

Owler Brook Primary School

Pupil Premium Strategy Statement

- 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
PP Funding	315 283	350 101	299 336	£ 328 520
% PP – OB / National	52 / 26	53 / 26	50 / 25	51

2018-2019 Planned provision

Income April 2018 = £332,260

% eligible for PP = 51% (July 2018)

Barrier to Educational Achievement	PP Funded Initiative	How Impact Will be Measured
Social and emotional issues from often chaotic home life	Pastoral Lead and learning mentor – Theraplay, Positive Play, bespoke and individual work with vulnerable children identified from ECM trackers	<i>Inclusion team to monitor number of children who are re-referred via ECM trackers following intervention</i>

	Home visits £53,500	
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</i>
Attainment in maths in U-KS2 due to EAL barrier around application of skills into problem solving	FTE additional teacher providing smaller group maths (and literacy) teaching for 18 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	<i>Progress / end of KS data Termly pupil progress meetings</i>
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>
Children have little access to extra curricular activities provided by families	Music Pathways (Y4-6) weekly singing sessions and after school / holiday clubs provided free Additional swimming (Y3-5 see Sports funding statement) School contributions towards school visits and	<i>Children have experiences which bring their classroom based learning to life – all children are included</i>

	curricular enhancements continues to rise as voluntary contributions fall Investment in 2x minibuses to reduce travel costs for families £ 42,500	
Communication barrier – 38% of our families are newly arrived to the UK	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>

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>

2017-2018 Provision and analysis of impact

Income April 2017 = £ 328 520

% eligible for PP = 50% (Sept 2017)

Barrier to Educational Achievement	PP Funded Initiative	IMPACT
Social and emotional issues from often chaotic home life	Senior and Assistant learning mentors – Theraplay, Positive Play, bespoke and individual work with vulnerable children identified from ECM trackers £31,250	Through ECM tracking, children targeted specifically for ‘early intervention’ in group has meant less need for 1:1 intervention developing Children with social care or MAST intervention or monitoring group following involvement dropped from 28% to 25%
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 £89,885	Blue groups running in all year groups. Children make accelerated progress from very low starting points. Eg – GB (Y2 group) progress in year R = 7.3, W = 5.6 M = 6
Attainment in maths in U-KS2 due to EAL barrier around application of skills into problem solving	FTE additional teacher providing smaller group maths (and literacy) teaching for 18 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. £31,936	Step progress data for group: R = 5.1 W = 6.4 M = 5.1 SATs results for group: Progress measures R +0.2 M +2 1 pupil achieved combined 4 pupils EXS in writing
Complex SEND needs of children	Assistant Head leads on inclusion across both Federation schools (0.2 at OB) 0.8 SENCO based at OB	Children and families supported – needs are met. My plans developed and requests made for EHCPs for most complex pupils.

	<p>Additional S&L input for children with SLI, including training of school staff to deliver intervention, LEAP, NIP, VIP</p> <p>School continues to work closely with full time ToD and support staff from HI service £54,532</p>	<p>Additional SLCN support ensures consistency of provision for these pupils, their communication plans and their targets</p> <p>Full time ToD to support rising number of HI pupils, 2 additional ToD Teaching Assistants have also been supporting this additional need this year.</p>
<p>Children have little access to extra curricular activities provided by families</p>	<p>Music Pathways (Y4-6) weekly singing sessions and after 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 £ 47,173</p>	<p>18 children have continued playing cornets in Y5 and 6 groups following introduction to playing at school in Year4. All 90 Year 4pupils have received cornet tuition this year.</p> <p>Children targeted via class teachers and inclusion team for after school and holiday clubs</p>
<p>Communication barrier – 38% of our families are newly arrived to the UK 95% of our pupils have EAL</p>	<p>Employment of 3 first language TAs to support children and families £44,723</p>	<p>Progress of new arrivals e.g.</p> <p>Year 1 R = 3.6, W = 3.9 M = 4.3 Year 2 R = 7.3, W = 5.6 M = 6 Year 3 R = 4.5, W = 3.6, M = 4 Year 4 R = 4.5, W = 4.2, M = 4.4 Year 5 R = 3.8, W = 3.5, M = 4.4 Year 6 R = 4.8, W= 5.3, M =5.2</p>

