



Pupil Premium Allocation Report 2017 - 2018

Overall Aims and Objectives in Spending Pupil Premium Grant

To ensure that the proportions of children who receive pupil premium are making expected and/or exceeding the progress made by other pupils in the school.

☑ To diminish the difference by addressing inequality and raising the attainment of children from low-income families and children who are looked after.
<u>School Information</u>

Total number of children on roll	192 (Including Nursery)
Total number of children eligible for Pupil Premium	32 @ 1320 4 @1900
Total Amount of PPG Received	£49840
Amount of PPG received per Child	32 @ 1320 4@1900

Area for Development	Strategy including	<u>Amount</u>	Evaluation and Impact
<u>Barrier</u>	<u>rationale</u>		
<u>Proposed Impact</u>			
To increase knowledge of Social, Emotional and Mental	Listening Matters CPD	£350.0	<u>2015/2016</u>
Health barriers to learning.	and resources		Child x 100% beneficial
Social and Emotional Needs are preventing children from	2015/2016		
achieving.	2016/2017		<u>2016/2017</u>
Wellbeing, relationships and engagement in learning will	suggest this intervention		Child x 80% beneficial
improve. Number of Behaviour Incidents will decrease.	is successful. Still		
	required by other		<u>2017/2018</u>
	children.		ongoing assessments.
To increase staff knowledge of social and emotional barriers to learning. Social and Emotional Needs are preventing children from achieving. Wellbeing, relationships and engagement in learning will improve. Number of Behaviour Incidents will decrease.	Nurture Group (Socially and emotionally vulnerable children)Training	£360	Training was attended however, it was deemed that this programme would not have significant outcomes when balanced with the amount of time allocated to the programme.













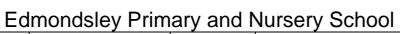












OHOSLEY ANIMA	
SCHOOL SCHOOL	

To enable children to reach Good Level of Development in Speech and Language. Specific area of difficulty. To enable child to reach Good Level of Development in Speech and Language. To enable children to reach Good Level of Development in	SALSP Speech and Language Programme due to low levels of ability on entry to Reception. BLAST package and	£350 x 10 sessions (2 children) Total £700	Information held in school as children could be identified.			
Speech and Language. Specific area of difficulty. To enable child to reach Good Level of Development in Speech and Language.	training	1230.00	To be used in academic year 2018/2019 due to training date			
To further increase the number of children reaching Age Related Expectations in <u>maths.</u> Rapid recall of tables is poor.	Rockstar maths New initiative will inspire		End of year 2017	End of Autumn Term '17	End of Spring Term '17	End of Summer Term 1 '18
More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)	and engage children.		Number of children who reached end of year expectations	On track to reach End of Year Age related expectations	On track to reach End of Year Age related expectations	On track to reach End of Year Age related expectations
			17/35	16/35	17/35	20/37
To further increase the number of children reaching Age Related Expectations in <u>maths.</u> Specific gaps need addressing.	IXL New initiative will inspire and engage children.		End of year 2017	End of Autumn Term '17	End of Spring Term '18	End of Summer Term 1 '18
More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)			Number of children who reached end of year expectations	On track to reach End of Year Age related expectations	On track to reach End of Year Age related expectations	On track to reach End of Year Age related expectations
			17/35	16/35	17/35	20/37
To further increase the number of children reaching Age Related Expectations in Writing In Years 3, 4, 5 Specific gaps need addressing. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results) 8/14	Read, Write Inc		End of Autumn Term On track to reach End of Year Age related expectations 6/15 End of Spring Term On track to reach End of Year Age related expectations 6/15 End of Summer 1 Term On track to reach End of Year expectations 8/15			













