



Pupil Premium Strategy Statement 2016-17

Each year the school receives additional money, called the pupil premium. This is allocated using the number of pupils who are (or have in the past been) entitled to free school meals. Pupil premium is also allocated to looked after children and to the children of parents who serve in the armed forces. This strategy outlines how we intend to use this money to ensure that all children receive the best possible education and care.

Pupil Premium Grant Expenditure:

Number of Pupils and Pupil Premium Grant (PPG) Received 2016-17			
Number of Pupils on Roll	362	Amount of PPG per Pupil	£1,320
Total Number of Pupils Eligible for PPG	128	Total Amount Received	£168,960
Total Number of Pupils Eligible for PPG who are LAC	4	Date of Next Review	September 2017

Barriers to Future Attainment	
A	The difference between the attainment of disadvantaged and other children in reading at the end of key stage two. In 2016 48% of disadvantaged children met the expected standard, whereas 80% of other children met the standard (national other 72%).
B	The attainment in reading, writing and maths of disadvantaged pupils in year five in 2016-17 is low.
C	The attainment of children on entry to the EYFS, both to nursery and reception. % attaining at the typical level on entry to nursery September 2016 – reading 34%, writing 23%, maths 27%. % attaining at the typical level on entry to reception September 2016 – reading 64%, writing 55%, maths 65%.
D	The attendance of disadvantaged pupils. In autumn and spring terms 2015-16 the overall absence of children entitled to FSM was higher (5.8%) than the figure for other children (4.2%). The percentage of children who were entitled to FSM who were persistent absentees was 15%
E	The behaviour of children who find the social and emotional aspects of learning a challenge at times impacts negatively on their progress in learning and on the progress of other children in the cohort.



Measuring the Impact of PPG Spending 2016-17		
	Desired Outcomes and Impact Measures	Success Criteria
A	The percentage of children entitled to the PPG who meet the expected standard for reading at the end of key stage two increases year on year from 48%, diminishing the difference between the attainment of children entitled to PPG at Olive Hill and other children nationally.	The progress in reading made by children in key stage 2 entitled to the PPG is accelerated (6 points represents expected progress). Every Child a Reader accelerates the progress made in reading by children in key stage one, entitled to PPG, who have low prior attainment in reading. Attendance at the Intensive Learning Unit accelerates the progress made in reading by children in key stage two, entitled to the PPG, who have low prior attainment in reading.
B	The progress of children in year five who are entitled to the PPG is accelerated during 2016-17.	Children in year five in 2016-17, who are entitled to the PPG, make accelerated progress in reading, writing and maths (6 points represents expected progress).
C	The progress made by children in the EYFS who are supported by the PPG or the EYPP is accelerated.	Children in the EYFS who are supported by the PPG or the EYPP make more than expected progress in reading, writing and maths.
D	The attendance of pupils entitled to the PPG improves.	The attendance of children who are entitled to PPG improves to 95% The % of children entitled to the PPG who are persistent absentees decreases. The impact of poor attendance on the attainment and progress of children entitled to the PPG decreases.
E	Well-targeted nurture support and behaviour strategies ensure that learning time is maximised.	Children who are entitled to PPG make at least expected progress in reading, writing and maths across key stage two (expected progress is 6 points each year). Nurture strategies co-ordinated by the HLTA has a positive impact on learning and behaviour for learning. Tailored behaviour strategies recommended by the behaviour consultant are consistently used and ensure good behaviour and behaviour for learning. Provision prevents repeated fixed term exclusions and has a positive impact on behaviour and behaviour for learning.



