



Edmondsley Primary and Nursery School



Pupil Premium Allocation Report 2016 - 2017

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	204 (Including Nursery)
Total number of children eligible for Pupil Premium	42 @ 1320 3@1900
Total Amount of PPG Received	£61,140
Amount of PPG received per Child	42 @ 1320 3@1900

<u>Area for Development</u> <u>Barrier</u> <u>and</u> <u>Proposed Impact</u>	<u>Strategy</u> <u>including</u> <u>rationale</u>	<u>Amount</u>	<u>Evaluation and Impact</u>
To maintain effective methods of collating and analysing data. Data can be collated and analysed by teachers and Senior Leadership Team termly to establish which strategies are working.	Classroom Monitor to effectively monitor and analyse attainment and progress of all children.	1,800	To have an effective method of data analysis. Data is used to determine which strategies are working.
To implement Listening Matters. Social and Emotional Needs are preventing children from achieving. Wellbeing, relationships and engagement in learning will improve. Number of Behaviour Incidents will decrease.	Listening Matters CPD and resources 2015/2016 suggest this intervention is successful. Still required by other children.	£1000	Record of Behaviour incidents have decreased. See Behaviour log.
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.	SALSP Speech and Language Programme due to low levels of ability on entry to Reception.	£350 x 10 sessions (1 child) £1050.00	4 out of 4 children attained Good Level of Development.
To increase the number of children reaching Age Related Expectations in maths. To be able to calculate effectively by using efficient	Mathletics 2015/2016 impact suggests this intervention	£15.00 £630.00	The Number of children reaching Age Related Expectations at the end of the Academic Year in Maths increased from 2016 to 2017. See below





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<p>methods. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>is successful. To continue so that other children attain well.</p>		<p>EOY 2 to EOY 3 = 1 child achieving secure to 2 children achieving secure. EOY 3 to EOY 4 = 2 children achieving secure to 1 child achieving secure and 2 children achieving Exceeding. EOY 4 to EOY 5 = 2 children achieving secure to 1 child achieving Secure and 3 children achieving Exceeding. EOY 5 to EOY 6 = No children achieving secure to 3 children achieving secure.</p> <p>New initiative needed as children's interest and engagement in Mathematics is diminishing.</p>												
<p>To increase the number of children reaching Age Related Expectations in Reading, Writing and Maths in Key Stage 2 Wide variation in prior attainment and additional needs require more bespoke teaching within smaller groups. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>Re-organisation of morning classes so that ratio of adult to child is reduced further.</p>	<p>£25,000</p>	<p>See above for Maths.</p> <p><u>Reading</u> EOY 2 to EOY 3 = 1 child achieving Developing + to 2 children achieving Developing + EOY 3 to EOY 4 = 3 out of 5 children achieving Secure and Exceeding to 3 children out of 6 achieving Secure and Exceeding. EOY 4 to EOY 5 = 2 children achieving secure to 2 children achieving exceeding EOY 5 to EOY 6 = 3 children achieving Secure to 3 children achieving secure (same)</p> <p><u>Writing</u> EOY 2 to EOY 3 = no children achieved secure to 1 child achieving Secure (out of 4 children) EOY 3 to EOY 4 = 2 children achieving secure to 3 children achieving secure EOY 4 to EOY 5 = no children achieving secure to 3 secure. EOY 5 to EOY 6 = 3 children achieving secure to 2 children achieving secure.</p>												
<p>To increase the number of children reaching Age Related Expectations in Writing across the School. English lead (new to school) to have a clear overview of English from Reception to Year 6 to accurately inform Action Plan. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>Deputy Head to take each class for creative writing during pm sessions to have an accurate overview of whole school writing and develop support for staff to enable children to reach ARE.</p>		<p>See above.</p>												
<p>To increase the number of children who are working at Greater Depth in Reading, Writing and Maths in Year 2. Wide variation in prior attainment and additional</p>	<p>1:1 support from Teacher as a result of low attainers.</p>	<p>£15,000</p>	<table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>12%</td> <td>8%</td> <td>8%</td> </tr> <tr> <td>2016/17</td> <td>13% (3 children)</td> <td>8% (2 children)</td> <td>17% (4 children)</td> </tr> </tbody> </table>		Reading	Writing	Maths	2015/16	12%	8%	8%	2016/17	13% (3 children)	8% (2 children)	17% (4 children)
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<p>needs require more bespoke teaching within smaller groups.</p> <p>At least one child to be working at Greater Depth in Reading, Writing or Maths in Year 2.</p>			
<p>To increase the number of children reaching Age Related Expectations in Reading, Writing and Maths in Key Stage 2</p> <p>Wide variation in prior attainment and additional needs require more bespoke teaching within smaller groups.</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>1:1 support from Teacher as a result of low attainers</p>		<p>See above.</p>
<p>To increase the number of children reaching Age Related Expectations in Reading</p> <p>Specific intervention required for individuals.</p> <p>At least 3 month gain over 10 weeks of intervention.</p>	<p>Sound Training</p> <p>Average gain of 3 months over 10 weeks of using programme in 2015/2016</p>	<p>£158 per pupil. £790 total.</p>	<p>Decision to not buy into this programme for the Year 5 children. It was identified that their needs were different to previous year and alternative Reading programmes could be used.</p> <p>Year 5 2 children moved from secure at the end of 2015/16 to exceeding at the end of 2016/17. Excellent decision!</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>Wellbeing, relationships and engagement in learning will improve.</p>	<p>Early Intervention Programme 20 sessions (10 sessions per pupil) as a result of further development needed with Children's social needs.</p>	<p>£2,250.</p>	<p>97, 96, 101 Reading, Writing and Maths Scaled Scores achieved. All SATs papers were taken. Fewer emotional issues throughout year.</p> <p>Social and Emotional Needs increased. Appointed additional staff. Training to continue throughout school.</p>
<p>To reduce Persistent Absence.</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>	<p>Non Pupil Premium Persistent absence decreased from 6.1 to 4.2 Pupil Premium Persistent absence increased from 14.3 to 20.0. See Attendance File.</p>
<p>CPD to increase/update teachers and teaching assistants practice.</p> <p>Current practice is not</p>	<p>Phonics Writing KS1 Reading KS1 Greater</p>	<p>£7000 (SLA)</p>	<p>Increased number of children reaching Age Related Expectations from 2015/16 to 2016/17. See above.</p>





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<p>always the most effective. More pupils reach and exceed Age Related Expectations when compared to Attainment on entry to year group. (End of previous years' results)</p>	<p>Depth KS1 KS2 progress as a result of previous years' data.</p>								
<p>To increase the number of children reaching Age Related Expectations in Maths in Key Stage 1. Lack of engaging 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>Maths Resources needed to support teaching and learning in KS1</p>	<p>£3000</p>	<table border="1"> <thead> <tr> <th>Maths</th> <th>% expected</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>35% (1 out of 4 children)</td> </tr> <tr> <td>2016/17</td> <td>80% (4 out of 5 children)</td> </tr> </tbody> </table>	Maths	% expected	2015/16	35% (1 out of 4 children)	2016/17	80% (4 out of 5 children)
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<p>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)</p>	<p>School Educational Visits to spark interest and engagement in children.</p>	<p>£1350 45 x £10 (x3 approximately 1 trip per term)</p>	<p>See attainment above.</p>						
<p>TOTAL COST</p>									

Reviewed Termly with Senior Leaders and link Governor.
Date next reviewed: Summer Term 2017

