

# Pupil Premium Summary 2017 – 2018 and 2016 – 2017 Review



1. Summary information					
School	Ombersley Endowed First School				
Academic Year	2017-18	Total PP budget 2017-18	10,560	Most recent PP Review	FGP Committee 26/09/17
Total number of pupils	125	Number of pupils eligible for PP	8	Date for next internal review of this strategy	SID Committee/ FGP Committee Spring Term 2018

2. 2016-17 End of Year	Pupils eligible for PP				Pupils not eligible for PP			
	No. of pupils	Reading	Writing	Maths	No. of pupils	Reading	Writing	Maths
% making expected progress (school tracker 6 points)	9	89%	89%	89%	104	93%	85%	93%

3. Barriers to future attainment for pupils eligible for Pupil Premium 2017-18	
<b>In-school barriers</b>	
A.	The cross over for those children who have SEND and are also in receipt of pupil premium (6/ 8 pupils = 75%)
B.	Some of the Pupil Premium children have social and emotional difficulties that impact upon their readiness to learn.
C.	Some of the pupils are not 'school ready' on entering Reception: poor oral skills, social, emotional development, early Maths and Literacy skills
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
D.	Attendance of FSM pupils can impact upon the continuity of their learning.

4. Desired outcomes 2017-18		
	Desired outcomes and how they will be measured	Success criteria
A.	To close the attainment gap between the pupil premium children and non-pupil premium children. Each child will be considered on an individual basis and low attainment will be addressed with appropriate support. Pupil Premium TA to work alongside pupils in class. Half termly meetings to be held with parents. Barriers to learning identified and addressed. Role of pupil voice to be enhanced. The progress and attainment of pupils will be discussed at half termly pupil progress meetings.	An increased percentage of pupil premium children will reach ARE in reading, writing and maths by the end of their current Key Stage.
B.	The most vulnerable pupils will be supported with Social and Emotional development through Thrive, Nurture Club and Wrap-Around Care. The outcomes will be measured by discussions with Thrive leader and Nurture Club leader, Thrive records and on-going attendance records.	Pupils will have good attendance at school; will make good progress from their Thrive baselines and the number of red behaviour letters sent home will reduce.
C.	Disadvantaged pupils to make progress at least in line with non-disadvantaged pupils. The progress of this group will monitored through half termly pupil progress discussions.	The in school data will demonstrate that this group of children are making equal or better progress than non-

		disadvantaged pupils.
D.	See an improvement in FSM pupils' attendance over the year to ensure continuity of learning. Attendance monitoring weekly by SLT will ensure that there is an even or upward trend of improvement for this group of pupils.	Weekly attendance monitoring demonstrates an improvement. If attendance is low individual families will be contacted by school and referred to EWS.

### 5. Planned expenditure

<b>Academic year</b>	<b>2017-18</b>
----------------------	----------------

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All pupils, including the most disadvantaged can achieve well and make rapid progress. Parents fully informed of pupil progress and targets set	1.1 support alongside pupils in class  Half termly meetings with parents	Pupils should not be removed from quality first teaching to work out of the room as the pupils may miss key concepts. All children should have access to the best quality teaching and learning.	Through the school's rigorous approach to monitoring and evaluation – Lesson observations, pupil voice and Learning walks, analysis of progress data throughout the year by SLT and key staff.	AH	Half year review Feb 2018 Throughout the year key data collection/ analysis points and then at the end of the year.

<b>Total budgeted cost</b>				Total= £8423.50	
----------------------------	--	--	--	-----------------	--

#### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Promote children's readiness to learn and provide a safe and secure environment to develop the confidence to mix with other children in social situations.	Staff and resources to support the social and emotional development of children through Thrive, vulnerable play and Nurture Club lunchtime provision. Trips and visits paid for.	Thrive evidence: this provision has a moderate impact on pupils' well-being when consistently applied across school and staff are trained in the specific programme.	Pupil voice throughout the year. Soft monitoring of pupils interactions and engagement with others in larger groups.	RJ DH	Throughout the year and full review in Summer 2018.

To improve writing outcomes for specific children in order to move their learning forward.	1-1 and small group support focusing on basic skills closing the gap.	1-1 tuition supports that this provision has a moderate impact on pupils learning overtime. Small group support highlights that this provision has a moderate impact on pupils learning especially if the staff are trained in delivering the intervention accurately.	Through careful monitoring of pupils progress who are in receipt of 1-1 tuition (Book looks, pupil data tracking overtime)		Each half term during 2017 – 2018 with full review in Summer 2018 when end of year data will be collected and analysed.
<b>Total budgeted cost</b>					Total=£2,235
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continue to maintain/improve school attendance for the most vulnerable learners in school.	Pastoral support and a single point of reference for families/ children. EWO SLA	The impact overtime on school attendance Increased parental engagement with the more hard to reach parents/ families.	Monitor attendance monthly and analyse trends/ dips and address immediately. Feed back to SLT		Summer 2017 – Full review with termly interim reviews linked to monitoring of attendance records in school.
<b>Total budgeted cost</b>					£500

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2016 - 2017</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Next Steps</b>	<b>Cost</b>
Pupils make at least expected progress in Reading, Writing and Maths	Increase Quality First Teaching opportunities by improving staffing ratio – weekly 1-1 support for PP pupils	89% of pupils eligible for Pupil Premium made at least expected progress	Continue in 2017-18 working alongside pupils in class. Aim for 100% expected progress. Key priority for SDP  PP pupils will continue to be a focus group re progress in 2017-18	£5577 £2913
To enrich pupils' experiences and improve social skills	Trips/visits paid for and residential	Pupils experienced a termly trip and Y4 pupils attended a residential trip also. Pupils' experiences were widened.	Continue to offer Wrap around care sessions, Nurture, Thrive. One trip per term paid for and residential trip.	£830 £150 £240
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Next Steps</b>	<b>Cost</b>

Support children's personal and social, emotional development	Thrive training and resources. Interventions to support the social, emotional and mental well-being of children in school including Wrap around care, Nurture Club, Thrive.	Yes. Those children who were in receipt of this provision were able to engage more readily in their classroom learning. The sessions provided them with strategies that they could draw on if needed. The interventions also had an impact on non pp children as it meant they had a more settled start to the school day without the impact of any possible disruption.	Continue in 2016 – 2017	£830
---	--	---	-------------------------	------

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase engagement with hard to reach families and support them in accessing all opportunities.	<b>Individual family support:</b> Uniform Support with accessing extra-curricular activities where a cost is involved. Wrap around care	Pupils accessed clubs including Wrap-around care, after school sports clubs including Tennis and Multi skills, cookery club. Pupils were able to engage with a wider range of opportunities and develop skills in these areas. Pupils started the school day with breakfast. Pupils attended school with correct uniform.	Continue in 2016 – 2017 with half termly meetings with parents, offer of WAC and extra- curricular activities	£290 £400

## 7. Additional detail

This pupil premium strategy statement was written using 2016-17 data. It has also taken on board the information provided by our in school data and pupil progress meetings. We believe that all children at OEFS have an entitlement to a good education and as a school we are continually outward looking as to how we can ensure this for all.