Planned Expenditure					
	Desired Outcome	Action	Rationale	Monitoring	Cost
A	The percentage of children entitled to the PPG who meet the expected standard for reading at the end of key stage two increases year on year from 48%, diminishing the difference between the attainment of children entitled to PPG at Olive Hill and other children nationally.	<ul style="list-style-type: none"> • A UPS 3 Reading Recovery trained teacher will support the teaching of reading in years 3, and 5. • An additional experienced teacher will support the teaching of reading in year 6. • Two UPS 3 Reading Recovery trained teachers will deliver Every Child a Reader in key stage one. This intensive intervention is targeted at children will low prior attainment in reading. • Two places at the Intensive Learning Unit at St. James's each term allocated to children who will benefit the most, guided by the Learning Support Service teacher 	<ul style="list-style-type: none"> • This will facilitate a higher teacher/teaching assistant to child ratio in years 3,4, and 5, which will allow staff to match teaching more accurately to children's learning needs. • This will facilitate a higher teacher/teaching assistant to child ratio in years 6, which will allow staff to match teaching more accurately to children's learning needs. • This will address low attainment in reading in key stage one, by facilitating precisely tailored teaching for a small number of children in key stage one whose attainment in reading is well below the national expectation. • This will address low attainment in reading in key stage two by facilitating precisely tailored teaching for children in key stage two who have been identified by the learning support service as having difficulties with processing. 	<p>Half-termly monitoring of reading progress in years 3,4, and 5 through data analysis and pupil progress meetings.</p> <p>Half-termly monitoring of reading progress in year 6 through data analysis and pupil progress meetings.</p> <p>Every Child a Reader data tracking system.</p> <p>Termly Feedback from the ILU teacher and reading progress tracked through data analysis and pupil progress meetings.</p>	<p>£35,000 experienced teacher salary plus on costs.</p> <p>£54,130 contribution from PPG (towards total cost to school budget of two UPS 3 teachers, ECAR training costs, 2 places per term at the ILU of £94,000)</p>
B	The progress of children in year five who are entitled to the PPG is accelerated during 2016-17.	<ul style="list-style-type: none"> • An additional experienced teacher will support the teaching of reading, writing and maths in year 5. 	<ul style="list-style-type: none"> • This will facilitate a higher teacher/teaching assistant to child ratio in year 5, which will allow staff to match teaching more accurately to children's learning needs. 	<p>Half-termly monitoring of reading, writing and maths progress in year 5 through data analysis and pupil progress meetings.</p>	(see £35,000 cost for experienced teacher with onsets in the previous row)
C	The progress made by children in the EYFS who are supported by the PPG or the EYPP is accelerated.	<ul style="list-style-type: none"> • 0.5 of an additional level three teaching assistant will support teaching, learning and interventions in the EYFS. • 0.5 of an additional HLTA will support teaching, learning and interventions in the EYFS 	<ul style="list-style-type: none"> • This will facilitate a higher teacher/teaching assistant to child ratio in reception and nursery. This is flexible and can be timetabled across the phrase to maximise impact on progress in reading, writing and maths. 	<p>Half-termly monitoring of reading, writing and maths progress in nursery and reception through data analysis and pupil progress meetings.</p>	<p>£24,060 Costs of 0.5 level 3 and 0.5 HLTA with on costs</p>



			This will allow staff to match teaching more accurately to children's learning needs.		
D	The attendance of pupils entitled to the PPG improves.	<ul style="list-style-type: none"> • Learning Mentor will monitor attendance on a daily basis, making first day calls. • Learning Mentor will track attendance over time, taking action to intervene when appropriate. • Attendance consultancy will be engaged to support with attendance clinics, home visits and referrals to EIS. 	<ul style="list-style-type: none"> • Having a dedicated member of staff will ensure that attendance is closely monitored on a daily basis. Action can then be taken swiftly and thoroughly to address attendance concerns. Action taken will include: telephone contact with parents, letters, attendance clinics, referrals to EIS. • Attendance consultancy can give accurate advice on referrals to EIS, check that policies and procedures are up to date, take the lead at attendance clinics and visit homes. 	Weekly monitoring of overall attendance. Termly analysis of persistent absence.	£22,771 Learning mentor with on costs Support from attendance consultancy
E	Well-targeted nurture support and behaviour strategies ensure that learning time is maximised.	<ul style="list-style-type: none"> • HLTA will lead and co ordinate nurture support across key stage two. • HLTA will lead and co ordinate support to improve social skills and emotional resilience across key stage two. • Support from a behaviour consultant to advise on specific strategies. • Freshair – once a week off site provision of high quality outdoor education for 2 pupils each term who are at risk of fixed term exclusion. 	<ul style="list-style-type: none"> • Nurture support can be targeted to meet individual needs e.g. social breakfast, social lunch, extra responsibility, small group or individual support. • Social skills and emotional resilience can be targeted to meet individual needs e.g. social skills groups, individual time with HLTA • Based on observation in school and conversations with staff, the behaviour consultant can suggest effective behaviour management strategies for individuals. • Freshair will increase engagement in learning and prevent fixed term exclusions. 	Half-termly monitoring of year group behaviour charts. Ongoing informal monitoring of the effectiveness of strategies. Impact on learning to be evidenced by progress in reading, writing and maths in key stage two.	£33,000 HLTA with on costs. Behaviour consultant visit each term Freshair for two pupils per term.
Total Budgeted Cost					£168,961



