

Owler Brook Primary School

Pupil Premium Strategy Statement Sept 2019

- Pupil Premium funding is money which comes from the government depending on how many children in school are eligible for free school meals or are 'looked after'.
- This extra funding is aimed at improving life chances for children from less advantaged backgrounds including raising their levels in reading, writing and maths.
- The governing body asks the headteacher every term what the money has been spent on and what difference it has made.
- The school tracks the amount of progress free school meals children make in all year groups through regular pupil progress meetings.

Historical Data

Financial Year	2014	2015	2016	2017	2018
PP Funding	315 283	350 101	299 336	£ 328 520	£332,260
% PP – <b>OB / National</b>	<b>52 / 26</b>	<b>53 / 26</b>	<b>50 / 25</b>	<b>51</b>	<b>52</b>

## 2019-2020 Planned provision

Income April 2019 = £324,040

% eligible for PP = 47% (July 2019 – not including FS)

Barrier to Educational Achievement	PP Funded Initiative	How Impact Will be Measured
Social and emotional issues from often chaotic home life	Pastoral Lead and 2 learning mentors – Theraplay, Positive Play, bespoke and individual work with vulnerable children identified from ECM trackers Home visits £73,500	<i>Inclusion team to monitor number of children who are re-referred via ECM trackers following intervention</i>
Children arriving at school who are new to the country, schooling and with limited English	HLTAs and additional teaching staff to provide small group provision for rapid English acquisition (English and Maths), development of ‘new arrival strategy’ to ensure classroom provision is also fit for purpose £70,000	<i>Progress / attainment data for R,W and M as well as foundation subjects                      Termly pupil progress meetings with Head of School, Deputy head, year leads and teams and HLTAs                      Half termly phonics tracking</i>

<p>Attainment in maths in U-KS2 due to EAL barrier around application of skills into problem solving</p>	<p>FTE additional teacher providing smaller group maths (and literacy) teaching for 1/3 Y6 children who were 2c at KS1 but now not on track for end of KS2 ARE or Level 1 at KS1 or have no KS1 data with potential to attain ARE. £23,000</p>	<p><i>Progress / end of KS data</i> <i>Termly pupil progress meetings</i></p>
<p>Complex SEND needs of children</p>	<p>Assistant Head leads on inclusion across both Federation schools (0.2 at OB) 0.8 SENCO based at OB Additional S&amp;L input for children with SLI, including training of school staff to deliver intervention, LEAP, NIP, VIP School continues to work closely with full time ToD and support staff from HI service £21,500</p>	<p><i>Progress of SEND children is regarding as 'good' against their needs – inclusion team to work with outside agencies, school staff and parents to ensure this happens and is understood</i></p>
<p>Children have little access to extra curricular activities provided by families</p>	<p>Music Pathways (Y4-6 Cornets) weekly singing sessions and after school / holiday clubs provided free Additional swimming (Y3-5 see Sports funding statement) School contributions towards school visits and curricular enhancements continues to rise as voluntary contributions fall Investment in 2x minibuses to reduce travel costs for families £ 42,500</p>	<p><i>Children have experiences which bring their classroom based learning to life – all children are included</i></p>

Communication barrier – 38% of our families are newly arrived to the UK 95% EAL	Employment of 3 first language TAs to support children and families £64,000	<i>Tracking of mobility, attendance and progress / attainment of Roma children</i>
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Poor attendance including persistent absence and increasing mobility	Attendance officer employed 0.5 line managed by the SLM for daily home visits and processing of CME and holiday fines; rewards for 100% attendance weekly, termly and annually. Beat the bell and early bird week in line with FoS. Additional language support for home visits. £24,000	<i>Tracking of attendance by vulnerable group Breakfast club continue to impact positively on attendance, PAs and punctuality</i>
Children arrive to school with no or poor breakfast (wafer/chocolate/crisps)	Daily breakfast club free for all pupils to access (2 staff) £7000	<i>Children have healthy options for breakfast. Impact on punctuality and attendance. Impact on positive behaviours for learning</i>

