



Old Hill Primary School Pupil Premium Plan & Impact 2016/17

Old Hill Primary School is a one form entry school with a 52 place Nursery (15 hours) in Cradley Heath, Sandwell.

At Old Hill Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. 51% of our pupils are entitled to pupil premium funding, which represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

One of the biggest barriers for children can be poverty of expectation and so we are determined to create a climate that does not limit a child's potential in any way.

Key facts:

- Our school motto 'Aiming Higher Every Day' and our values statements: Trust, Appreciation, Respect, Responsibility, Tolerance and Perseverance reflects our high expectations of the whole school community, this was confirmed by our March 2015 OFSTED Inspection then the school was judged to be a secure GOOD school.
- Old Hill Primary School is becoming an increasingly popular in the local community, with the school now being a first school of choice and the school is fully subscribed, with vacant places being quickly filled.
- We are engaged in and committed to partnership, working with a wide range of organisations which strongly enhances our provision and supports our local community: Sandwell Inclusion, member of Rowley Learning Trust and Rowley Regis Learning Community, Holy Trinity Church, Local Police, Phase Trust, Looking Forward, Shield, School Health and Health Visitor Teams, Early Help, Children's Services, Local Library, Rowley and Springfield Children's Centre, HSBC, Barbados, Black Country Food Bank and Sandwell Housing.
- Old Hill Primary School has been recognised as one of the 100 most improved schools in the country.

Initiatives / Improvements:

- The school is striving to be an outstanding school – determined to create a positive culture in which everyone can reach their full potential
- Percentage of pupils leaving Early Years reaching or exceeding age related expectations is in line with national

- Improved phonics scores (above national)
- Increased performance at KS1 and KS2 (above national)
- Increased percentages of pupils working at or above age related expectations
- Gap between key groups has been significantly narrowed
- Coaching and mentoring programme for all teachers, led by Senior Leadership Team to share good practice throughout the school
- Dedicated nurture provision to develop social and emotional aspects of learning which frequently present a barrier to academic learning. (90% case load PP funded children)
- Full-time Parent Support Advisor to run Early Help programme, parenting classes and monitor attendance (90% case load PP funded children)
- Programme of quality interventions, pre and post teaching run by highly skilled and trained practitioners, reviewed at half-termly Pupil Progress Meetings
- Assessment judgements regularly moderated, both within school and externally
- School achieved Anti-bullying Kite mark and Sandwell's Well-being Chartermark.
- All staff have received 'Behaviour Recovery' training and behaviour in school is calm and purposeful. *Classroom Dojo* scheme encourages and rewards good behaviour through Praise Assembly Award, verbal comments from staff and saving Dojo points to buy privileges, such as item from school stationary shop, video and popcorn or cinema trip with a McDonalds.
- An active School council.
- Increased sporting opportunities for children to compete in interschool competitions
- Strong focus on reading for pleasure throughout the school
- Forest school provision as part of transition to year 1
- Updating Wi-Fi and investing in iPads to enhance provision
- Rich and engaging curriculum enhancement in the form of the school environment, visitors to school, out of school and residential visits and children in years 2-6 all had the opportunity to take part in an annual residential visit.

When making decisions about using pupil premium funding it is important to consider the context of the school, (80th percentile in the School Deprivation Indicator RAISE 2016) and the subsequent challenges faced. Common barriers for PP children can be less support at home, weak language and communication skills, and lack of confidence, more frequent behaviour difficulties and attendance and punctuation issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objective when using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we are fostering an excellent track record of ensuring that pupils make good progress with a strong five year trend of achievement. Historically levels of attainment have been lower for all pupils, especially those entitled to pupil premium funding. Through targeted interventions we are working hard to eliminate barriers to learning and progress. Ofsted 2015 recognised that: 'Disadvantaged pupils make progress that is at least in line with that of their peers in the school and so are catching up with other pupils nationally.' Our aim is to ensure that they make

accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly in order to ensure that interventions are timely, appropriate and effective. In addition we have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are no 'excuses' made for underperformance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop 'a growth' mind-set towards learning

Analysing Data

We will ensure that:

- All staff are involved in analysing data so that they are fully aware of strengths and areas of development throughout the school.
- Progress is monitored continually through frequent drop ins and book scrutiny by teachers and Senior Leadership Team (SLT) and through half-termly Pupil Progress Meetings or more frequently if necessary.

Identification of Pupils

We will ensure that:

- ALL teaching and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- Under achievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide for those children who could be doing 'even better if...'

Improving Day to Day Teaching

We will continue to ensure that ALL children across the school receive good teaching with increasing percentages of outstanding teaching achieved by ensuring that the Senior Leadership Team:

- Set high expectations
- Address any within school variance
- Ensure consistent implementation of the non-negotiables: e.g. pupil feedback, presentation pre and post teaching to ensure understanding, eliminate misconceptions and the use of self and peer assessment
- Share good practice within the school and draw on external expertise
- Provide high quality, individualised CPD
- Develop the curriculum and assessment at Old Hill Primary to teach children the skills to enable them to be self-directed learners who take responsibility for

his/her own learning, who questions and reflects and perseveres in the pursuit of learning

- Increase percentage of good and outstanding teaching through mentoring programme lead by SLT (All outstanding teachers)

Increasing learning time

We will maximise the time children have to 'catch up' through:

- Improving attendance and punctuality
- Not authorising absences for family holidays and routine appointments that could be made outside school hours
- Early start 8.45am for all pupils, (interventions frequently take place during breakfast club and at 8.45am).
- Inspire sessions to involve parents in their child/ren's learning in order that they are better able to support the learning.

