**The Impact of Pupil Premium 2018/19**

**Reception**

**GLD**

At Holly Park 61.5% of disadvantaged children reached a good level of development

This was above the national disadvantaged figure of 56.7%

**Year 1 Phonics**

At Holly Park 81.8% of disadvantaged children passed the phonics check

This was above the national disadvantaged figure of 71%

**End of KS1**

**Year 2**

At Holly Park 63.6% of disadvantaged children reached the expected standard or above in reading

This was above the national disadvantaged of 62%

At Holly Park 55% of disadvantaged children reached the expected standard or above in writing

This was in line with the national disadvantaged of 55%

At Holly Park 81.8% of disadvantaged children reached the expected standard or above in maths

This was above the national disadvantaged of 62.5%

At Holly Park 72.7% of disadvantaged children reached the expected standard or above in science

This was above the national disadvantaged of 70.6%

At Holly Park 45.5% of disadvantaged children reached the expected standard or above in combined subjects (R,W,M)

This was below the national disadvantaged of 50.1%

**End of KS2**

**Year 6**

At Holly Park 81.5% of disadvantaged children reached the expected standard or above in reading

This was above the national disadvantaged of 62%

The progress of disadvantaged pupils at Holly Park in reading from KS1 to KS2 was significantly above National

At Holly Park 81.5% of disadvantaged children reached the expected standard or above in GPS

This was above the national disadvantaged of 67.4%

At Holly Park 81.5% of disadvantaged children reached the expected standard or above in writing

This was above the national disadvantaged of 67.9%

The progress of disadvantaged pupils at Holly Park in writing from KS1 to KS2 was above National

At Holly Park 74,1% of disadvantaged children reached the expected standard or above in maths

This was above the national disadvantaged of 67.4%

The progress of disadvantaged pupils at Holly Park in maths from KS1 to KS2 was in line with National

At Holly Park 70.4% of disadvantaged children reached the expected standard or above in combined subjects (R,W,M)

This was above the national disadvantaged of 51.4%

**Staff Input £100,00**

**Learning Mentor - Impact**

The learning mentor spent time with PP children on social and emotional problems. The impact was that behaviour incidents decreased, parents became engaged with the school and children were more emotionally stable and able to learn.

**Staff Input – Impact**

The Deputy Head and the Families co-ordinator worked in class allowing teachers to come out of class and work with PP children from their class in a very specific and targeted way – picking up on misconceptions and also pre teaching. Children worked in 1s, pairs and small groups. This showed impact in the books. Teachers felt this was very useful. Pupil progress meetings show good progress being made by PP children in terms of academic achievement but also in terms of confidence and enjoyment.

**£21,600**

**Class Teacher conferencing groups – Impact**

Thisa money funded a teacher part time to take a class so that the teacher could work with the Pupil Premium children separately on a weekly basis. Staff report really enjoying this extra input that they can have with PP children in pairs, small groups and 1:1. This has enabled regular weekly input in reading, maths and writing as needed. It has enabled staff to pre teach upcoming concepts or to re teach and consolidate objectives that had not been grasped on first teaching in order to diminish the difference. Pupil progress meetings show good progress being made by PP children in terms of academic achievement but also in terms of confidence and enjoyment.

**£8,900**

**Enabling Enterprise – Impact**

This project raised aspiration for PP children and non PP alike. The challenge days gave opportunity for working as part of a team and applying learning skills. Children were also offered the opportunity to extend learning skills. Visits to a place of work and having to present in a board room allowed them to be exposed to a wider variety of careers and increased confidence. The staff attending saw great confidence. The children were praised by staff for their attitude and approach and involvement. This year they visited: Brewin Dolphin, UK Power Network, LGT Vestra and UBS Bank.

**£4000**

**Books – Impact**

This enabled us to add to our KS2 reading challenge and increase the reading offer available to all of our children across KS2. It meant that PP children who had reported not many books at home, had a wide range to choose from

**£1900**

**Pupil Tracker – Impact**

We can monitor the progress of PP children more closely with the tracking system and get data about individual pupils, groups and cohorts to see the progress they are making.

**£4500**

**HEWS (Health, Emotional and wellbeing service)**

We had noticed a sharp increase in the emotional and behavioural needs of some of our children. We were already paying for this service but decided to increase the service by doubling it so that more of our PP children could be seen by a health care professional . The impact has been that both children and parents have felt better supported and children are in a better place to learn and to make progress.