

bvvOcker Hill Infant and Nursery School

Pupil Premium Spending Plan 2018-2019

<b>Number of pupils in school</b>	<b>180</b>
<b>Number eligible for pupil premium incl. Forever on role</b>	<b>39</b> <b>21.9% of school population</b>
<b>Budget</b>	<b>58,660</b>

Objectives

<b>objective</b>	<b>% pupil premium 2019 Target</b>	<b>% pupil premium Nat</b>	<b>All others</b>
<b>% achieving expected standard in prime areas EYFS Communication and Language in 2019</b>	<b>72%</b>	<b>2018</b> <b>72</b>	<b>2018</b> <b>82</b>
<b>% achieving expected standard in prime areas EYFS Personal, Social and Emotional in 2019</b>	<b>72%</b>	<b>75</b>	<b>85</b>
<b>%achieving expected standard in Reading, Writing and Maths in 2019</b>	<b>58%</b>	<b>78</b>	<b>87</b>
<b>% Exceeding</b>	<b>18%</b>		
<b>% achieving expected standard in Phonics screening Year 1in 2019</b>	<b>78</b>	<b>72</b>	<b>83</b>
<b>% achieving expected standard in Year 1 Reading in 2019</b>	<b>67</b>		<b>In school</b> <b>79%</b>
<b>% achieving Greater Depth</b>	<b>11%</b>		
<b>% achieving expected standard in Year 1 Writing in 2019</b>	<b>67</b>		<b>74%</b>
<b>% achieving Greater Depth</b>	<b>11%</b>		
<b>% achieving expected standard in Year 1 Maths in 2019</b>	<b>67</b>		<b>76%</b>
<b>% achieving Greater Depth</b>	<b>11</b>		
<b>% achieving expected standard in Year 1 Speaking and Listening in 2019</b>	<b>88</b>		
<b>% achieving Greater Depth</b>	<b>33</b>		
<b>% achieving expected standard in Phonics screening Year 2 in 2019</b>	<b>78</b>	<b>Nat</b> <b>55%</b>	<b>Nat</b> <b>61%</b>
<b>% achieving expected standard in Year 2 Reading in 2019</b>	<b>78</b>	<b>62</b>	<b>76</b>
<b>% achieving Greater Depth</b>	<b>15</b>		
<b>% achieving expected standard in Year 2 Writing in 2019</b>	<b>78</b>	<b>55</b>	<b>70</b>
<b>% achieving expected standard in Year 2 Maths in 2019</b>	<b>72</b>	<b>63</b>	<b>76</b>

% achieving Greater Depth	10%		
% achieving expected standard in Year 1 Speaking and Listening in 2019	89		
% achieving Greater Depth	25%		

**Breakdown of FSM pupils**

Year	Total number pupils	% SEN
Year 2	19, 14 FSM, 5 dep	39%
Year 1	9	18%
Year R	11, awaiting information	42%

37.8 of these pupils have Safeguarding concerns

**Barriers to Attainment**

- Language skills
- Pre Writing skills
- Social skills
- Emotional skills
- Concentration skills
- Visual memory
- SEN

**External Barriers**

- Attendance
- Medical Needs
- Safeguarding

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 -	£20,000
Year 1 -	£10,000
Year R -	£10,000
Speech Therapist-	£2,000
Sports Therapist	£1,000
Attendance Officer-	£2,000
CPD-	£1,000
Resources-	£2,500
SG/LAC/Track etc	£5,000
Attendance support	£5,000

### 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
88% of pupils develop a Growth Mindset ST 8m+ Feedback ST 8m+ Meta cognition 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 19
83% 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 19

<p>90% makes at least good progress in Oracy skills ST Oral Language, Parental Involvement,</p>	<p>Speech Therapist will be employed Research Project Urley Project embedded in KS1 KS1 to improve provision using ECCERS and word awareness 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.</p>	<p>Parents use skills shared at Parents meetings All pupils achieve skills</p>	<p>MB</p>	<p>Each Half Term</p>
<p>88% form letters correctly and presentation is of expected level ST Peer tutoring, Mastery 5m+ Collaborative, Conceptual Change, +</p>	<p>Physical skills through interventions, independent learning using high quality resources. Well planned lessons to develop gross motor skills Letter formation activities Presentation highlighted</p>	<p>Parents use skills shared at Parents meetings All pupils achieve skills Pupils can form letters correctly and presentation is good</p>	<p>LA</p>	<p>Each half term</p>
<p>68% achieve expected level in Writing in KS1 Conceptual change Teacher efficacy Mastery 5m+</p>	<p>Alan Peat visualisation Develop concentration and visualisation skills</p>	<p>Children will understand the structure of a sentence Children will know what is needed for each genre Children will be able to retell and talk about stories confidently</p>	<p>RS LA</p>	<p>Each Half term</p>
<p>72% achieve expected standard in Y2, 67% in Year 1 using concrete and visualisation ST Peer tutoring, Collaborative, Conceptual Change, Teacher efficacy Mastery 5m+</p>	<p>Using the resources relating to place value including Numicon. Anthony Reddy visualisation Use Singapore Maths skills to enhance learning</p>	<p>Parents use skills shared at Parents meetings All pupils achieve skills</p>	<p>NS</p>	<p>Each half term</p>