Review of the Impact of PPG 2016-17

Review of Impact 2016-17			
	Desired Outcome	Impact of Expenditure	Implication for the Future
A	The percentage of children entitled to the PPG who meet the expected standard for reading at the end of key stage two increases year on year from 48%, diminishing the difference between the attainment of children entitled to PPG at Olive Hill and other children nationally.	<ul style="list-style-type: none"> • The percentage of pupils entitled to the PPG meeting the expected standard for reading at the end of key stage rose from 48% in 2016 to 56% in 2017. • The progress made by children entitled to the PPG in reading in years 4, 5 and 6 is above expected (Y4 – 6.13, Y5 – 7.13, Y6- 9.65) and in year 3 it is expected. • ECAR moved children in key stage one from ‘working below the expected standard’ to ‘working towards the expected standard’. • ILU provision accelerated the progress and raised the attainment of the child who reached the end of key stage two in 2017 	<ul style="list-style-type: none"> • Continue to use PPG to fund ECAR teachers to deliver ECAR in key stage one and support the teaching of reading in key stage two. • Continue to fund ILU places for two children each term. • Develop a more finely tuned system of tracking the impact of ECAR and ILU on progress over the long term which is linked to SIMs
B	The progress of children in year five who are entitled to the PPG is accelerated during 2016-17.	<ul style="list-style-type: none"> • Children in year five in 2016-17, who are entitled to the PPG, made accelerated progress in reading (7.13), writing (8.04) and maths (7.71) 	<ul style="list-style-type: none"> • Continue to fund an additional teacher to ensure that this year group, now 57% PP, can be taught in three teaching groups for reading, writing and maths in 2017-18. This will continue to accelerate their progress and enable them to meet national expectations for attainment at the end of key stage two in 2017.
C	The progress made by children in the EYFS who are supported by the PPG or the EYPP is accelerated.	<ul style="list-style-type: none"> • In nursery 100% of children entitled to the EYPP made expected progress in reading, writing and maths. 29% made above expected progress in reading, 42% made above expected progress in writing and 29% made above expected progress in number. • In reception 90% of children entitled to PPG made expected progress in reading and 20% made more than expected progress. In writing 90% had made expected progress and 30% had made more than expected progress. In number 100% had made expected progress and 10% had made more than expected progress. 	<ul style="list-style-type: none"> • Continue to support children entitled to PPG as they move to reception as their attainment is below what is typical.
D	The attendance of pupils entitled to the PPG improves.	<ul style="list-style-type: none"> • By the end of the first half term of Autumn 2017 PP attendance had risen to 95% • The percentage of children entitled to PPG in 2016-17 who were persistent absentees was 9.6%. This was a fall from 15% in autumn and spring terms of 2015-16. 	<ul style="list-style-type: none"> • The high level of monitoring of attendance of children entitled to PPG is proving effective. This needs to continue as in the past as soon as the level of monitoring has dropped the attendance has then begun to decrease.
E	Well-targeted nurture support and behaviour strategies ensure that learning time is maximised.	<ul style="list-style-type: none"> • Improvements in behaviour in key stage two are evident from the behaviour tracker and behaviour file. 	<ul style="list-style-type: none"> • Nurture support will continue to be needed to support children across the school in 2017-18. However, as a larger amount of support will be needed in one year



		<ul style="list-style-type: none">•The positive impact on behaviour for learning and the climate for learning are evident from the phase reviews conducted in summer 2017 and from the progress made by children across the phase (at least expected in reading, writing and maths.	<p>group next year, a larger amount of time will be targeted at this cohort.</p> <ul style="list-style-type: none">•Freshair will not be needed as an intervention strategy to prevent exclusion next year.
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