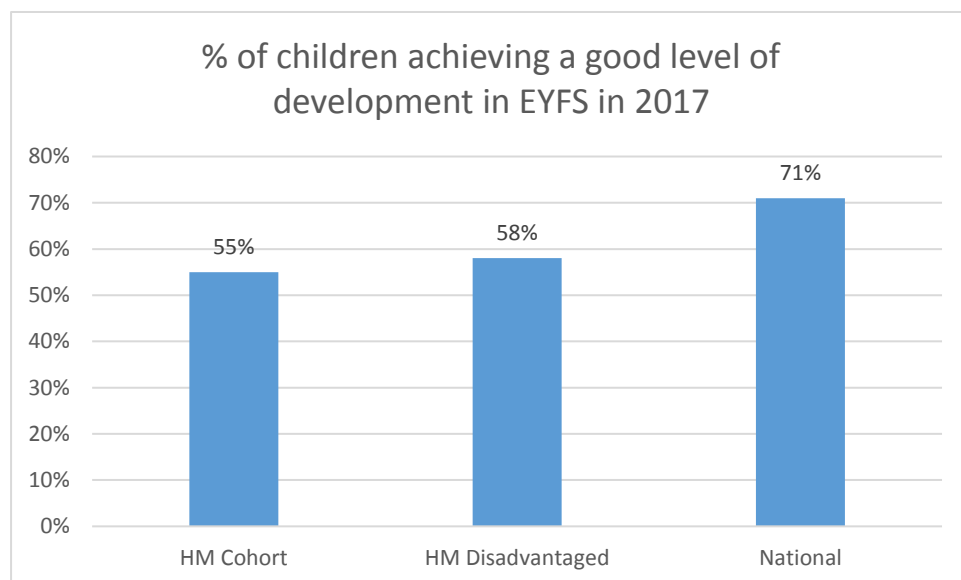
Financial Year 2016/17		Nature of Support	Cost
1	Nurture		
	Sunflower Room – Nurture 2x LSAs pm only	The nurture room supports pupils whose social and emotional state is a barrier to their learning. They spend half of each day in the nurture room and not in class. The curriculum is focused around developing 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 full time 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.	£16,898

	Bluebell Room 1 x LSA	Bluebell room provides a space for both reactive and proactive bespoke work with children with social emotional and mental health difficulties. Here children learn to self-regulate and calm ready to return to focus on their learning.	£16,898
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. She works 0.8	£27,711
	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.	£11,241
	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.	£59,143
	Extra LSA in Year 1 and 2	There is more support in years 1 and 2 than in the higher years on the basis that if we can make a significant impact on the disadvantaged children's progress at this early stage it will set them off on a positive path for KS2	£33,796
3	Family work		
	Community Development Co-ordinator(0.6)	Community Development Coordinator facilitates courses for parents, including those that support 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.	£21,224
	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.	14892
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	£17000
	Residential visit subsidy		£5000

