

Ocker Hill Infant and Nursery School

Pupil Premium Spending Plan 2017-2018

Number of pupils in school	180
Number eligible for pupil premium incl. Forever on role	42
Budget	62,000

Objectives

objective	% pupil premium 2017 Target	% pupil premium Nat	All others
% achieving expected standard in prime areas EYFS Communication and Language in 2017		2016 71	2016 83
% achieving expected standard in prime areas EYFS Personal, Social and Emotional in 2017		75	86
% achieving expected standard in prime areas EYFS Physical in 2017		79	89
% achieving expected standard in Phonics screening Year 1 in 2017	72	70	83
% achieving expected standard in Year 1 Reading in 2017	72		
% achieving expected standard in Year 1 Writing in 2017	60		
% achieving expected standard in Year 1 Maths in 2017	72		
% achieving expected standard in Phonics screening Year 2 in 2017	100		
% achieving expected standard in Year 2 Reading in 2017	72	62	77
% achieving expected standard in Year 2 Writing in 2017	70	52	69
% achieving expected standard in Year 2 Maths in 2017	72	60	76

Breakdown of FSM pupils

Year	Total number pupils	% SEN
Year 2	14	23
Year 1	18	33
Year R	5, awaiting information	

37.8 of these pupils have Safeguarding concerns

Barriers to Attainment

- Language skills
- Pre Reading skills
- Pre Writing skills
- Phonics skills
- Social skills
- Emotional skills
- Concentration skills
- Visual memory

External Barriers

- Attendance
- Medical Needs
- SEN
- Safeguarding Vulnerable groups

The School has identified areas which we want to develop with our pupils. School has completed CPD/Research to further enhance Pedagogy of all staff. The following will be embedded into practice during the academic year. Each project is being led by key staff.

Strategies	Impact John Hattie	Impact ST/EEF
Feedback	1.44	8 months
Meta-cognition/Self-regulation	1.44	8 months
Teacher Credibility	.9	
Teacher clarity	.75	
Teacher Efficacy	1.5	
Reciprocal Approach	.74	
Oral Language	.82	5 months
Reading Comprehension		5 months
Parental Involvement		5 months
Peer Tutoring		5 months
Phonics		4 months
Collaborative Learning		5 months
Mastery Learning	.57	5 months
Conceptual Change	1.16	

Predicted Spending

Interventions

Year 2 -	£15,000
Year 1 -	£20,000
Year R -	£5,000
Speech Therapist-	£2,000
Sports Therapist	£1,000
Attendance Officer-	£2,000
CPD-	£1,000
Resources-	£7,000
SG/LAC/Track etc	£10,000

School Projects Desired Outcomes

All desired outcomes rely upon John Hattie Teacher credibility .9, Reciprocal Approach .74, Teacher efficacy 1.5 and Conceptual Change 1.16.

Desired Outcome	Action	Success Criteria	Staff Lead	Review
85% of pupils develop a Growth Mindset ST 8m+ Feedback ST 8m+ Metacognition JH Teacher clarity .75 Feedback 1.44	Learning characters shared Learning Pit developed Incisive feedback Social skills Parental involvement Learning how to Learn lessons each half term. Mindful lessons and activities throughout year Emotion coaching daily, pupils ready to learn	All pupils understand and use new Learning capacities. All staff CPD and use Incisive Feedback and Learning Pit All pupils complete effective Gap tasks All pupils talk about their learning Pupils can talk about their feelings and are ready to learn	HF	Feb 18
80% develop Self- regulation ST 8m+ Teacher efficacy JH 1.5 Metacognition self-regulation 1.44	Collaboration skills, peer tutoring high quality discussion relating to learning Emotion Coaching Mindfulness Develop skills of concentration	All pupils talk about their learning All staff understand and use Emotion Coaching All pupils can talk about their feelings	LK	Feb 17
80% makes at least good progress in Oracy skills ST Oral Language, Parental Involvement,	Speech Therapist will be employed Urley Project in EYFS KS1 evaluate provision using ECCERS Oral language interventions Quality First Teach Accurate assessment and planning next steps Range of resources will be purchased to speaking and Listening activities. Parental involvement Speaking and Listening Evening to develop ideas.	Parents use skills shared at Parents meetings All pupils achieve skills	MB	Each Half Term
90% talk confidently about books ST Oral Language, Parental Involvement, Comprehension	Speech Therapist will be employed Oral language/Comprehension interventions Blooms taxonomy questioning Reciprocal Approach	Parents use skills shared at Parents meetings All pupils achieve skills Pupils understand what is happening in a story and can talk about it.	MB/ HF	Each half term

