

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	St Oswald's Church of England Academy				
Academic Year	2016/17	Total PP budget	£27,260	Date of most recent PP Review	30/09/16
Total number of pupils	211 +	Number of pupils eligible for PP	20	Date for next internal review of this strategy	April 17

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths (or equivalent)		60%	tbc
% making at least expected progress in reading (or equivalent)		80%	92%
% making at least expected progress in writing (or equivalent)			95%
% making at least expected progress in maths (or equivalent)		60%	91%
3. Barriers to future attainment (for pupils eligible for PP)			
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)			
A.	High ability pupils who are eligible for PP are making less than expected progress across Key Stage 2. This prevents sustained high achievement in KS2.		
B.	Overlap between SEND needs and PP eligibility raises issues in accelerated progress being made in some year groups.		
C.	PP pupils are making less progress in writing than other pupils across KS2 (identified through FFT)		
D.	Emotional/behavioural issues for a number of pupils in Y5 and 6 (mostly eligible for PP) are having a detrimental effect on their academic progress and that of their peers.		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
E.	Attendance: a small number of PP individuals are classed as persistent absentees or have issues with late arrival at school		
F.	Parental engagement in support of PP individuals is limited in most instances and expectations of expenditure for extra-curricular activities takes priority.		

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as High ability make as much progress as 'other' pupils identified as high ability, across KS2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and bought in external moderation.
B.	PP/SEND pupils making progress against their individual targets.	Pupils on SEND register and also PP making at least expected progress based on individual starting points (monitored by SENDCO through individual provision maps.
C.	Higher rates of progress in reading and particularly writing across KS2 for all PP individuals.	PP children making at least expected progress from end of previous phase.
D.	Behavioural and emotional issues of Year 5 and 6 pupils addressed.	Fewer behaviour incidents recorded for these pupils on school's CPOMS system. Pupils accessing pastoral/behavioural support as appropriate.
E.	Fewer pupils eligible for PP classed as Persistent absentees. Reduction in recorded incidents of lateness.	Reduce the number of persistent absentees among eligible pupils. Overall PP attendance improves from 96% to 97% in line with 'other' pupils.
F.	Increased engagement and support from parents of PP individuals, through regular attendance at Parents Evening and supporting home learning.	Parents supporting with completing homework and pupil targets.

5. Planned expenditure	
Academic year	2016-17

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?
A. Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Staff INSET training on writing and grammar (teachers and TAs). 3 X Twilight sessions (teachers and TAs). English lead trained on 'Delivering Mastery + Depth' English leads sent on training with external consultant. Full time TA in each class to support individuals/groups. Big Maths Training and resourcing.	School want to invest some of the PP in longer term change which will help all pupils. The demands of the new curriculum and assessment in relation to mastery & depth, grammar and reasoning indicate the need for consistency of approach across the school. Higher ability pupils eligible for PP are making less progress than expected across KS2 in writing and maths.	Peer observation by English and Maths leads Book scrutiny Work scrutiny Planning scrutiny Formal observation Planned line of enquiry cross schools. Termly monitoring of data Link governor monitoring Impact statements	HT DHT/Maths lead English lead	February 2017
B. PP/SEND pupils making progress against their individual targets.	SENDCo providing support for Teachers in providing appropriate interventions. SENDCo monitoring progress. Training for SENDCo and HLTA on Trauma and Loss, Attachment, training on identification of specific needs eg dyslexia	School want to invest some of the PP in ensuring early identification and intervention of need for SEND pupils who are also PP.	Peer observation by English and Maths leads Book scrutiny Work scrutiny Planning scrutiny Formal observation Planned line of enquiry cross schools. Termly monitoring of data	SENDCo HT	February 2017

	Specific resources such as Infant Language Link		Link governor monitoring Impact statements		
C. Higher rates of progress in reading and particularly writing across KS2 for all PP individuals.	Staff INSET training on writing and grammar. 3 X Twilight sessions. English lead trained on 'Delivering Mastery + Depth' English leads sent on training with external consultant. CPD training for staff. Full time TA in each class to support individuals/groups.	We want to invest some of the PP in longer term change which will help all pupils. The demands of the new curriculum and assessment in relation to mastery & depth, grammar and reasoning indicate the need for consistency of approach across the school.	Peer observation by English and Maths leads Book scrutiny Work scrutiny Planning scrutiny Formal observation Planned line of enquiry cross schools. Termly monitoring of data Link governor monitoring Impact statements	HT DHT English lead	February 2017
Total budgeted cost					£7,000
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?
A. Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Provision maps in place for individuals identifying intervention and support. One to one and small group sessions planned into curriculum and facilitated by class teacher/TA.	School want to ensure that PP is used in part to support the role of full time TA in each class to facilitate in-class interventions for those pupils who need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitored by:- Book scrutiny Work scrutiny Planning scrutiny Formal observation	HT	February 2017

