



## Pupil Premium Strategy Statement 2017-18

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 2017-18			
Number of Pupils on Main Roll	385	Amount of PPG per Pupil	£1,320
Total Number of Pupils Eligible for PPG	117	Total Amount Received	£154,440
Total Number of Pupils Eligible for PPG who are LAC	4	Date of Next Review	September 2018

Barriers to Future Attainment	
<b>A</b>	Attainment in reading, writing and maths of disadvantaged pupils in year six (57% of the cohort) in 2017-18 is below what we predict to be national expectations in summer 2018.
<b>B</b>	The attainment of children on entry to the EYFS, both to nursery and reception. % attaining at the typical level on entry to nursery September 2017 – reading 37.5%, writing 5 %, maths 35%. % attaining at the typical level on entry to reception September 2017 – reading 52.4%, writing 30%, maths 52.6%.
<b>C</b>	The attainment of disadvantaged children in writing at the end of key stage one in July 2017 was low. 40% reached the expected standard in comparison with 46% of other children in school (72% national other).
<b>D</b>	The behaviour of children who are entitled to the PPG 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 who will be year three in 2017-18.
<b>E</b>	The difference between the attainment of disadvantaged and other children in reading at the end of key stage two. In 2017 56% of disadvantaged children (63% of Ever 6 FSM) met the expected standard, this has risen from 48% in 2016, but it is still below the percentage for other children, which is 80%. (national other 77%).



<b>F</b>	The attendance of disadvantaged pupils is improving, but the improvement must continue and then be sustained. 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.
<b>G</b>	The difference between the access of disadvantaged children and other children to a wide range of sporting and musical opportunities and to a supportive environment for completing home learning.

<b>Measuring the Impact of PPG Spending 2016-17</b>		
	<b>Desired Outcomes and Impact Measures</b>	<b>Success Criteria</b>
<b>A</b>	The progress of children in year six who are entitled to the PPG is accelerated during 2017-18.	Children in year six in 2017-18, who are entitled to the PPG, make accelerated progress in reading, writing and maths (6 points represents expected progress).
<b>B</b>	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.
<b>C</b>	The attainment of disadvantaged children in writing at the end of key stage one improves significantly from 40% meeting the expected standard in 2017.	Children in year two in 2017-18 who are entitled to the PPG is accelerated and at least 55% achieve the expected standard for writing at the end of year two.
<b>D</b>	Well-targeted nurture support and behaviour strategies ensure that learning time is maximised.	Children in year three who are entitled to PPG make at least expected progress in reading, writing and maths (expected progress is 6 points each year). Nurture strategies co-ordinated by the HLTA have a positive impact on learning and behaviour for learning in year three. Tailored behaviour strategies recommended by the behaviour consultant are consistently used and ensure good behaviour and behaviour for learning in year three.
<b>E</b>	The percentage of children entitled to the PPG who meet the expected standard for reading at the end of key stage two continues to increase year on year from 56% in 2017' diminishing the difference between the attainment of children entitled to PPG at Olive Hill and other children nationally.	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>F</b>	The improvement in the attendance of pupils entitled to the PPG continues and is sustained.	The gap between the attendance of children who are entitled to PPG and other children continues to diminish. 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.
<b>G</b>	Pupils who are entitled to the PPG have the opportunity to participate in a wider range of sporting, musical and other extra-curricular activities and are offered a supportive environment in which to complete home learning.	Pupils who are entitled to the PPG take the opportunity to participate in sporting, musical and other extra-curricular activities and children who are entitled to the PPG consistently complete home learning.

