

Pupil premium strategy statement (Oswald Road Primary)

1. Summary information					
School	Oswald Road Primary School				
Academic Year	16/17	Total PP budget	£153,029.17	Date of most recent PP Review	January 2017
Total number of pupils	649	Number of pupils eligible for PP	102	Date for next internal review of this strategy	July 2017

2. Current attainment				
Based on KS2 results for 2016 pupils	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (national average)</i>	Disadvantaged average scaled score (Re, Ma)	National average scaled score
% working at the expected standard or above in in reading, writing and maths	33% (15)	59.7%	95.8	100.2
% working at the expected standard or above in reading	47%	71%	94.7	101
% working at the expected standard or above in writing	67%	77%		
% working at the expected standard or above in maths	40%	75%	96.8	101
% making progress in reading, writing and maths	-3%		-3.8	
% making progress in reading	-5%		-4.7	
% making progress in writing	+4%			
% making progress in maths	-20%		-3.7	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Y1 pupils who have not secured GLD are not closing the identified gaps in learning from EYFS; this has impact on their progress in reading, writing and maths as they progress across KS1
B.	Y4 PP children are falling behind in reading and maths, Y6 PP children are falling behind in maths

C.	Middle prior attainment PP children are not making as much progress as those starting from the same level who are non PP.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	EAL Parents / carers (29% of the school community) don't fully understand or have the language skills to support their children with the curriculum in particular reading and writing.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	A. Higher rates of progress in KS1 and KS2 for reading (especially Inference and Comprehension)	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	B. Narrow the gap between PP and Non-PP pupils in Year 4 and Year 6 for maths	The gap between Year 4 and Year 6 PP and Non-PP pupils in maths will narrow so that at least 75% of PP pupils are making accelerated progress. Measured in Y4 and Y6 by teacher assessments (half termly). In Year 6 at least 60% of PP children are working at ARE.
C.	c. Higher rates of progress in maths across KS2 for high and middle attaining pupils eligible for PP.	Pupils eligible for PP make as much progress as 'other' pupils identified as similar prior attainment ability, across Key Stage 2 in maths and reading. Measured in Y3, 4, 5 and 6 by teacher assessments and successful cross moderation practices established within and across Chorlton cluster of schools.
D.	Increased training opportunities for EAL parents and carers to support reading and writing at home	EAL pupils who are eligible for PP will be supported at home with reading and writing and will make better progress.

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 in KS1 and KS2 for reading (especially Inference and Comprehension)	<p>Staff training on developing comprehension and Inference</p> <ul style="list-style-type: none"> - How to use Cracking Comprehension effectively to raise standards. - Guided comprehension - Revised Reading assessments - Adapting Guided Reading timetables - Rising stars trackers - Revising the role of RR teacher to provide more in class support and modelling Guided Reading. 	<p>We want to invest some of the PP in a longer term change which will help all pupils in KS1. We have identified the need to further model comprehension skills through guided comprehension activities. Cracking Comprehension is a useful resource to ensure high quality and age appropriate texts are used to challenge all readers. By revising the reading assessments and ensuring specific targets are used to assess children at an appropriate book band and age related text has ensured more accuracy with teacher assessments. Further Inference training has also been delivered with a focus on progressive skills and specific activities to engage readers and inform writing. This is an approach that we are looking at rolling across the rest of the school.</p>	<p>Course and trainers selected using evidence of effectiveness from local Reading HUBs.</p>	<p>SG ST JD JB CK</p>	<p>January 2017 and June 2017</p>
B. Narrow the gap between PP and Non-PP pupils in Year 4 and Year 6 for maths	<p>Staff training on implementing Pre and Post Teach Maths activities across Y1 to Y6.</p> <ul style="list-style-type: none"> - Half termly Rising star assessments completed. - Regular book looks to focus on progress and impact of pre/post teach activities. - Targeted teacher interventions and booster group to consolidate over learning - Adapting planning of out of year group targets and focusing on progression of skills. - Additional teacher working across Y6/Y4 to support target groups 	<p>We want to ensure that teaching and learning is focused and effectively differentiated to meet the needs of all the children. Through effectively identifying aspects of maths that children are not secure with will enabled more accurate assessment for learning and tailor the activities at the correct pitch to engage and challenge all abilities. Regular half termly tests will show progress towards these targets and analysis of these will provide further formative assessment information to inform future planned maths. I would like to see at least 75% of PP children are making accelerated progress and in Y6 at least 60% of PP children are working at ARE. Additional teacher in Y4/Y6 will be focusing on target groups of children across 3 classes in Y4/Y6</p>	<p>Staff training on how to plan, deliver and monitor the impact of pre and post –teach activities.</p> <p>Book looks will focus on the impact of pre and post-teach activities to monitor if this helps the children to make accelerated progress across time.</p> <p>Assessment data collection points across the year will show this progress and gap is diminishing</p> <p>Drop-in and observations by phase leaders and SLT to monitor impact</p> <p>T&L governor learning walks</p>	<p>JB PS JD HC NGo ST</p>	<p>January 2017</p>