Total cost £325,500

## **2018-19 Analysis of provision and Impact**

Income April 2018 = £332,260 52%PP

<b>Barrier to Educational Achievement</b>	<b>PP Funded Initiative</b>	<b>How Impact Will be Measured</b>	<b>Impact</b>
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<p>Social and emotional issues from often chaotic home life</p>	<p>Pastoral Lead and 2 learning mentors – Theraplay, Positive Play, bespoke and individual work with vulnerable children identified from ECM trackers Home visits £73,500</p>	<p><i>Inclusion team to monitor number of children who are re-referred via ECM trackers following intervention</i></p>	<p><i>Through ECM tracking half termly, children targeted specifically for ‘early intervention’ in group has meant less need for 1:1 intervention developing with established pupils. Children with MAST intervention reduced (8 families), monthly MAST drop ins provide early identification and intervention. Social care cases have risen (35 CIN and 12 CP over the year). Additional learning mentor employed</i></p>
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<p>Children arriving at school who are new to the country, schooling and with limited English</p>	<p>HLTAs and additional teaching staff to provide small group provision for rapid English acquisition (English and Maths), development of ‘new arrival strategy’ to ensure classroom provision is also fit for purpose £70,000</p>	<p><i>Progress / attainment data for R, W and M as well as foundation subjects Termly pupil progress meetings with Head of School, Deputy head, year leads and teams and HLTAs Half termly phonics tracking</i></p>	<p><i>E.G RM Y1 new arrival group progress R = 4, W = 3.7, M = 3.7 GB Y2 R = 5.7, W = 4, M = 6</i></p>
<p>Attainment in maths in U-KS2 due to EAL barrier around application of skills into problem solving</p>	<p>FTE additional teacher providing smaller group maths (and literacy) teaching for 1/3 Y6 children who were 2c at KS1 but now not on track for end of KS2 ARE or Level 1</p>	<p><i>Progress / end of KS data Termly pupil progress meetings</i></p>	<p><i>25% of established Low PAG achieved EXS in R, W and M. 2 established Roma pupils achieved GDS in Maths and 1 in Reading.</i></p>

	at KS1 or have no KS1 data with potential to attain ARE. £23,000		
Complex SEND needs of children	Assistant Head leads on inclusion across both Federation schools (0.2 at OB) 0.8 SENCO based at OB Additional S&L input for children with SLI, including training of school staff to deliver intervention, LEAP, NIP, VIP School continues to work closely with full time ToD and support staff from HI service £21,500	<i>Progress of SEND children is regarding as 'good' against their needs – inclusion team to work with outside agencies, school staff and parents to ensure this happens and is understood</i>	<i>SEN progress in all year groups with stable staffing have made "good" progress. e.g. Y2 2.8 steps across all areas (includes 3 HI pupils and one of the classes with 50% SEN) Children and families supported – needs are met. My plans developed and requests made for EHCPs for most complex pupils. Additional SLCN support ensures consistency of provision for these pupils, their communication plans and their targets  1.4 FTE ToD to support rising number of HI pupils, 2 additional ToD Teaching Assistants have also been supporting this additional need this year.</i>
Children have little access to extra curricular activities provided by families	Music Pathways (Y4-6 Cornets) weekly singing sessions and after	<i>Children have experiences which bring their classroom based</i>	<i>18 children have continued playing cornets in Y5 and 6 groups following introduction</i>

	<p>school / holiday clubs provided free</p> <p>Additional swimming (Y3-5 see Sports funding statement)</p> <p>School contributions towards school visits and curricular enhancements continues to rise as voluntary contributions fall</p> <p>Investment in 2x minibuses to reduce travel costs for families</p> <p>£ 42,500</p>	<p><i>learning to life – all children are included</i></p>	<p><i>to playing at school in Year4. All 60 Year 4 pupils have received cornet tuition this year.</i></p> <p><i>Children targeted via class teachers and inclusion team for after school and holiday clubs</i></p>
<p>Communication barrier – 38% of our families are newly arrived to the UK</p> <p>95% EAL</p>	<p>Employment of 3 first language TAs to support children and families</p> <p>£64,000</p>	<p><i>Tracking of mobility, attendance and progress / attainment of Roma children</i></p>	<p><i>Y1 R 4.2 W 3.5 M 3.4</i></p> <p><i>Y2 R3.9 W2.2 M 3.2</i></p> <p><i>Y6 R4.5 W5.7 M4.1</i></p>