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. £23401	Attendance data shows significant impact of provision on attendance data 2017-18 – 95% (June 18) 2016-2017 – 94.8% 2015-2016 – 94.8% 2017-18 11 pupils referred to CME (June 18) 2016-17 60 pupils referred to CME 2015-16 66 pupils referred to CME continuing to impact on attendance and PA figures 2017-18 Number of TTLs – 27 (June 18) 2016-17 Number of TTLs – 141
Behaviour of some children who are not ready to learn impacting on the learning of others (particularly KS2)	Nurture provision 10 KS2 children (2 members of staff) 4 mornings a week £39966	Reading 2.9 Writing 3.4 Maths 3.3
Children arrive to school with no or poor breakfast (wafer/chocolate/crisps)	Daily breakfast club free for all pupils to access (2 staff) £6950	Breakfast club – 8.1 % reduction in late marks over a 3 year period.

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 2018)

FS2	Eligible 36%	Not Eligible 64%
% Achieving GLD	38%	54%

In EYFS Many of these PP children have additional vulnerabilities. 41% of them are SEN, 56% are Roma and 48% are summer born and 12% are all 4. Only 1 PP child does not fall into any of these other categories of vulnerability. In comparison, out of the 33 non PP children, 15 have no other additional category of vulnerability.

Y2 – ARE+	Eligible 42%	Not Eligible 58%
Reading	44%	62%
Writing	40%	62%
Maths	44%	53%

Y6 – ARE+	Eligible 74%	Not Eligible 26%
Reading	51%	53%
Writing	66%	80%
Maths	49%	80%
SPaG	51%	80%
Combined	44%	53%

KS2 Progress

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-0.05	4.45	-0.17
Progress score for all	-0.55	3.36	-0.55
National average for disadvantaged pupils (2017)	-0.7	-0.4	-0.6

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

In year progress pupil premium 2017-18 (expected = 3)

Year (%PP)	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP

1 (40%)	3.7	3.4	3.7	3.8	3.8	3.8
2 (42%)	5.1	4.4	4.4	4.2	4.2	3.8
3 (47%)	3.1	3.4	2.8	3	2.9	3.1
4 (51%)	3.3	3.7	3.6	3.6	3.6	3.6
5 (68%)	3.4	3.3	3.2	3.5	3.5	3.5
6 (74%)	3.9	3.5	4.9	3.7	4.1	3.5

End of year attainment 2017-18

Year (%PP)	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
1 (40%)	14.1	14.5	14.9	15.3	15.1	15.3
2 (42%)	18.7	18.9	19.1	19.4	18.9	19.1
3 (47%)	20.8	21.2	20.6	21.1	21.5	21.6
4 (51%)	24	24.9	24.3	24.8	24.6	25.2
5 (68%)	26.8	27.1	26.1	26.9	26.7	27.6
6 (74%)	28.4	31.1	28.7	31	29.5	31.3

Year 6 gap over 1 step, reflected in SATS results, however PP progress is significantly higher than non

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 (21)	Y1 (24)	Y2 (25)	Y3 (28)	Y4 (46)	Y5 (41)	Y6 (43)
New arrivals	29%	17%	16%	18%	20%	17%	23%
SEN	48%	37%	36%	18%	15%	29%	30%

Roma	33%	50%	48%	39%	41%	46%	47%
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What % of non PP children are also...	FS2 (37)	Y1 (36)	Y2 (34)	Y3 (32)	Y4 (44)	Y5 (19)	Y6 (15)
New arrivals	21%	23%	21%	23%	25%	32%	7%
SEN	13%	22%	12%	18%	15%	11%	13%
Roma	34%	36%	29%	34%	27%	32%	7%

	FS2		Y1		Y2		Y3		Y4		Y5		Y6	
	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All
Attendance	94.9	93.7	92.8	93.9	94.7	95.7	95.8	95.5	96.4	96.4	96%	96%	95%	95.1%

