



Bolham Primary School

Pupil Premium Evaluation

2017/2018 Academic Year

Number of pupils and grant received	
Total number of pupils on roll	115
Total amount of PPG received 2017/2018 (£)	£10,560
Grand total for 2017/2018	£10,560

Summary of PPG spending 2017/2018	
Barriers to future attainment and progress	
In school barriers	
A	Small numbers of pupil premium in each year group can make specific pupil premium intervention difficult to manage effectively over a longer period as there are no specific trends.
B	Lower ability and middle ability pupils are not achieving ARE or above at the end of KS2 reading and maths
C	Low phonic scores at KS1 can result in lower and middle ability pupils making poor progress in reading and writing at KS2.
External barriers	

D	Economic and social demographics result in some pupils being FSM for short periods of time due to local employment issues and are often high attaining pupils.
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Desired Outcomes	
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<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A	Yearly PP intervention is based upon AFL data analysis cohort needs and intervention programmes address pupils' specific learning needs	Percentage of PP pupils, who are not SEN, achieving ARE at the end of each year, is in line with non PP pupils.
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<p>A- Evaluation - (Based on 2 pupils)</p> <ul style="list-style-type: none"> Percentage of PP pupils achieving ARE was below non PP pupils in reading. Percentage of PP pupils achieving in GPS was broadly in line with national data 2018 based on the size of the cohort. Percentage of pupils achieving ARE in Maths was broadly in line with national data 2018 based on the size of the cohort. Percentage of pupils achieving ARE in Writing was broadly in line with national data 2018 based on the size of the cohort. 		
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B	Low and middle attaining PP pupils make good progress in reading and maths and achieve at or above ARE at the end of KS2	Percentage of PP pupils achieving ARE at the end of KS2 is in line with or above non PP national expectations 2017- 71% ARE in reading 75%- maths
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<p>B – Evaluation : (based on 2 pupils for reading and GPS and 3 pupils for Maths and writing)</p> <ul style="list-style-type: none"> Percentage of PP pupils achieving ARE and making good progress was below non PP pupils in reading. Percentage of PP pupils achieving in GPS and making good progress was below non PP pupils Percentage of pupils achieving ARE in Maths and making good progress was broadly in line with non PP pupils Percentage of pupils achieving ARE in Writing and making good progress was below non PP pupils 		
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C	PP pupils in KS1 make good progress in phonics from their starting point.	<p>Percentage of Year 1 PP children achieving ARE in Phonics is in line with above non PP national outcomes. (2017 -81%)</p> <p>Percentage of Year 2 PP children achieving ARE in Phonics is in line with above non PP national outcomes.(2017 -91%).</p>
<p>C – Evaluation : (Based upon 1 pupil)</p> <ul style="list-style-type: none"> • 100 % of PP pupils achieved KS1 phonics – please note that 100 % of the Year 1 cohort achieved ARE 		
D	All PP KS2 pupils take part in challenging learning opportunities.	% of KS2 PP pupils will participate in Jaguar Challenge, Youth Speaks, Exmoor Challenge and residential experiences in order to support wider curriculum development and promote positive self -esteem.
<p>D - Evaluation : (Based on 8 pupil in KS2 – Please note that 2 pupils joined this group half way through the academic year.)</p> <ul style="list-style-type: none"> • 100 % PP pupils were able to access residential programme 2017/18. (open to all pupils) • 100 % PP completed training for Jaguar Challenge with one pupil proceeding to National Finals 2017/ 8 (open to Year 5 pupils only) • 1 pupil took part in the Youth Speaks Challenge and proceeded to Area Finals 2017/18 (open to Year 5 pupils only) • 1 pupil successfully completed the Exmoor Challenge 2018 (open to Year 6 pupils only) 		

