



Edmondsley Primary and Nursery School



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.

School Information

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

<u>Area for Development</u> <u>Barrier</u> <u>Proposed Impact</u>	<u>Strategy including rationale</u>	<u>Amount</u>	<u>Evaluation and Impact</u>
To increase knowledge of Social, Emotional and Mental Health barriers to learning. <i>Social and Emotional Needs are preventing children from achieving.</i> <i>Wellbeing, relationships and engagement in learning will improve. Number of Behaviour Incidents will decrease.</i>	Listening Matters CPD and resources 2015/2016 2016/2017 suggest this intervention is successful. Still required by other children.	£350.0	<u>2015/2016</u> Child x 100% beneficial <u>2016/2017</u> Child x 80% beneficial <u>2017/2018</u> ongoing assessments.
To increase staff knowledge of social and emotional barriers to learning. <i>Social and Emotional Needs are preventing children from achieving.</i> <i>Wellbeing, relationships and engagement in learning will improve. Number of Behaviour Incidents will decrease.</i>	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.





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<p>To enable children to reach Good Level of Development in Speech and Language. <i>Specific area of difficulty.</i> To enable child to reach Good Level of Development in Speech and Language.</p>	<p>SALSP Speech and Language Programme due to low levels of ability on entry to Reception.</p>	<p>£350 x 10 sessions (2 children) Total £700</p>	<p>Information held in school as children could be identified.</p>			
<p>To enable children to reach Good Level of Development in Speech and Language. <i>Specific area of difficulty.</i> To enable child to reach Good Level of Development in Speech and Language.</p>	<p>BLAST package and training</p>	<p>£250.00</p>	<p>To be used in academic year 2018/2019 due to training date</p>			
<p>To further increase the number of children reaching Age Related Expectations in <u>maths</u>. <i>Rapid recall of tables is poor.</i> More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>Rockstar maths New initiative will inspire and engage children.</p>		<p><u>End of year 2017</u></p>	<p><u>End of Autumn Term '17</u></p>	<p><u>End of Spring Term '17</u></p>	<p><u>End of Summer Term 1 '18</u></p>
			<p>Number of children who reached end of year expectations 17/35</p>	<p>On track to reach End of Year Age related expectations 16/35</p>	<p>On track to reach End of Year Age related expectations 17/35</p>	<p>On track to reach End of Year Age related expectations 20/37</p>
<p>To further increase the number of children reaching Age Related Expectations in <u>maths</u>. <i>Specific gaps need addressing.</i> More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>IXL New initiative will inspire and engage children.</p>		<p><u>End of year 2017</u></p>	<p><u>End of Autumn Term '17</u></p>	<p><u>End of Spring Term '18</u></p>	<p><u>End of Summer Term 1 '18</u></p>
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<p>To further increase the number of children reaching Age Related Expectations in <u>Writing</u> In Years 3, 4, 5 <i>Specific gaps need addressing.</i> More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results) 8/14</p>	<p>Read, Write Inc</p>		<p><u>End of Autumn Term</u> On track to reach End of Year Age related expectations 6/15 <u>End of Spring Term</u> On track to reach End of Year Age related expectations 6/15 <u>End of Summer 1 Term</u> On track to reach End of Year expectations 8/15</p>			