<p>c. Higher rates of progress in maths across KS2 for high and middle attaining pupils eligible for PP.</p>	<p>Staff training on developing mastery and deeper learning opportunities in Maths Purchased specific resources through Rising Stars to develop further deeper learning in Maths Y1/2, Y3/4, Y5/6</p> <ul style="list-style-type: none"> - Booster clubs in Y6 for those who have been identified as exceeding based on prior attainment bands - Closely monitoring prior attainment groups from EYFS to KS1 and from KS1 to KS2. - Focused target PP children selected and monitored through pupil progress meetings and data analysis of prior attainment. - Challenging target setting within appraisals - Brain Academy resources in Y6 	<p>We want to ensure that prior attainment tracking is used to inform teachers of projected targets for specific children including PP children. By studying end of EYFS and KS1 data, effective targets can be set to ensure that progress of these children is maintained. Through training staff and through purchasing appropriate resources to support teachers to provide opportunities for fluency, deeper learning tasks and cross-conceptual learning in problem solving.</p>	<p>Staff training on how to plan, deliver and monitor the impact deeper learning and problem solving activities</p> <p>Book looks will focus on the impact of increased pitch and challenge to monitor if this helps the children to make accelerated progress across time.</p> <p>Assessment data collection points across the year will show this accelerated progress.</p> <p>T&L committee minutes where data analysis is shared</p>	<p>JB PS JD HC NG ST</p>	<p>March 2017 and June 2017</p>
Total budgeted cost					£94,518.80

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 in KS1 and KS2 for reading (especially Inference and Comprehension)	Targeted teacher intervention each week RR Teacher working with PP children 2/3 x per week for a 10 week booster session in each year group	Some children will need targeted support to catch up. Reading comprehension is a whole school priority which is a reason for redeploying RR specialist teacher to support the inference and guided comprehension approach as she will have greater impact across the school instead of the 3% of children focused on through RR program.	Organised timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult with local Reading HUB school which trainers could successfully facilitate inference and comprehension training.	SG ST	January 2017 and June 2017
B. Narrow the gap between PP and Non-PP pupils in Year 4 and Year 6 for maths	Weekly small group targeted teacher intervention in maths	We want to provide extra support to narrow the gap. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie. We want to combine the additional provision with some focused TA trained interventions such as FC@N.	Targeted teaching time and preparation time, FC@N training paid for out of PP budget Impact overseen by SENCO (FC@N) and Head teacher Engage with parents and pupils before intervention begins to address any concerns or questions about additional sessions	HW LW SJ JBeech (FC@N link teacher)	January 2017 and June 2017
C. Higher rates of progress in maths across KS2 for high and middle attaining pupils eligible for PP.	Weekly small group sessions in maths focusing on challenging problem solving and deeper learning /Mastery activities to apply cross conceptual learning	High – Pupils and staff follow the Deeper learning and Mastery approach through identifying those pupils within pre-teach sessions. Middle – Effective pitch identified through pre-teach activities to ensure appropriate challenge is provided.	Regular monitoring of T&L and close identification of pupil progress. All book looks and scrutinies to include identified target PP children to ensure progress is made based on prior attainment	ST JB Phase leaders	January 2017 April 2017 June 2017
Total budgeted cost					£85,438.76
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?
D. EAL Parents / carers (29% of the school community)	Adult learning opportunities to provide support for reading, writing and maths.	High numbers of EAL and PP children do not make accelerated progress to meet ARE. Attendance at parents evening appointments	Accessing EAL parental voice to ascertain where support would be needed and then matching the need	SC ST HWr	October 2016 January 2017 April 2017

don't fully understand or have the language skills to support their children with the curriculum in particular reading and writing.	Maths calculations to be videoed and copied into different languages. Identified bilingual staff to assist in parents meetings to support understanding of teacher comments and targets. Reports and letters to be translated into home language where at all possible	for EAL PP children are lower than non EAL PP children.	with relevant training. Using EAL community to share the		
Total budgeted cost					£24,580.29

6. Review of expenditure					
Previous Academic Year		2015-16			
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	
1. To further raise reading standards 2. To accelerate pupils' rates of progress in maths	1. Reading recovery Teacher	1. Objective met, evidence collected through discussions with pupils and assessment trackers. <i>In Y1, 2 pupils made accelerated progress, other 2 children made good progress but have been referred to SEND for further assessment. 2 children made on average 13 RR book levels in 10 weeks. The other 2 children made 6 RR levels progress in 10 weeks. Y2 – All children made accelerated progress 4/5 achieved full marks on Word reading assessment. On average children made 19 Reading Recovery book levels progress in 20 weeks</i> 2. Objective partially met. Some specialised wave 3 interventions (TTP, FC@N) had a good impact on raising attainment but some wave 2 interventions did not have the desired impact on helping children to close the gap. This will be a key area for development for 2016-17	1. Although there has been a successful outcome and has shown impact on the children on the program this only equates to supporting a small % of the children eligible for PP. Next year we will expand this role and direct the Reading Recovery teacher to be used across the school to model this specialised knowledge and to focus on identified vulnerable groups including the children eligible for PP. 2. Wave 2 TA interventions have not had the desired accelerated impact on raising attainment and progress. We will be adapting the intervention model to release teachers through TA support in the afternoons to deliver targeted intervention within class at least twice a week.	£15,000.00	
	2. Interventions (Wave 2 and Wave 3)			£12,508.20	