Individualising Support

'There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be and so they're all getting something somewhere.'

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions across the school
- Ensuring that support staff and class teachers share weekly planning and assessment in order to address misconceptions and ensure support and challenge.
- Working with other agencies to bring in additional expertise, for example: Inclusion support, school nurse and Early Help teams.
- Providing extensive support for families to develop their own skills: literacy and numeracy skills, parenting support, managing money and Zumba/exercise classes.
- Tailoring interventions to the needs of the child: pre and post teaching, targeted maths revision classes, individual handwriting.
- Addressing the social and emotional aspects of learning in order to ensure that all children have the skills and are ready and able to learn. Support available includes: Nurture Group, Play and Art therapy as well as bespoke support for individual children. We ensure all children are able to attend out of school activities, visits and residential experiences.

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Number of pupils and pupil premium grant (PPG) received:		
Total number of pupils on roll	Reception –Y6	206
Total number of pupils eligible for PPG		100
Amount of PPG received per pupil		£ 1,320
Total amount of PPG received		£129,360
Total amount PPG Spent		£147,332

Impact of Pupil Premium Spending

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil premium entitled pupil is thorough, so that we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used: achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Pupils work is closely moderated to ensure that standard is maintained and progress is evident
- Teaching staff and support staff attend and contribute to pupil progress meetings each half term and each child's progress is reviewed
- Termly feedback about performance is given to parents, and more frequently if necessary
- Interventions are adapted or changed if they are not working
- PSA and the Nurture Lead will evaluate the impact of pastoral interventions, such as attendance and behaviour
- The Headteacher and the designated pupil premium governor maintains an overview of pupil premium spending

We will use RAISE online, EYFS, Welcomm, phonics, KS1/2, Perspective (LA data) and SIMS tracker to evaluate the impact of pupil premium funding on the attainment and progress of children entitled to pupil premium funding.

Attendance and Exclusions data 2016/17 (Perspective and SIMS)

PERCENTAGE OF SESSIONS MISSED DUE TO OVERALL ABSENCE:

- Overall school absence is 4.6% (national 4%)
- Overall school attendance is 95.4 (national 95.8%)
- FSM attendance 95.4% (National 94.2%) compared to non-FSM attendance 95.5% (National 96.3%)

PERCENTAGE OF PERSISTENCE ABSENCE below 90%

- Overall absence 9.6 (national 8.2%)
- FSM absence 3.9% (National 17.4%)
- Non- FSM absence 7.9% (National 6.2%)

FIXED TERM EXCLUSIONS Pupil premium funded pupils

Year 5 - 2 children (7 sessions)

Year 6 - 4 children (16 sessions)

FIXED TERM EXCLUSIONS not Pupil premium funded pupils

Year 6 - 1 child (4 sessions)

Assessment Data 2016-17			
Phonics Screening Year 1			
All Pupils School	National	PP School	PP National
71%	81%	88%	---
Phonics Screening Year 2			
All Pupils School	National	PP School	PP National
4 pupils 75%	---	75%	---
KS1 SATs Assessment			
Reading Attainment – Expected Progress			
All Pupils School	National	PP School	PP National
77%	76%	61%	---
Writing Attainment – Expected Progress			
All Pupils School	National	PP School	PP National
70%	68%	56%	---
Maths Attainment – Expected Progress			
All Pupils School	National	PP School	PP National
77%	75%	61%	---
Reading, Writing, Maths Expected Progress			
All Pupils School	National	PP School	PP National
70%	64%	56%	---
KS2 SATs Assessment			
Reading Attainment – Expected Progress			
All Pupils School	National	PP School	PP National
63%	71%	65%	59%
Reading Attainment – Exceeding			
20%	25%	24%	14%
Writing Attainment			
All Pupils School	National	PP School	PP National
87%	76%	82%	65%
Maths Attainment – Expected Progress			
All Pupils School	National	PP School	PP National
100%	70%	100%	75%
Maths Attainment – Exceeding			
All Pupils School	National	PP School	PP National
7%	23%	6%	13%

ACCOUNTING FOR PUPIL PREMIUM SPENDING 2012 – 17

Year group	2013-14 % children	2014-15 % children	2015-16% children	2016-17% children
Reception	48	53.6	50	23
Year 1	23	36.7	53.6	50
Year 2	50	50	56.7	56
Year 3	52	60	51.7	51
Year 4	57	59.1	60.0	62
Year 5	43	46.4	60.0	62
Year 6	60	55	52.6	34
Average %	47.5	51.5	54.9	48%
Total funding amount	£92,441 £900 per pupil 87 pupils	£127,000 £1,300 per pupil 97 pupils	£136,620 £1,320 per pupil 103 pupils	£129,360 £1,320 per pupil 100 pupils

Funding Priorities 2017-18

This year our aim is to continue to:

- Increase the percentage of pupil premium funded pupils working at or above age related expectations in reading, writing and maths
- Increase the percentage of outstanding teaching across the school through our Coaching and Mentoring programme.
- Improve the attainment of our higher achieving pupil premium funded pupils
- Eliminate underachievement of pupil premium funded pupils in reading, writing and maths, in individuals and groups, ensuring that the percentage of pupil premium funded children working at or above age related expectations increases
- Increase parental engagement of pupil premium funded pupils in learning through Inspire sessions, workshops and family fun days, to enable parents to support their child/ren's learning
- Ensure pupil premium funded children have a range of opportunities to develop their leadership skills and independence.
- To ensure that no pupil premium funded child is unable to participate in extra-curricular/off site visits and activities as a result of impoverishment.