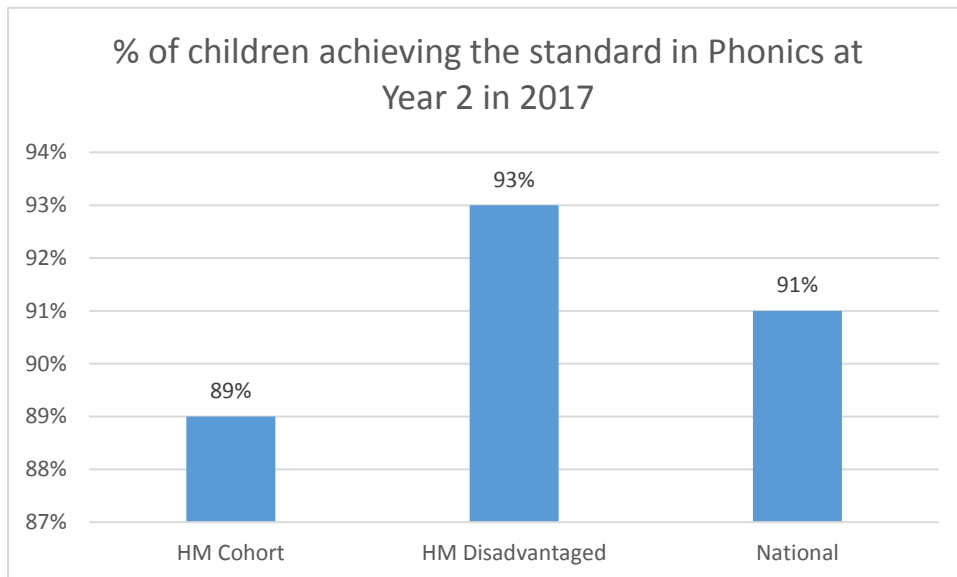
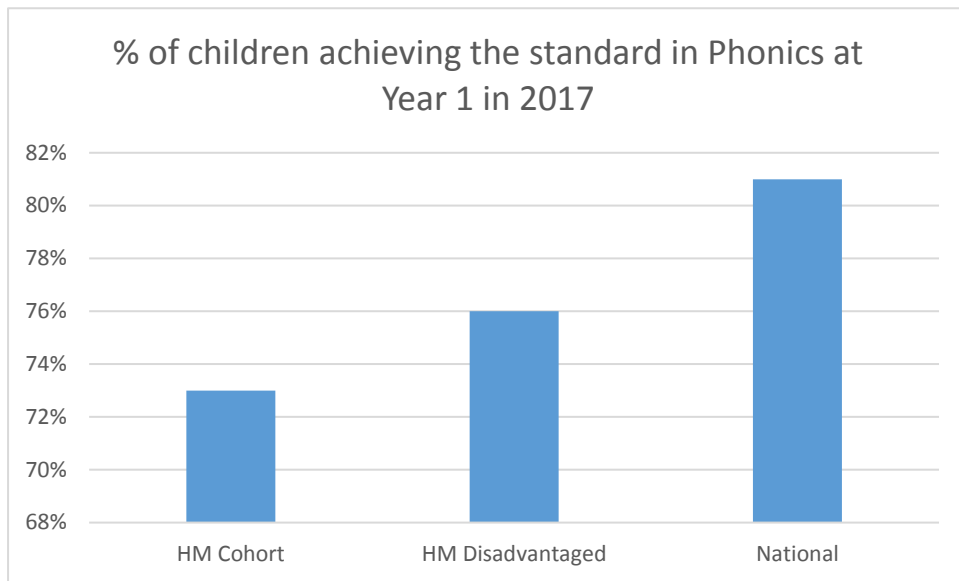
		visits locally and further afield and visitors that come to school.	
	Subsidised places at M4KC after school club	The school has after school provision and this provides a relaxed and supportive space for children to build relationships and practice language.	£5000
5	G&T		
	Staffing the Hub	The Hub is a space at Hannah More providing opportunities for quiet reading and independent study. The member of staff in there has responsibility for maintaining and replenishing the book stock.	£16898
6	Speech and Language		
	S&L LSA	The S&L LSA delivers interventions daily to children across the school. She also works in Reception to promote the development of oral language skills from entry, usually supporting those with ASC or severe language delay.	£16898
	Total		£281,143

Impact of Pupil Premium spending

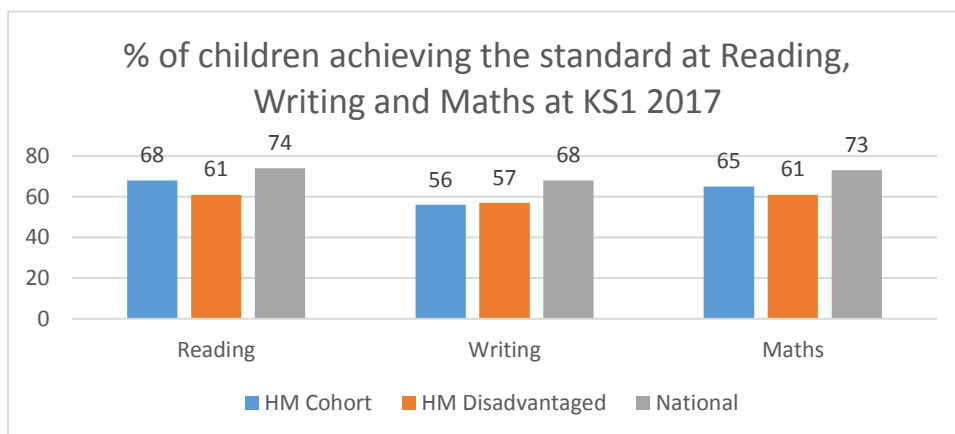
EYFS



Year 1 and 2 Phonics



Year 2



Year 6