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
<ul style="list-style-type: none"> To provide a higher level of pastoral care 	<ol style="list-style-type: none"> 1. Commando Joes support for 1 day a week targeting whole school and specific PP children. 2. Wild Crew and Forest Crew (EQE) 3. Counselling 4. Learning mentor Pastoral Support Family & Children's Support 5. Additional Support Ed Psych Additional Support Dyslexia Support Additional Professional support (Art/ play therapy 6. Extended Schools support 	<ol style="list-style-type: none"> 1. Objective met, evidence collected through discussions with teachers and pupils. 100% improvement in resilience and neighbourliness, 80% of pupils have improved in life skills to be classed as outstanding in at least 1 category. On average pupils made an increase in 2 steps progress against their individual life skills assessment. 2. Objective met, evidence collected through discussions with pupils and teachers about the impact of positive behaviour back in class 3. Objective met, evidence collected through exit assessments by councillor. 4. Objective met although there was a significant staff absence of 4 months and a change over of staff within year. Evidence collected through discussions with pupils and parental feedback. 5. Objective met, evidence collected through reports from professionals. 6. Objective met, evidence collected through discussions with parents and carers. 	<ol style="list-style-type: none"> 1. School will look to provide this support for PP children through a development of before school, lunchtime and after school provisions (Nurture Club, Lunchtime provisions with TAs) 2. School has trained up 2 EQE accredited staff members to continue to deliver this program to Y3 pupils for a 10 week program in each Y3 class 3. This has been a fantastic resource and source of support, we will be continuing this provision next year. 4. Through creating a new role within pastoral team and recruitment we have established a larger team of staff who have the capacity to extend the pastoral support across the school. We will be looking into the possibility of establishing the principles shared within the Nurture network. 5. This is a service of support that we will be continuing as the impact and professional support for these vulnerable children has been invaluable. 6. This has been a great source of support to families and will be continued next year. 	<p>£2,499.00</p> <p>£3,990.00</p> <p>£2,287.50</p> <p>£24,768.59</p> <p>£7,353.97</p> <p>£2,370.00</p> <p>£3,780.00</p> <p>£2,330.50</p> <p>£2298.90</p>

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
<ul style="list-style-type: none"> To provide enrichment to the curriculum for identified pupils eligible for the PPG? 	<ol style="list-style-type: none"> Music and Drama extended opportunities, Network Choir Music & Performance PE Specialist PPG Music Lessons PPG Children trips 	<ol style="list-style-type: none"> Objective met, evidence collected through discussions with pupils and parents. Objective met, evidence collected through discussions with parents and pupils. Objective met, evidence collected through discussions with pupils and teachers to ensure that children could draw upon these experiences in their topic work and writing. 	<ol style="list-style-type: none"> The opportunities that this provides for our pupils is excellent and the pupil voice ,confidence, self esteem observed is amazing. This is definitely going to be continued next year. Next year we will be developing this into a PPA carousel of activities and have created a new Art specialist role – this will be able to made available for all year groups across the year for at least a term. This will be continued and hopefully extended so that a higher % of PP children have the opportunity to access musical tuition. This is to be continued including the residential trip. Next year we will be moving the Y6 residential trip to earlier in the year so that the benefits of the teamwork and collaboration established can be utilised across the academic year 	<p>£27,917.40 £6,892.08</p> <p>£1,050.00</p> <p>£5,097.60</p>

7. Additional detail – Current Financial Year projected breakdown of costs

Academic Year	2016/17
Income	£153,029.17
Expenditure	
RR Teacher	15000.00
Learning mentor	22624.62
Inclusion Role	6937.94
Pastoral Support	8824.76
Music & Performance	28403.75
Art Specialist	26413.75
PE Specialist (diff between Sports funding and actual spend)	2187.00
PE PPA Specialist	2500.00
Family & Children's Support	17344.85
QFT TLR	1874.83
First Class @ Number	900.00
Counselling	3645.00

Transport	2105.65
PPG Children trips	1851.70
Extended Schools Support	1152.50
PPG Music Lessons	440.00
Software (FSM)	297.50
Additional Support Individual Children	12412.00
Additional Support Individual Children	12135.00
Additional Support Individual Children	14190.00
Bug Club	1320.00
SaLT	2685.00
Interventions	6791.00
LAC Expenditure	5826.00
Additional Support Ed Psych (average 1 day per child) 5 children	2370.00
Additional Support Dyslexia Support	2160.00
Additional Professional support (art/ play therapy)	2145.00
Total Expenditure	£204,537.85
Balance	£-51,508.68