+5m Teacher efficacy JH. 1.5				
90% develop a Love of Reading ST Oral Language, Parental Involvement, Comprehension +5m Peer teaching Conceptual change	Quality First Teach Guided Reading sessions where pupils develop relevant skills Small group interventions Parent workshops to share skills, participate in Guided Reading/story session. Book clubs, 1-1 reading Reading for Pleasure clubs will be set up in each year group at dinner times. Develop visual memory skills Access to books upon Frog Learning Environment.	Parents use skills shared at Parents meetings All pupils achieve skills	All staff	Each Half Term
80% blend simple words in KS1 ST Mastery 5m+ ST Phonics 4m+	Phonics teaching small group interventions Application into independent work Parental involvement, parents invited to observe a Phonics session upon Inspire days.	Parents use skills shared at Parents meetings All pupils achieve skills	LA	Each Half Term
90% achieve Pre-Writing skills ST Peer tutoring, Mastery 5m+ Collaborative, Conceptual Change, +	Physical skills through interventions, independent learning using high quality resources. Well planned lessons to develop gross motor skills	Parents use skills shared at Parents meetings All pupils achieve skills	LA	Each half term
70% achieve expected level in Writing skills Conceptual change Teacher efficacy Mastery 5m+	Alan Peat visualisation Develop concentration and visualisation skills	Children will understand the structure of a sentence Children will know what is needed for each genre	LA	Each Half term
90% achieve Place value skills using concrete and visualisation ST Peer tutoring, Collaborative,	Using the resources relating to place value including Numicon. Anthony Reddy visualisation Use Singapore Maths skills to enhance learning	Parents use skills shared at Parents meetings All pupils achieve skills	NS	Each half term

Conceptual Change, Teacher efficacy Mastery 5m+				
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Pupil Premium 2016-2017 Review

School received	£62,000
Children on roll	180
Entitled to Pupil Premium	43
School percentage	23%
National Percentage	23.5% (no updated figure)

(As of Census 2015).

Breakdown of FSM pupils

Year	Total number pupils	% SEN
Year 2	14	50
Year 1	12	17
Year R	17	29

One LAC pupil in each year group

Impact Results

Progress was very good. This was due to personalised skills based learning, high quality interventions and a range of well chosen resources and events to inspire our children. This year the school have embedded Mindfulness and Emotion Coaching. All activities have been evaluated re impact using John Hattie Visible Learning and Sutton Trust/EEF.

Year 2

Subject LA Data	Achievement Expected Level Pupil Premium	Achievement Expected Level All pupils	Achievement Greater Depth Pupil Premium	Achievement Greater Depth All pupils
Reading	69%	81%	23%	37%
Writing	54%	73%	8%	24%
Maths	62%	83%	23%	29%
Science	62%	80%		
Speaking and Listening School Data	64%	82%	21%	38%

50% of pupil Premium children passed the Phonics Screening retake in Year 2. 35% were working within Phase 6+ relating to Phonics.

57% had a reading age of 8 years plus.

50% of Pupil Premium were SEN. These pupils had high needs and were under the Educational Psychologist.