<p>Poor attendance including persistent absence and increasing mobility</p>	<p>Attendance officer employed 0.5 line managed by the SLM for daily home visits and processing of CME and holiday fines; rewards for 100% attendance weekly, termly and annually. Beat the bell and early bird week in line with FoS.</p> <p>Additional language support for home visits.</p> <p>£24,000</p>	<p><i>Tracking of attendance by vulnerable group</i></p> <p><i>Breakfast club continue to impact positively on attendance, PAs and punctuality</i></p>	<p><i>Lates have reduced by 10% over a 4 year period.</i></p> <p><i>Approximately 80 pupils attend the free breakfast club daily.</i></p> <p><i>All unauthorised extended leave processed for fines.</i></p> <p><i>Rigorous tracking, processes of phone calls, and home visits, recording on CPOMS.</i></p>
<p>Children arrive to school with no or poor breakfast (wafer/chocolate/crisps)</p>	<p>Daily breakfast club free for all pupils to access (2 staff)</p> <p>£7000</p>	<p><i>Children have healthy options for breakfast. Impact on punctuality</i></p>	<p><i>Reduction of lates by 10% over 4 years</i></p>

		<i>and attendance. Impact on positive behaviours for learning</i>	<i>Increase in pupils attending VIP parties.</i>
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*The following data is 'snapshot' and does not take into account our mobility  
End of Key stage data is provisional until validated data is released*

Attainment (Summer 2019)

FS2	Eligible	Not Eligible
% Achieving GLD	45%	44%

Y2 – ARE+	Eligible 40%	Not Eligible 60%
Reading	39%	51%
Writing	39%	46%
Maths	39%	59%

Y6 – ARE+	Eligible 72%	Not Eligible 28%
Reading	60%	61%
Writing	71%	75%
Maths	71%	74%
SPaG	63%	61%
Combined	56%	69%

KS2 Progress **(PROVISIONAL – awaiting checking exercise, marking reviews and additional 5 pupils with special consideration)**

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-1	0.6	2



Progress score for all	0	0	0.9
National average for disadvantaged pupils (2018 DfE)	-0.6	-0.4	-0.6

Further breakdown of data takes into account established pupils and mobility.

In year progress pupil premium 2018-19 (expected = 3)

Year (%PP)	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
1 (39%)	3	3.3	2.9	3.1	2.7	3.2
2 (40%)	4	4.1	3.4	3.1	3.7	3.5
3 (40%)	2.9	3.2	2.5	3.1	3.7	3.5
4 (43%)	1.5	1.6	1.7	2.3	2	2
5 (50%)	2.9	3	2.7	2.8	3	3.1
6 (76%)	4	3.8	4.7	4.3	4.5	4.6

(Green = greater than 0.1 difference)

End of year attainment 2018-19

Year (%PP)	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
1 (39%)	10.9	12.2	12	12.8	12.5	12.9
2 (40%)	13.9	14.6	14.6	15.3	14.9	15.3
3 (40%)	18.8	18.6	19.3	18.8	19.1	18.6
4 (43%)	21.8	19.6	21	19	22	19.3
5 (50%)	23.5	24.4	23.5	24.4	24.4	24.6
6 (76%)	26.8	27.6	26.2	27.4	27	27.3

Figures in bold show where there is a greater % of new arrival, SEN or Roma children who are also PP and therefore fit into more than one vulnerable group.

What % of PP children are also...	FS2 (#)	Y1 (23)	Y2 (23)	Y3 (24)	Y4 (25)	Y5 (44)	Y6 (41)
New arrivals		<b>35%</b>	0	21%	12%	20%	22%
SEN		<b>50%</b>	<b>39%</b>	<b>25%</b>	<b>25%</b>	<b>23%</b>	<b>32%</b>
Roma		<b>39%</b>	<b>48%</b>	<b>42%</b>	36%	<b>41%</b>	<b>50%</b>

What % of non PP children are also...	FS2 (#)	Y1 (36)	Y2 (35)	Y3 (35)	Y4 (35)	Y5 (19)	Y6 (16)
New arrivals		11%	<b>14%</b>	<b>26%</b>	<b>38%</b>	<b>31%</b>	<b>25%</b>
SEN		17%	23%	11%	21%	13%	31%
Roma		33%	34%	34%	<b>44%</b>	31%	19%

	FS2		Y1		Y2		Y3		Y4		Y5		Y6	
	PP	All	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
Attendance			93.4	93.5	91.2	96	91.4	95.1	94.5	93.2	94.5	92.3	94.3	95.4

(Y2 and Y3 PP attendance includes 3 pupils on PTT timetables and Y5 non PP attendance contains one pupil on PPT timetable)

(NB New arrivals new to the country are not able to immediately claim benefit therefore not always initially within PP figures.)

**Reviewed Summer 2019**