## Pupil Premium 2017-2018 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	15	28
Year 1	20	39
Year R	10	18

One LAC pupil in each year group

### Objectives

objective	% pupil premium 2018 Target	% pupil premium Nat	All others
% achieving expected standard in prime areas EYFS Communication and Language in 2018	<b>78% achieved</b>	2018 72	2018 82
% achieving expected standard in prime areas EYFS Personal, Social and Emotional in 2018	<b>67% achieved</b>	75	85
% achieving expected standard in prime areas EYFS Physical in 2018	<b>78% achieved</b>	78	87
% achieving expected standard in Phonics screening Year 1 in 2018	72 <b>74% achieved</b>	72	83
% achieving expected standard in Year 1 Reading in 2018	72 <b>65% achieved</b>		In school 79%
% achieving expected standard in Year 1 Writing in 2018	60 <b>59% achieved</b>		74%
% achieving expected standard in Year 1 Maths in 2018	72 <b>59% achieved</b>		76%
% achieving expected standard in Phonics screening Year 2 in 2018	100 <b>100% achieved</b>	Nat 55%	Nat 61%
% achieving expected standard in Year 2 Reading in 2018	72 <b>77%</b>	62	76

	<b>achieved</b>		
% achieving expected standard in Year 2 Writing in 2018	<b>70</b> <b>62%</b> <b>achieved</b>	<b>55</b>	<b>70</b>
% achieving expected standard in Year 2 Maths in 2018	<b>72</b> <b>77%</b> <b>achieved</b>	<b>63</b>	<b>76</b>

## 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 Nat %	Achievement Greater Depth Pupil Premium %	Achievement Greater Depth All pupils %
Reading	77	76	31	26
Writing	62	70	23	16
Maths	77	76	23	22
Science	86			
Speaking and Listening School Data	85			

100% of pupil Premium children passed the Phonics Screening retake in Year 2.

### Progress

Subject	Progress Good and above %	Progress Outstanding %
Reading	100	50
Writing	100	50
Maths	93	36
Speaking and Listening	100	36
Science	100	43

## Good and outstanding Progress

Year 1

Subject	Achievement Expected Level	Achievement Expected Level
	Pupil Premium school	All Pupils school
Reading	65	79
Writing	59	74
Maths	59	76
Speaking and Listening	71	86
Science	77	88

74% passed the Phonic Screening in Year 1.

Progress

Subject	Progress	Progress
	Good and above	Outstanding
Reading	88	25
Writing	94	25
Maths	88	6
Speaking and Listening	88	12
Science	100	13

## Good Progress

Reception

Subject	Achievement Expected Level	Achievement Expected Level
	Pupil Premium	All Pupils
Reading	56	73
Writing	56	73
Maths	56	78
Speaking	78	85

Progress

Subject	Progress good and above	Outstanding progress
Reading	97	81
Writing	99	85
Maths	83	66
Speaking and Listening	90	90

## Outstanding Progress

## Interventions Costing

### Year 2

£37,809

### Year 1

£33,617

### Reception

£23,871

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 18 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 7%+. Many families improved by over 10%. Families maintained improved attendance from previous support.

The officer supported school in 6 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	93.7	94.6	95.8
Persistent Absence	10.3	14.4	5.6

### Outside Agencies Year 2017-18

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

### CPD

Staff were trained in Safe Guarding, Changes, Anxiety and Depression, AfL research, Blooms, Alan Peat writing skills, Urley project research, Language development and Word Awareness.

### 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%+ achieved expected levels across the school
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%+ achieved expected levels across school
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.
Visitors in Great Fire of London Florence Nightingale Health Matters Oceans	Children had the opportunity to participate in these workshops. This enhanced speaking and listening and writing skills. 86%+ achieved expected levels across school
RE day	Discussions relating to what is important to them in their life. Impact Speaking and Listening skills.
Health Matters	All pupils had the opportunity to participate in a healthy day developing the importance of fitness. A football coach visited weekly to develop fitness and social skills. Impact upon resilience.

### Review of Projects for 2017-2018

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 completed this year.

Desired Outcome	Action	Success Criteria	Review July 18
85% of pupils develop a Growth Mindset ST 8m+ Feedback ST 8m+ Meta cognition 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	75% of pupils have developed a growth mindset
80% develop Self- regulation ST 8m+ Teacher efficacy JH 1.5 Metacognition self-regulation	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	78% of pupils developed self regulation

1.44			
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	Year 1 88% good and above 12% outstanding Year 2 100% good and above 36% outstanding Year R 90% outstanding
90% talk confidently about books ST Oral Language, Parental Involvement, Comprehension +5m Teacher efficacy JH. 1.5	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.	95% achieved this target
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	86% identified from pupil conferences
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	86% achieved and applied this skill
90% achieve Pre-Writing skills ST Peer tutoring, Mastery 5m+	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	93% achieved these skills

<b>Collaborative, Conceptual Change, +</b>			
<b>70% achieve expected level in Writing skills Conceptual change Teacher efficacy Mastery 5m+</b>	<b>Alan Peat visualisation Develop concentration and visualisation skills</b>	<b>Children will understand the structure of a sentence Children will know what is needed for each genre</b>	<b>This will be evidenced in 18/19</b>
<b>90% achieve Place value skills using concrete and visualisation ST Peer tutoring, Collaborative, Conceptual Change, Teacher efficacy Mastery 5m+</b>	<b>Using the resources relating to place value including Numicon. Anthony Reddy visualisation Use Singapore Maths skills to enhance learning</b>	<b>Parents use skills shared at Parents meetings All pupils achieve skills</b>	<b>86%achieve d and applied this skill</b>