Planned Expenditure					
	Desired Outcome	Action	Rationale	Monitoring	Cost
<b>A</b>	The progress of children in year six who are entitled to the PPG is accelerated during 2017-18.	<ul style="list-style-type: none"> <li>•Employment of an additional teacher will support the teaching of reading, writing and maths in year 6.</li> </ul>	<ul style="list-style-type: none"> <li>•This will facilitate a higher teacher/teaching assistant to child ratio in year 6, which will allow staff to match teaching more accurately to children's learning needs.</li> </ul>	Half-termly monitoring of reading, writing and maths progress in year 6 through data analysis and pupil progress meetings.	<b>£36,000</b> experienced teacher with on costs.
<b>B</b>	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"> <li>•Employment of an additional level two teaching assistant and additional hours from a level one teaching assistant.</li> </ul>	<ul style="list-style-type: none"> <li>•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. This will allow staff to match teaching more accurately to children's learning needs.</li> </ul>	Half-termly monitoring of reading, writing and maths progress in nursery and reception through data analysis and pupil progress meetings.	<b>£25,000</b> Level two teaching assistant and additional hours of a level one teaching assistant with on costs.
<b>C</b>	The attainment of disadvantaged children in writing at the end of key stage one improves significantly from 40% meeting the expected standard in 2017.	<ul style="list-style-type: none"> <li>•Employment of an additional teacher will create capacity for the AHT to support and develop the teaching of writing in year two.</li> </ul>	<ul style="list-style-type: none"> <li>• The AHT for key stage one will not have a classteaching responsibility in 2017-18. This will create the capacity to develop and improve the teaching of writing in key stage one.</li> </ul>	Half-termly monitoring of writing progress in year two through data analysis and pupil progress meetings.	<b>£29,000</b> experienced teacher with on costs
<b>D</b>	Well-targeted nurture support and behaviour strategies ensure that learning time is maximised.	<ul style="list-style-type: none"> <li>•HLTA will lead and co ordinate nurture support focused on year three.</li> <li>•HLTA will lead and co ordinate support to improve social skills and emotional resilience across in year three.</li> </ul>	<ul style="list-style-type: none"> <li>•Nurture support can be targeted to meet individual needs e.g. social breakfast, social lunch, extra responsibility, small group or individual support.</li> <li>•Social skills and emotional resilience can be targeted to meet individual needs e.g. social skills groups, individual time with HLTA</li> </ul>	Half-termly monitoring of year group behaviour charts. Ongoing informal monitoring of the effectiveness of strategies	<b>£28,000</b> HLTA with on costs. Behaviour consultant visit each term



		<ul style="list-style-type: none"> <li>•Support from a behaviour consultant to advise on specific strategies.</li> </ul>	<ul style="list-style-type: none"> <li>•Based on observation in school and conversations with staff, the behaviour consultant can suggest effective behaviour management strategies for individuals.</li> </ul>	Impact on learning to be evidenced by progress in reading, writing and maths in year three.	
<b>E</b>	The percentage of children entitled to the PPG who meet the expected standard for reading at the end of key stage two continues to increase year on year from 56% in 2017' diminishing the difference between the attainment of children entitled to PPG at Olive Hill and other children nationally.	<ul style="list-style-type: none"> <li>•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</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> </ul>	Termly Feedback from the ILU teacher and reading progress tracked through data analysis and pupil progress meetings.	<p><b>£8,440</b></p> <p>PPG contribution to costs of ILU, LSS and additional senco time.</p>
<b>F</b>	The improvement in the attendance of pupils entitled to the PPG continues and is sustained.	<ul style="list-style-type: none"> <li>•Learning Mentor will monitor attendance on a daily basis, making first day calls.</li> <li>•Learning Mentor will track attendance over time, taking action to intervene when appropriate.</li> <li>•Learning Mentor and HT analyse PA from 2016-17 so that swift action can be taken in autumn term 2017.</li> <li>•Attendance consultancy will be engaged to support with attendance clinics, home visits and referrals to EIS.</li> </ul>	<ul style="list-style-type: none"> <li>•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.</li> <li>•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.</li> </ul>	Weekly monitoring of overall attendance. Termly analysis of persistent absence.	<p><b>£24,000</b></p> <p>Learning mentor with on costs Support from attendance consultancy</p>
<b>G</b>	Pupils who are entitled to the PPG have the opportunity to participate in a wider range of sporting, musical and other extra-	<ul style="list-style-type: none"> <li>• Costs of Dudley Performing Arts brass and woodwind tuition and guitar clubs are met by school so that there is no cost to parents.</li> </ul>	<ul style="list-style-type: none"> <li>•Free instrumental tuition enables all children to have affordable access.</li> <li>•Free extra-curricular clubs give all children the opportunity to take part in a wide range of</li> </ul>	Music lead to monitor uptake of music tuition from children entitled to PPG.	<p><b>£4,000</b></p> <p>PPG contribution to total cost for DPA</p>



	<p>curricular activities and are offered a supportive environment in which to complete home learning.</p>	<ul style="list-style-type: none"> <li>●Employment of additional teaching staff enables Olive Hill to provide a wide range of extra-curricular activities at no cost to parents.</li> <li>●Employment of additional teaching staff enables Olive Hill to provide home learning clubs for key stages one and two at lunchtimes.</li> </ul>	<p>activities as they progress through school e.g. choir, drama club, film club, netball, tag rugby, German, sewing etc.</p> <ul style="list-style-type: none"> <li>●Children are not disadvantaged by not having facilities or support to complete their home learning.</li> </ul>	<p>Extra-curricular lead to monitor uptake of clubs from children entitled to PPG. Phase leaders to monitor home learning.</p>	<p>Costs of additional teachers already covered in A and C.</p>
<b>Total Budgeted Cost</b>				<b>£154,440</b>	



## Review of the Impact of PPG 2016-17

Review of Impact 2016-17			
	Desired Outcome	Impact of Expenditure	Implication for the Future
A			
B			
C			
D			