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

Reviewed Summer 2018

2016-2017 Provision and analysis of impact

Budget = £299 336

% of school population eligible for PP = 50%

Barrier to Educational Achievement	PP Funded Initiative	Impact
Social and emotional issues from often	Assistant learning mentor – Theraplay,	Through ECM tracking, children targeted

chaotic home life	Positive Play, Forest School, bespoke and individual work with vulnerable children identified from ECM trackers	specifically for 'early intervention' in group has meant less need for 1:1 intervention developing
Children arriving at school who are new to the country, schooling and with limited English	Additional teacher (0.6) and HLTAs to ensure small group provision for rapid English acquisition (English and Maths) in Y1-6	Blue groups running in all year groups. Children on the whole make accelerated progress from very low starting points. Eg – NH (Y6) progress in year R = 3.5, W = 3.3 M = 3.7)
Complex SEND needs of children	Assistant Head leads on inclusion across both Federation school Additional S&L input for children with SLI, including training of school staff to deliver intervention School works closely with HI team to meet the needs of HI pupils across school	Children and families supported – needs are met. My plans developed and requests made for EHCPs for most complex pupils. Full time ToD to support rising number of HI pupils
Children have little access to extra curricular activities provided by families	Music Pathways, I-Jam (I-Pad lessons) and after school / holiday clubs provided free School contributions towards school visits and curricular enhancements raised as voluntary contributions fall Investment in lease of 2x minibuses to reduce travel costs for families	15 children have continued playing cornets in Y5 and 6 groups following introduction to playing at school in Year4. Children targeted via class teachers and inclusion team for after school and holiday clubs
Children with low reading attainment for age – lack of appropriate and engaging materials	I-Pad training for all staff Investment in reading materials Staff development and training on class reading areas	Children appear more engaged in reading for pleasure across school
Communication barrier – 35% of our families are newly arrived to the UK	Employment of first language TAs to support children and families	Progress of new arrivals in Y3 in year R = 6.2, W = 5.3, M = 4.4
Poor attendance including persistent absence	Attendance officer employed for daily home visits and processing of CME and holiday	Attendance data shows it is still an issue 2016-2017 – 94.8%

	<p>finer; rewards for 100% attendance, beat the bell, early bird, free breakfast club</p>	<p>2015-2016 – 94.8%</p> <p>2016-17 60 pupils referred to CME 2015-16 66 pupils referred to CME continuing to impact on attendance and PA figures</p> <p>Breakfast club – 7% reduction in late marks over the 2 year period.</p>
<p>Behaviour of some children who are not ready to learn impacting on the learning of others</p>	<p>Nurture provision for 8 KS2 pupils (2 staff)</p>	<p>Positive progress data for these pupils e.g. LD R = 4 steps, Writing = 5 steps, maths = 4 steps. Successfully reintegrated into mainstream class for all sessions.</p>

The following data is 'snapshot' and does not take into account our mobility

Attainment (Summer 2017)

FS2	Eligible (27)	Not Eligible (33)
% Achieving GLD	29	61

In EYFS Many of these PP children have additional vulnerabilities. 41% of them are SEN, 56% are Roma and 48% are summer born and 12% are all 4. Only 1 PP child does not fall into any of these other categories of vulnerability. In comparison, out of the 33 non PP children, 15 have no other additional category of vulnerability.

Y2 – ARE+	Eligible (24)	Not Eligible (36)
Reading	46	50
Writing	38	53
Maths	46	47

Y6 – ARE+	Eligible (32)	Not Eligible (26)
Reading	72%	71%
Writing	75%	79%
Maths	66%	79%

SPaG	72%	75%
Combined	63%	77%

KS2 Progress

	Reading	Writing	Maths
Progress score for disadvantaged pupils	2.4	3.2	2.62
Progress score for all	2.7	3.8	3.1
National average for non-disadvantaged pupils (2016)	0.33	0.12	0.24

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

In year progress pupil premium 2016-17 (expected = 3)

Year (%PP)	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
1 (37%)	4.1	3.4	3.5	3.7	4.3	4.8
2 (42%)	2.8	3.3	3.1	3.8	2.7	3.2
3 (54%)	3.3	3.3	3.1	3.4	3.3	3.7
4 (74%)	2.7	2.5	2.8	2.8	2.3	2.4
5 (70%)	3.5	3.7	3.8	4	4	4.3