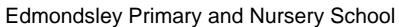












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To further increase the number of children reaching Age	Rapid Reading		End of year 2018	End of Autumn	End of Spring Term	End of summer '18
Related Expectations in <u>Reading</u> in years 3 4 5.	Intervention			<u>Term</u> '17	<u>'18</u>	
Specific gaps need addressing.						0
More pupils reach and exceed Age Related Expectations				On track to reach	On track to reach	On track to reach End
when compared to Attainment on entry to year group. (End of previous years' results)				End of year Age	End of Year Age	of year Age related
(End of previous years results)				related	related	Expectations
				expectations	expectations	
			7/15	6/15	6/15	7/15
			//13	0/13	0/13	//13
To support individual children's Social and Emotional	Early Intervention	£2,250.			ı	
Needs.	Programme					
Social and Emotional Needs are preventing children from	20 sessions (10 sessions					
achieving. Specific intervention is required.	per pupil) as a result of					
Update Staffing skills.	further development					
Wellbeing, relationships and engagement in learning will	needed with Children's					
improve.	social needs.					
To support individual children's Social and Emotional	Training to update	5,000	Empower Traini		Further training organis	sed for whole school
Needs.	staffing skills.			twilights s	ummer term '18	
Social and Emotional Needs are preventing children from						
achieving. Specific intervention is required.						
Update Staffing skills.						
Wellbeing, relationships and engagement in learning will						
improve.		075	0 000 (
To explore how to get the most of SEND interventions.	Getting the most from your SEND interventions	£75	See CPD form -			:
Children with SEND + PP are not making as much progress.	10/01/18 05/06/18		New resources w	rere ordered as a result	of this training identify	ing quality resources.
Interventions will be more effective/increase in progress.			Re-org	ranication of recources	so all members of staff	are aware
SEND and Inclusion additional assessments.	Assessments	£150.00 per	inc org	garnisation of resources	30 an inclinació di stati	are arraite.
Specific techniques needed to reduce barriers to learning.		child x 4				
Children with SEND + PP will make additional progress		S				
compared to last year.						
To reduce Persistent Absence from 20.00	Parent Support Advisor	£2000		Disa	dvantaged Non	
Communication with parents.	needed to support				disadvantage	ed
Persistent Absence is reduced.	identified children and				94.46% 95.92%	
	families.				88.66 95.18	
				Summer Term	90.88 95.47	

























	mondaicy i iii		Persistent absence :	= 14/20 children were Pu	ipil Premium. 5 of these F ay or leaving the school r	Pupil Premium Children nid-way through the	
Increase quality resources	Phonics/Reading	£500	, and the same of	READI	NG YEAR 1		
Poor quality resources. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)	And writing Year 1		End of year 2017	End of Autumn Term '17	End of Spring Term '18	End of summer 1	
			children at Age Related Expectation 5/5	children at Age Related Expectations 4/5	5/6		
			WRITING YEAR 1				
			End of year 2017	End of Autumn Term '17	End of Spring Term '18	End of summer 1	
			3/4	children at Age Related Expectation 4/5	children at Age Related Expectation 5/5	5/6	
Increase quality resources Poor quality resources.	Phonics/Reading and writing	•	READING YEAR 2				
More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)	Year 2		End of year 2017 End of Autumn Term '17	End of Autumn Term '17	End of Spring Term '18	End of summer 1	
			2/6		1/7 children at Age Related Expectation	3/9	
				WRITII	NG YEAR 2		
			End of year 2017	End of Autumn Term '17	End of Spring Term '18		

























			1/6	children at Age Related Expectation 2/7	children at Age Related Expectation 1/8	2/9
School Educational Visits Not being present on visits would hinder further interest/lack engagement in following lessons. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)	School Educational Visits to spark interest and engagement in children.	£1350 45 x £10 (x3 approximately 1 trip per term)				
Residential Visit Social and Emotional Needs are preventing children from achieving. Children will develop confidence and willingness to try new adventures.	Observations from Residential last year showed how confidence and resilience improved during visit and on return to school.	£1,500				
TOTAL COST	CGP revision guides SATs Buster 10 minutes tests	£40	Year 6 children were	e able to join friends wit	th work at home.	