			Link governor monitoring Impact statements		
B. PP/SEND pupils making progress against their individual targets.	SENDCo on reduced timetable to facilitate targeted interventions. HLTA supporting SEND/PP pupils two afternoons a week. Planned interventions by class teachers and delivered by class TAs – monitored through individual provision maps.	School ensure that SEND/PP individuals are accessing additional support which enables them to meet their individual targets.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitored by:- Book scrutiny Work scrutiny Planning scrutiny Formal observation Link governor monitoring Impact statements	HT SENDCo	February 2017
C. Higher rates of progress in reading and particularly writing across KS2 for all PP individuals.	Booster sessions once a week for Y6 PP individuals as an after school activity (delivered by qualified teacher). Provision maps in place for individuals identifying intervention and support.	School want to ensure that PP is used in part to support the role of full time TA in each class to facilitate in-class interventions for those pupils who need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitored by:- Book scrutiny Work scrutiny Planning scrutiny Formal observation Link governor monitoring Impact statements	Y6 class teacher	February 2017
Total budgeted cost					£14,000

iii. Other approaches					
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?
Behavioural and emotional issues of Year 5 and 6 pupils addressed.	Bought in counselling service. Staff in school identified as being pastoral leads. Behaviour lead responsible for identifying targeted intervention for identified pupils. Review of behaviour policy and systems. Implementation of school based Forest School nurture groups.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of target pupils is fair, transparent and properly recorded (CPOMS). Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Observation of Forest School activities in line with pre and post Boxall profiling.	Behaviour lead	April 2017
Increased attendance rates for pupils eligible for PP.	Part-time admin post created to monitor pupils' attendance and follow up quickly on absences (first day response provision). Buy into the EWO service for targeted casework (as school is an Academy this is not automatically provided by the Local Authority) Review of attendance for vulnerable pupils undertaken through TAC meetings. Adoption of LA best practice guidance.	In order to improve attainment for children they must attend school regularly.	HT, SBM and Attendance link governor regularly monitor attendance levels. HT reports termly to Full Governing Board. Termly review by EWO. Weekly monitoring by admin and SBM. Absence of PP individuals with persistent absence immediately alerted to SLT. Attendance levels highlighted with link governor for PP.	HT/SBM	March 2017

Increased engagement and support from parents of PP individuals.	Express events linked to class topics. Parents' attendance at Parents' evenings. Support for parents with homework.	To ensure appropriate support from home that parents are confident in providing. Parent understanding of pupil needs is improved. To encourage parents to engage with learning out of school.	Electronic monitoring of parents evening. Monitoring of attendance at events. Homework diaries in place. Pupil Progress sheets shared with parents at parents evening which require a response from parent.	SBM Class Teachers	June 2017
Total budgeted cost					£6,500

6. Review of expenditure

Previous Academic Year	2015/2016
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i. Quality of teaching for all

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
Booster for Year 6 targeted intervention for children	Additional teacher to target specific intervention groups for two terms	High: the impact was measured on attainment of all children involved not just PP pupils. Pupils made accelerated progress from starting points and were supported to reach ARE. No pupils in this group exceeded ARE due to historical gaps in learning.	Next year school will provide more intensive after school support instead and will have a full time teaching assistant supporting the class throughout the year.	£16,800

ii. Targeted support

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
Phonics Booster Interventions	Specific allocated time to support Phonics Booster sessions	High: Phonics outcomes for 2016 were 93% pass at year one and 73% pass of year two retakes. Outcomes in 2015 were 50% pass at end of year one. Most recent outcomes reverse a three year declining trend. Success criteria: fully met	This was very effective in early intervention and support for pupils off track. This will be continued next year as required and also be utilised in the EYFS setting where applicable.	£4,850
KS1 Booster Intervention	Specific allocated booster time by the schools HLTA to support KS1 children	Medium: positive impact for those who attended. Some impact on progress but limited due to time constraints and staff illness.	This will not continue next year but instead will take the form of 1 to 1 targeted interventions.	£1,295

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
Improve Pastoral Support	Specific specialist attachment training undertaken.	High impact for a small number of pupils. Improved levels of engagement observed of identified PP pupils.	Staff were positive about the training and have cascaded to others. Positive impact with individual pupils. The training will not be repeated but we will continue to implement and monitor the support and pupil response.	£9,170

	<p>Allocated pastoral support provided across school.</p> <p>Bought in Counsellor Service</p>	<p>Medium: for specific individuals</p> <p>High: for specific individuals</p>	<p>Further training and strategies need to be put in place to fully develop this level of support across school. This will be developed further next year through staff training and delivery of Forest Schools activities.</p> <p>Pupils who engaged with this service were very responsive and supported to engage with their learning more readily. This will be continued on a needs basis.</p>	
Participation in extra curricular activities.	Support for Breakfast clubs, afterschool clubs and visits and trips for PP children	Low: no impact on pupil progress could be measured. Supported some families with being able to participate some events.	This will not continue next year.	£1,960