New arrivals	21	31	26	29	13	16	15
SEN	24	32	21	15	0	11	25
Roma	33	34	40	27	13	22	15

	FS2		Y1		Y2		Y3		Y4		Y5		Y6	
	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All
Attendance	87.9	90.7	95.7	95.1	95.3	95.2	94.5	95.4	96.5	96.5	94.3	94.9	96.3	96.9

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

Reviewed Summer 2017

2015-2016

Barrier to Educational Achievement	PP Funded Initiative	Impact
Social and emotional issues from often chaotic home life	New assistant learning mentor – Theraplay, Positive Play, bespoke and individual work with vulnerable children identified from ECM trackers	More children have their needs met and are able to access learning and play times appropriately
Children arriving at school who are new to the country, schooling and with limited English	New additional teacher (0.6) and HLTAs to ensure small group provision for rapid English acquisition (English and Maths)	Children in small intervention groups for English and Maths make accelerated progress
Children attend FS2 (and other year groups) with no previous school experience	FS leader shared (Assistant Head) with WW to cover maternity leave of WW FS lead Further investment in 'story sacks' for loan to families	FS team work well together and children make accelerated progress in all areas

	CiP resourcing and sentence boards to support oral and written language	
Complex SEND needs of children	New assistant Head appointed to lead on inclusion across both Federation school Additional S&L input for children with SLI, including training of school staff to deliver intervention	Needs accurately identified and met for many children. SEN register reflects needs of most vulnerable children.
Children have little access to extra curricular activities provided by families	Music Pathways, I-Jam (I-Pad lessons) and after school / holiday clubs provided free	Children have access to a wide variety and range of experiences otherwise out of their daily 'norm'
Children with low reading attainment for age – lack of appropriate and engaging materials	Purchase of I-Pads for each year group	Children have access to high interest, low age reading materials which are starting to engage reluctant readers
Communication barrier – 37% of our families are newly arrived to the UK or have had disrupted education due to mobility	Employment of first language TAs to support children and families	New arrival progress data shows that most of our new arrival children initially make accelerated progress
Poor attendance including persistent absence	New attendance officer employed for daily home visits and processing of CME and holiday fines	See attendance figures

Attainment

2016 – FS2	Eligible (10)	Not Eligible (48)
% Achieving GLD	50	44

Y2 – ARE+	Eligible (43)	Not Eligible (40)
Reading	33	60
Writing	30	68
Maths	33	58

Y6 – ARE+	Eligible (30)	Not Eligible (17)
Reading	46	50
Writing	69	77
Maths	66	68
SPaG	66	73

In year progress pupil premium 2015-16 (expected = 3)

Year (%PP)	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
1	3.8	3.4	3.8	3.5	3.8	3.4
2	3.7	3.1	3.4	3.1	3.3	2.9
3	3.5	3.7	3.6	3.8	3.6	3.4
4	3.2	3.2	2.8	2.9	3	3.1
5	3.2	3.6	3.7	4.2	3.8	4.1
6	5	5.1	4.4	4.6	5	4.3

End of year attainment 2015-16

Year (%PP)	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
1	16.8	16.5	16.9	16.2	17.2	16.4

2	19.4	19	20	19.7	19.8	19.3
3	22.1	23.1	22.4	23.3	22.2	23
4	24.5	25.3	24.9	25.9	24	25.3
5	25.2	27.7	26.2	28.2	25.5	27.2
6	28.7	29.7	28.9	30	28.7	29.2

	FS2		Y1		Y2		Y3		Y4		Y5		Y6	
	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All
Attendance	95	93.1	95	94.4	95.4	95.5	95.7	95.7	95.5	95.7	95.3	95.7	94.9	94.9

KS2 Progress 2016

	Reading	Writing	Maths
Progress score for disadvantaged pupils	-1.58	3.15	1.82
Progress score for all	-1.72	2.8	1.34
National average for non-disadvantaged pupils (2016)	0.33	0.12	0.24
Number of disadvantaged pupils	30	30	30

Reviewed Summer 2016