1.Planned Expenditure					
Academic year		2017/18			
Quality of teaching for all					
Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
<p>A Yearly PP intervention is based upon AFL data analysis cohort needs and intervention programmes address pupils' specific learning needs. Improved attainment and progress of all PP pupils from their starting point.</p> <p>B. Pupils have the opportunities to develop the skills of inference and deduction in reading across the curriculum and to achieve a higher standard of attainment and progress.</p>	<p>Good quality resources for staff to plan teaching sequences from.</p> <p>TA support in each class to provide 1 :1 PP where required.</p> <p>Inference Reading Programme set up for target pupils</p>	<p>Abacus maths resources and Rising Stars Assessment programme used to support AFL and effective planning .KS2 Maths higher level of attainment above national average in 2017.</p> <p>Abacus Wordsmith trialled 2015-16 – KS2 writing with results above national average in 2017.</p>	<p>Subject Leaders to deliver in house CPD for all staff.</p> <p>Subject leaders to monitor half termly use of resources within planning</p> <p>Headteacher lesson observations</p>	DW	February 2018
		<p>SPAG resources trialled 2016-17 with results showing significant improvement in pupils achieving higher level of attainment from 2015-16</p> <p>Inference Reading Programme trialled 2016-17 with results showing significant improvement</p>	<p>Subject Leader to deliver in house CPD for all staff.</p> <p>Subject leader to monitor half termly guided reading</p>	SF	December 2017

<p>PP pupils in KS1 make good progress in reading from their starting point and achieve ARE expectations at Year 1.</p>	<p>Phonics programme set up for target children</p>	<p>in pupils achieving the higher level of attainment from 2015-16.</p> <p>Phonics results improved 2016-17 and progress monitoring showed impact of Fast Phonics on target groups.</p>	<p>Subject leader and headteacher to review phonics data termly.</p>	<p>SF/DW</p>	<p>December 2017</p>
			<p>Total Budgeted cost</p>	<p>£1696</p>	

<p>Targeted Support</p>		
<p>Academic year</p>	<p>2017/18</p>	

Quality of teaching for all					
Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well ?	Staff lead	Review date
A Yearly PP intervention is based upon AFL data analysis cohort needs and intervention programmes address pupils' specific learning needs.	Targeted intervention programmes such as 'Invitation only writing /maths workshops' for PP pupils based upon data analysis. Weekly intervention programmes in reading, writing and maths at KS1 and KS2.	% of PP pupils is low in each cohort and this types of programme has produced positive results for PP pupil in 2017	Dedicated TA timetables Entry and exit data from programmes SLT data review each term	SF/QD	February 2018
B Pupils have the opportunities to develop the skills of inference and deduction in reading across the curriculum and to achieve a higher standard of attainment and progress.	Inference Programme introduced into Year 6 for three times week to develop the skills of inference and deduction.	Inference Reading Programme trialled 2016-17 with results showing significant improvement in pupils achieving the higher level of attainment from 2015-16.	Dedicated weekly leadership time for subject leader to undertake half termly progress monitoring discussions Dedicated TA time each week to support Inference Programme	SF SF	February 2018
C PP pupils in KS1 make good progress in reading from their starting point	Embed use of Fast Phonics programme for	Phonics results improved 2016-17 and progress		SF	Every half term

and achieve ARE expectations at Year 1.	target pupils and share good practice	monitoring showed impact of Fast Phonics on target groups.	<p>PDM meeting to develop whole school teaching strategies and expectations.</p> <p>Peer to peer support and lesson observations for teaching and support staff</p> <p>Focused lesson observations</p> <p>Half termly tracking of phonics progress</p>		
			Total Budgeted cost		£7364

Other Approaches		
Academic year	2017/18	
Quality of teaching for all		

Desired outcome	Chosen action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date
C All PP KS2 pupils take part in a challenging learning opportunities	Pupil to engage in wide range of challenging learning opportunities including Gifted and Talented programme, Outdoor Education Programme, Jaguar Challenge ,Youth Speaks and Exmoor Challenge	100% of KS2 PP pupils achieved above national outcomes in reading, writing and maths in 2017 and accessed this programme.	Residential and Challenge presentations to parents and pupils to encourage participation. Data collection of participation through KS2	DW Senior administrator	July 2018
			Total Budgeted cost		£1,500