Subject	Progress Good and above
Reading	86%
Writing	86%
Maths	86%
Speaking and Listening	93%
Science	86%

Good Progress

Year 1

Subject	Achievement Expected Level Pupil Premium	Achievement Expected Level All Pupils
Reading	68%	72%
Writing	60%	64%
Maths	74%	73%
Speaking and Listening	80%	71%
Science	80%	78%

79% passed the Phonic Screening in Year 1.

Subject	Progress Expected and above	Progress Outstanding
Reading	87%	20%
Writing	80%	7%
Maths	100%	20%

Good Progress

Reception

Subject	Achievement Expected Level Pupil Premium	Achievement Expected Level All Pupils
Reading	56%	71%
Writing	56%	68%
Maths	62%	73%

Subject	Progress outstanding
Reading	94%
Writing	94%
Maths	100%

Outstanding Progress

Interventions Costing

Year 2

£29,300

Year 1

£12,100

Reception

£5,900

All pupils received in class support for Phonics, Literacy and Numeracy support.

1-1 support, Speech and Language and ILP work

Small group interventions

Physical gross and fine motor, Handwriting, Sound Discovery, Sandwell Numeracy, Sulp, Precision Teaching, Sandwell Writing Intervention and Mentoring, Nurture, Health Mentor, Talk Boost, Salley and Welcomm.

Attendance Improvement Officer

Attendance Improvement Officer supported 10 families across the year which led to good improvements in Attendance. Early identification of specific needs ensured that the impact of support was timely. 90% of supported families increased by at least 3%+. One family improved by 16%. Families maintained improved attendance from previous support.

The officer supported school in three Safeguarding cases working alongside Children's services and helped one family with a child who had Emotional needs.

Attendance 6 Half Terms

	Pupil Premium	Local Authority PP	Non Pupil Premium
Attendance	95.1	94.7	96.3
Persistent Absence	7.4	13.4	4.2

Outside Agencies Year 2016-17

Speech Therapist £2,000

Attendance £2000

Safeguarding/Assessment lead £13,500

Deputy/HLTA £3,000 Safeguarding

CPD Training costs £1,000 Speaking and Listening and Emotion Coaching,

Resources

A range of resources were purchased to develop Speaking and Listening skills and Feelings.

The majority of pupils now feel confident in discussing their feelings. This has impacted upon the wellbeing of pupils who feel they are prepared to learn following school morning routines.

Creative Activities

Children had the opportunity to enter into a range of activities to develop the understanding of the world around them, experience theatre productions, develop their self esteem and make links in their learning. Events were organised to promote British Values.

Activity 23% contribution £1500	Impact
Puppet Shows	Children had the opportunity to participate in story telling sessions making puppets to retell stories. This impacted upon the standard of writing, sequencing events and the use of language and vocabulary. 86%+ good progress
Poet Visit	Children had the opportunity to listen to and recite poetry, impacting upon Speaking and Listening and Writing. 86%+ good progress
Theatre group	All children had the opportunity to participate in the performance, discussing friendships and how to deal with fears. Children gained in self esteem, participating in PSHE discussions and drama activities. Children were using a wide range of language when writing. 86%+ good progress

Happy Puzzle Company	All children had the opportunity to develop reasoning skills solving problems whilst playing Maths games. Impact development of resilience whilst working as a team. 86%+ good progress
Chinese New Year	Children had the opportunity to participate in a music activity researching Chinese New Year. Children developed an understanding of other cultures, developed memory skills following a pattern.
Hinduism Workshop	Children had the opportunity to participate in a dance activity researching Divali. Children developed an understanding of other cultures, developed gross motor movement which supports fine motor letter formation.
African Drumming Day Mask Making	Children had the opportunity to participate in a music activity researching Caribbean culture. Children developed an understanding of other cultures, developed rhythm, pattern and counting skills which can be applied in maths sessions.
Science Boffins	Children had the opportunity to participate in a problem solving based activity. Children developed their skills in Science investigations.
Visitors in Great Fire of London Florence Nightingale Health Matters Oceans	Children had the opportunity to participate in these workshops. This enhanced writing skills. 86+% good progress
Life Education Caravan	Children had the opportunity to develop PSHE skills and improve their emotional well being.
RE day	Discussions relating to what is important to them in their life. Impact Speaking and Listening skills.