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<p>To further increase the number of children reaching Age Related Expectations in <u>Reading</u> in years 3 4 5.</p> <p><u>Specific gaps need addressing.</u></p> <p>More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>Rapid Reading Intervention</p>		<p><u>End of year 2018</u></p>	<p><u>End of Autumn Term '17</u></p>	<p><u>End of Spring Term '18</u></p>	<p><u>End of summer '18</u></p>											
			<p>7/15</p>	<p>On track to reach End of year Age related expectations</p> <p>6/15</p>	<p>On track to reach End of Year Age related expectations</p> <p>6/15</p>	<p>On track to reach End of year Age related Expectations</p> <p>7/15</p>											
<p>To support individual children's Social and Emotional Needs.</p> <p>Social and Emotional Needs are preventing children from achieving. Specific intervention is required.</p> <p>Update Staffing skills.</p> <p>Wellbeing, relationships and engagement in learning will improve.</p>	<p>Early Intervention Programme</p> <p>20 sessions (10 sessions per pupil) as a result of further development needed with Children's social needs.</p>	<p>£2,250.</p>															
<p>To support individual children's Social and Emotional Needs.</p> <p>Social and Emotional Needs are preventing children from achieving. Specific intervention is required.</p> <p>Update Staffing skills.</p> <p>Wellbeing, relationships and engagement in learning will improve.</p>	<p>Training to update staffing skills.</p>	<p>5,000</p>	<p>Empower Training attended by SENCO Further training organised for whole school twilights summer term '18</p>														
<p>To explore how to get the most of SEND interventions.</p> <p>Children with SEND + PP are not making as much progress. Interventions will be more effective/increase in progress.</p>	<p>Getting the most from your SEND interventions</p> <p>10/01/18 05/06/18</p>	<p>£75</p>	<p>See CPD form -</p> <p>New resources were ordered as a result of this training identifying quality resources.</p> <p>Re-organisation of resources so all members of staff are aware.</p>														
<p>SEND and Inclusion additional assessments.</p> <p>Specific techniques needed to reduce barriers to learning.</p> <p>Children with SEND + PP will make additional progress compared to last year.</p>	<p>Assessments</p>	<p>£150.00 per child x 4</p>															
<p>To reduce Persistent Absence from 20.00</p> <p>Communication with parents.</p> <p>Persistent Absence is reduced.</p>	<p>Parent Support Advisor needed to support identified children and families.</p>	<p>£2000</p>		<table border="1"> <tr> <td></td> <td>Disadvantaged</td> <td>Non disadvantaged</td> </tr> <tr> <td>Autumn Term</td> <td>94.46%</td> <td>95.92%</td> </tr> <tr> <td>Spring Term</td> <td>88.66</td> <td>95.18</td> </tr> <tr> <td>Summer Term</td> <td>90.88</td> <td>95.47</td> </tr> </table>		Disadvantaged	Non disadvantaged	Autumn Term	94.46%	95.92%	Spring Term	88.66	95.18	Summer Term	90.88	95.47	
	Disadvantaged	Non disadvantaged															
Autumn Term	94.46%	95.92%															
Spring Term	88.66	95.18															
Summer Term	90.88	95.47															





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			Persistent absence = 14/20 children were Pupil Premium. 5 of these Pupil Premium Children were mobile (Either joining the school mid-way or leaving the school mid-way through the academic year).			
<p>Increase quality resources 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)</p>	<p>Phonics/Reading And writing Year 1</p>	<p>£500</p>	READING YEAR 1			
			<u>End of year 2017</u>	<u>End of Autumn Term '17</u>	<u>End of Spring Term '18</u>	<u>End of summer 1</u>
			3/4	children at Age Related Expectation 5/5	children at Age Related Expectations 4/5	5/6
			WRITING YEAR 1			
			<u>End of year 2017</u>	<u>End of Autumn Term '17</u>	<u>End of Spring Term '18</u>	<u>End of summer 1</u>
			3/4	children at Age Related Expectation 4/5	children at Age Related Expectation 5/5	5/6
<p>Increase quality resources 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)</p>	<p>Phonics/Reading and writing Year 2</p>	<p>£500</p>	READING YEAR 2			
			<u>End of year 2017</u>	<u>End of Autumn Term '17</u>	<u>End of Spring Term '18</u>	<u>End of summer 1</u>
			2/6	1/7 children at Age Related Expectation	1/7 children at Age Related Expectation	3/9
			WRITING YEAR 2			
			<u>End of year 2017</u>	<u>End of Autumn Term '17</u>	<u>End of Spring Term '18</u>	





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			1/6	children at Age Related Expectation 2/7	children at Age Related Expectation 1/8	2/9
School Educational Visits <i>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)</i>	School Educational Visits to spark interest and engagement in children.	£1350 45 x £10 (x3 approximately 1 trip per term)				
Residential Visit <i>Social and Emotional Needs are preventing children from achieving. Children will develop confidence and willingness to try new adventures.</i>	Observations from Residential last year showed how confidence and resilience improved during visit and on return to school.	£1,500				
	CGP revision guides SATs Buster 10 minutes tests	£40	Year 6 children were able to join friends with work at home.			
TOTAL COST						

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 Development	2016	2017	2018	2016 - 2018
	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%)





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% of pupils achieving expected in Reading	100	75	33	6/9 pupils achieved expected level in reading = 66% (FSM National 63% All National 77%)
% of pupils achieving expected in Writing	100	75	33	6/9 pupils achieved expected level in Writing = 66% (FSM National 58% All National 73%)
% of pupils achieving expected in Maths	100	100	33	6/9 pupils achieved expected level in 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 3 children joining mid-way through Year 2)	12 pupils over 3 years (9 children if not including 3 children joining mid-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 mid-way through the year)		15 Pupils over 3 years	12 pupils over 3 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%)





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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

