



Bolham Primary School

Pupil Premium

2018/2019 Academic Year

Number of pupils and grant received	
Total number of pupils on roll	110
Total amount of PPG received 2018/2019 (£)	£9,840
Grand total for 2018/2019	£9,840

Summary of PPG spending 2018/2019	
Barriers to future attainment and progress	
In school barriers	
A	There are small numbers of pupil premium in each year. Pupil premium initiatives often need to be targeted interventions for specific individuals who may also have SEN needs.
B	Middle ability pupils are not making good progress and as a result failing to achieve ARE or above at the end of KS2.
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	Adverse Childhood Experiences can affect educational outcomes for Pupil Premium pupils. School to school mobility can also have an adverse impact and attainment

Desired Outcomes		
<i>Desired outcomes and how they will be measured</i>		<i>Success criteria</i>
A	Yearly PP intervention is based upon data analysis of cohort needs and intervention programmes address pupils' specific learning requirements	Percentage of PP pupils, who are not SEN, achieving ARE at the end of each year, is in line with non PP pupils.
B	Middle attaining PP pupils make good or better progress from KS1 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 2018- 75% ARE in reading 76%- maths 70% writing and 78 % GPS. Pupil progress data 2018/19 indicates good or better progress for middle attaining PP pupils
C	PP pupils in KS1 make good progress in phonics from their starting point.	Percentage of Year 1 PP children achieving ARE in Phonics is in line with above non PP national outcomes. (2018 -81%)
D	All PP KS2 pupils take part in challenging learning opportunities. EYFS and KS1 pupils receive PSHE support	100 % of KS2 PP pupils will participate in Jaguar Challenge, Youth Speaks, Exmoor Challenge and or residential experiences in order to support wider curriculum development and promote positive self - esteem. EYFS PP pupils achieve GLD 2019 Percentage of Year 1 PP children achieving ARE in Phonics is in line with above non PP national outcomes. (2018 -82%)

1.Planned Expenditure					
Academic year		2018/19			
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>Yearly PP intervention is based upon accurate data analysis of cohort needs and intervention programmes address pupils' specific learning needs so that all PP pupils make good progress from their starting point.</p> <p>Pupils have the support required to attain ARE or above at the end of each year and make good</p>	<p>Renew licences for good quality resources enabling staff to plan good quality teaching sequences</p>	<p>Abacus maths resources and Rising Stars Assessment programme used to support AFL and effective planning since 2015 .KS2 Maths attainment in line with national attainment 2016/17 and 2017/8 Higher level of attainment above national average in 2017.</p> <p>Abacus Wordsmith – KS2 writing results above national average in 2017 and in line with 2018. TA writing moderated by LA 2018 and found to be accurate</p>	<p>Subject Leaders to provide CPD support in all staff.</p> <p>Subject leaders to monitor termly attainment and progress of PP pupils and report to governing body.</p> <p>Headteacher to review data termly with SLT</p>	<p>DW</p> <p>SF/QD</p>	<p>January 2019</p> <p>End of each term</p>
	<p>TA support in each class to provide 1 :1 PP help and intervention where required.</p>	<p>TA Inference Reading Programme introduced 2016-17, with results showing significant improvement in pupils</p>			

<p>progress from their starting point</p> <p>PP pupils make good progress in phonics and achieve ARE expectations at the end of Year 1</p> <p>EYFS PP achieve GLD 2108/19</p>	<p>SLT and KS1 staff to embed Year 1 Phonics Tracking programme</p> <p>Additional TA support in each class to provide 1 :1 PP help and intervention where required.</p>	<p>achieving the higher level of attainment from 2015-16.</p> <p>% of pupils achieved ARE who participated in the programme 2018</p> <p>100% of year 1 pupils achieved ARE in Year 1 phonics test 2018</p> <p>EYFS GLD outcomes consistently above national average.</p>	<p>Subject leader and headteacher to review phonics data termly.</p> <p>EYFS teacher and headteacher to review progress of EYFS pp pupils towards end of year ELG 'S and GLD</p>	<p>SF/DW</p>	<p>December 2018</p>
<p>Total Budgeted cost</p>					<p>£850</p>

Targeted Support					
Academic year		2018/19			
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
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.	TA led Inference Programme for Year 6 pupils three times week to develop the skills of inference and deduction.	% of PP pupils is low in each cohort and this types of programme produced positive results for PP pupils in 2017 Inference Reading Programme trialled 2016-17 with results showing significant improvement in pupils achieving the higher level of attainment from 2015-16.	Dedicated TA timetables Entry and exit data from programmes SLT data review each term	SF/QD	End of each term
Pupils have the opportunities to develop level of grammar, spelling and punctuation skills in writing.	Targeted GPS tracking system to be developed by SLT	Targeted Phonics tracking system had positive impact on phonics outcomes 2018 and systems developed can be applied to GPS teaching and learning.	Dedicated weekly leadership time for subject leader to undertake half termly progress monitoring discussions	SF SF	January 2018
PP pupils make good progress in phonics and	Pupil grouped according to needs and targeted phonics teaching to take	Phonics results improved 2017/18 and progress monitoring showed	Dedicated TA timetables SLT and peer to peer support and lesson		Every half term

achieve ARE expectations at the end of Year 1	place each morning or a rotational basis	impact of targeted intervention on key groups.	observations for teaching and support staff		
EYFS and KS1 pupils make good progress from their starting points.	Pupils provided with targeted behaviour support and referrals where required to enable them to make develop positive learning behaviours	Research shows that pupils with adverse childhood experiences consistently underperform academically and have below average life expectancy	Case studies and data analysis	Headteacher /SENCO	Termly
			Total Budgeted cost		£8000

Other Approaches					
Academic year		2018/19			
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>C All PP KS2 pupils take part in a challenging learning opportunities</p>	<p>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</p>	<p>100% of KS2 PP pupils achieved above national outcomes in reading, writing and maths in 2017 and accessed this programme.</p> <p>Pupils in 2018 achieved results broadly in line with national averages in maths and writing</p>	<p>Residential and Challenge presentations to parents and pupils to encourage participation.</p> <p>Data collection of participation through KS2</p>	<p>DW</p> <p>Senior administrator</p>	<p>July 2019</p>
			<p>Total Budgeted cost</p>	<p>£1000</p>	