Projects for 2016-2017

School has carried out extensive research into the development benefits of interventions and use of resources. Using the information from these studies the following projects have been highlighted to be continued next year.

Desired Outcomes

Desired Outcome	Action	Success Criteria	Review Sept 17
80% of pupils develop a Growth Mindset ST 8m+ Feedback ST 8m+ Meta cognition	Learning characters shared Learning Pit developed Incisive feedback Social skills Parental involvement	All pupils understand and use new Learning capacities. All staff CPD and use Incisive Feedback and Learning Pit All pupils complete effective Gap tasks All pupils talk about their learning	95% of pupils have a growth mindset
80% develop Self-regulation ST 8m+	Collaboration skills, peer tutoring high quality discussion relating to learning Emotion Coaching Mindfulness	All pupils talk about their learning All staff understand and use Emotion Coaching All pupils can talk about their feelings	76%
90% achieve Pre-Reading skills ST Oral Language, Parental Involvement, Comprehension +5m	Quality First Teach Accurate assessment and planning next steps Interventions based upon specific needs, mastery approach to develop skills Range of resources will be purchased to support rhyme, sequencing and visual perception. Parental involvement Reading Evening to develop ideas. Participate in a Guided Reading session.	Parents use skills shared at Parents meetings All pupils achieve skills	89%
90% develop a Love of Reading ST Oral Language, Parental Involvement, Comprehension +5m	Quality First Teach Guided Reading sessions where pupils develop relevant skills Small group interventions Parent workshops to share skills, participate in Guided Reading session. Book clubs, 1-1 reading New books will be purchased for use in Role Play areas.	Parents use skills shared at Parents meetings All pupils achieve skills	This will continue in 2017-18

	<p>Book Clubs will be set up in each year group at dinner times.</p> <p>Access to books upon Frog Learning Environment.</p>		
<p>80% blend simple words</p> <p>ST Mastery 5m+</p> <p>ST Phonics 4m+</p>	<p>Phonics teaching small group interventions</p> <p>Application into independent work</p> <p>Parental involvement, parents invited to observe a Phonics session upon Inspire days.</p>	<p>Parents use skills shared at Parents meetings</p> <p>All pupils achieve skills</p>	<p>91.6% of Year 1 could blend simple words</p>
<p>90% talk confidently about books</p> <p>ST Oral Language, Parental Involvement, Comprehension +5m</p>	<p>Speech Therapist will be employed</p> <p>Oral language/Comprehension interventions</p> <p>Blooms taxonomy questioning</p> <p>Reciprocal Approach</p>	<p>Parents use skills shared at Parents meetings</p> <p>All pupils achieve skills</p>	<p>Expected 81%, Greater Depth 37% KS1</p>
<p>90% achieve Pre-Writing skills</p> <p>ST Peer tutoring, Collaborative, Conceptual Change, Mastery 5m+</p>	<p>Physical skills through interventions, independent learning using high quality resources. Well planned lessons to develop gross motor skills</p>	<p>Parents use skills shared at Parents meetings</p> <p>All pupils achieve skills</p>	<p>85%</p>
<p>90% achieve Place value skills</p> <p>ST Peer tutoring, Collaborative, Conceptual Change, Mastery 5m+</p>	<p>Using the resources relating to place value including Numicon.</p> <p>Use Singapore Maths skills to enhance learning</p>	<p>Parents use skills shared at Parents meetings</p> <p>All pupils achieve skills</p>	<p>83% expected 29% greater depth KS1</p>