Reviewed Termly with Senior Leaders and link Governor. Reviewed Summer 2018

Date next reviewed: Autumn 2018

As a result of having so few pupils who are disadvantaged, data over a 3 year period can be used. This suggests that pupils who are disadvantaged, achieve well compared to FSM National and mostly in line with All National; Writing at Key Stage 2 being the weaker area.

Reception Good Level of	2016	2017	2018	2016 - 2018
Development				
	2 pupils	4 pupils	3 pupils	9 pupils over 3 years
% pupils achieving GLD	100	75	33	6/9 pupils achieved GLD = 66% (FSM National 56% All National 71%)

























% of pupils achieving expected in	100	75	33	6/9 pupils achieved expected level in reading
Reading				= 66%
				(FSM National 63% All National 77%)
% of pupils achieving expected in	100	75	33	6/9 pupils achieved expected level in Writing =
Writing				66%
				(FSM National 58% All National 73%)
% of pupils achieving expected in	100	100	33	6/9 pupils achieved expected level in Maths =
Maths				66%
				(FSM National 66% All National 79%)

Year 1 Phonics	2016	2017	2018	2016 - 2018
	3 pupils	4 pupils	6 pupils	13 Pupils over 3 years
% of pupils achieving standard	33	50	100	9/13 69% (FSM National 70% All
				National 81%)

Year 2 Phonics	2016	2017	2018	2016 - 2018
	2 pupils	3 pupils	7 children (4 children if not including	12 pupils over 3 years (9 children if
			3 children joining mid-way through	not including 3 children joining mid-
			Year 2)	way through Year 2)
% of pupils achieving standard	100	100	29% (2/4 = 50% achieved standard)	7/12 58% (All National 67%)
				(7/9 = 78% not including children
				who joined mid-way)

End of Key Stage 1	2016	2017	2018		2016 - 2018	
	4 pupils	5 pupils	9 pupils (3 joined	9 pupils (3 joined mid-way through		12 pupils over 3
			the year)		years	years
% of pupils achieving expected in Reading	25	80	33 (including new pupils)	3 = 50% (without new pupils)	6/15 = 40%	8/12 = 66% (FSM National 63%)
% of pupils achieving expected in Writing	0	60	22 (including new pupils)	2 = 33% (without new pupils)	4/15 = 27%	5/12 = 42% (FSM National 54%)
% of pupils achieving expected in Maths	25	80	33 (including new pupils)	3 = 50% (without new pupils)	7/15 =47%	8/12 = 66% (FSM National 63%)

























End of Key Stage 2	2016	2017	2018	2016 - 2018
	6 pupils	5 pupils	6 pupils	17 pupils
% of pupils achieving expected in Reading	100	80	50	13/17 = 76% (FSM National 59% All 75%)
% of pupils achieving expected in Writing	100	40	50	11/17 = 65% (FSM National 66% All 78%)
% of pupils achieving expected in Maths	100	60	50	12/17 = 71% (FSM National 63% All 76%)
% High Score RWM	17 (NA 2)	40 (NA 4)		

Key Stage 2 Average Scaled Scores	2016	2017	2018
Reading	113 (National 100)	106 (National 101)	105.5
Grammar, Punctuation and Spelling	110.2 (National 102)	107.2 (National 107)	106.5
Maths	105.8 (National 101)	102.2 (National 102)	105.5

Key Stage 1 to Key Stage 2 Value Added	2016	2017	2018
	6 pupils	5 pupils	6 pupils
Value Added Reading	6.3 (National -0.7)	0.8 (National -0.7)	-0.9
Value Added Writing	-0.2 (National -0.2)	-3.7 (National 0.3)	-2.4
Value Added Maths	0.8 (National -0.5)	-3.5 (National 0.6)	-3.2



















