

Pupil premium strategy statement (Oswald Road Primary)

1. Summary information					
School	Oswald Road Primary School				
Academic Year	17/18	Total PP budget	£135,960	Date of most recent internal PP Review	September 17
Total number of pupils	664	Number of pupils eligible for PP	80	Date for next internal review of this strategy	December 17

Based on KS2 results for 2017 pupils	<i>Pupils eligible for PP (school)</i>	<i>National Average (All pupils)</i>
% working at the expected standard or above in in reading, writing and maths	32%	61%
% working at the expected standard or above in reading	48%	71%
% working at the expected standard or above in writing	44%	76%
% working at the expected standard or above in maths	52%	75%
% making progress in reading	-0.01	
% making progress in writing	-4.14	
% making progress in maths	-0.22	

2. 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.	Low progress measures for PP children in writing by end of Key Stage Two, impacted on by the make up of the group: 17% White British (29% lower than whole school group), 34% Pakistani (10% higher than whole school group), 17% SEND (10% higher than whole school group), 39% Summer birthday (4% higher than whole school group), 41% EAL (16% higher than whole school group).
B.	Starting points for pupils eligible for the PP are lower at the start of KS2.

C.	Low attainment for PP children across school, with specific attention needed for the current Year 5 cohort in reading, writing and maths and Year 2 cohort for writing and maths. SEND is a barrier for this group (10% more SEND needs in this group than our whole school group) and EAL is also a barrier – 41% of our Pupil Premium are also EAL.
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External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	<p>The make up of our PP group is as follows: 17% SEND, 41% EAL, 34% Pakistani, 18% White British. Our EAL children face additional barriers and academic support from families can be difficult if they do not understand the language.</p> <p>Absence of our PP children is as follows: 5.77% with 15.89% PA. This is significantly higher than other groups in school.</p> <p>41% of our PP group live outside of Chorlton.</p>
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raised progress measures for PP children in writing in SATS by the end of Key Stage Two.	Progress measures will show an increase on 2016-17 measures and be in line with measures for reading and maths by July 2018. Target of 96% Expected progress (-2% from non PP) and 27% accelerated progress (+16% from non PP children)
B.	Raised attainment measures for PP children in writing in SATS by end of Key Stage One (including evidence that some prior low achievers have reached Expected Standard)	Attainment measures will show an increase on 2016-17 and be more in line with measures for reading and maths in July 2018. There will be evidence that some children who were low attainers at the end of EYFS, will have now have achieved Expected Standard. 40% rise in Expected in writing from end of EYFS for this group. Decreased gap to 10% between PP and non PP in writing – in line with reading and writing gap. Prediction of 67% of group to achieve Expected Standard, in line with maths and slightly below reading.
C.	Raised attainment for PP children across school, with Year 5 in reading, writing and maths and Year 2 in writing and maths being an additional focus	By July 2018, attainment measures across the school will show a narrowing gap between attainment of PP children and non PP children and Year 5 and Year 2 will have shown a further increase.

D.	Lowered absence levels for our PP children	By July 2018, absence levels will be significantly reduced, with a target of 4.7% (decrease of 1%)
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4. Planned expenditure

Academic year

2017/18

This section states provision and desired outcome for supporting PP children in a wider sense across school

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?
PP children engaging in high quality lessons in the arts.	<ul style="list-style-type: none"> ✓ Music and drama provided by a specialist teacher ✓ Art provided by a specialist teacher ✓ Funding of specific music lessons 	As a school we are keen to ensure the children receive a rich curriculum. We feel strongly that having access to specialist arts teaching will support the confidence of these children and provide high quality experience that will support development in those specific areas. It gives the children opportunity to develop skills within the arts, regardless of whether or not their families could afford to fund it.	<p>Case studies to reflect on the impact this is having</p> <p>Pupil voice to develop our understanding of the impact it is having</p> <p>Analysis of data regarding uptake of specific music lessons and whether pupils reach the expected standard in music, drama and art.</p>	<p>DH</p> <p>Music and Drama: MM</p> <p>Art: NA</p>	Termly: December, March, July
Strong pastoral care in place to support the children accessing school and learning	<ul style="list-style-type: none"> ✓ Learning Mentor ✓ Inclusion role ✓ Pastoral support and leadership ✓ Counselling (costed in interventions) ✓ Understanding behaviours training 	As a school we understand the importance of strong pastoral provision. We understand that providing the children and families with the support they need, will enhance the happiness of the child, their ability to access learning and their progress levels.	<p>Case studies to reflect on the impact this is having</p> <p>Pupil voice to develop our understanding of the impact it is having</p> <p>Reflection on confidential reports</p> <p>Analysis of progress and attainment of identified pupils in core and non-core subjects.</p>	<p>DH</p> <p>Pastoral lead: DW</p>	Termly: December, March, July

<p>Children having a wider variety of experiences and opportunities.</p>	<ul style="list-style-type: none"> ✓ School funding one club per year per pupil premium child ✓ School funding all trips for PP children (including Y6 residential) ✓ Forest Crew (Year 3s) 	<p>We are very keen to enhance the variety of opportunities for our children and extra curricular clubs is an excellent way of doing this.</p> <p>We also understand the importance of children gaining experience through trips and visits. We would not want any child held back due to the cost of an activity. We feel strongly that these trips significantly enhance the children's learning. .</p>	<p>Case studies to reflect on the impact this is having</p> <p>Pupil voice to develop our understanding of the impact it is having</p> <p>Analysis of data regarding how many children access the club offer per year and addressing issues as necessary.</p>		<p>Termly: December, March, July</p>
Total budgeted cost					£89,406

ii. Targeted support – This section focuses specifically on the barriers noted on Page 1.

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?
<p>Raised progress measures for PP children in writing by the end of Key Stage Two.</p>	<ul style="list-style-type: none"> ✓ Interventions ✓ Resources ✓ Half termly data collection ✓ Investment in staff training ✓ Investment in scrutiny from HT and SLT ✓ Extra teacher from April to August – specific focus groups ✓ Specific leadership of Pupil Premium provision and impact 	<p>We are continuing with interventions, which have a proven record of impact.</p> <p>We are keen to ensure there are practical resources to support the children’s learning and development</p> <p>We are very clear that half termly data collection is needed to closely monitor progress and act quickly where needed</p> <p>Staff training calendar is full of training opportunities that focus on sharing of practice, discussing ideas and developing teachers’ subject knowledge, training on areas such as differentiation and Kagan which will support well the improved rate of progress of the identified children</p> <p>Large investment in time for scrutiny (see Quality Assurance Calendar) to ensure what is being seen is showing impact on outcomes and learning</p>	<p>Assessment Team (termly)</p> <p>Weekly drop-ins (SLT) often having focus of vulnerable groups</p> <p>Scrutinies from HT regularly (see Quality Assurance Calendar)</p> <p>Data analysis and predictions</p> <p>Intervention assessment meetings termly</p> <p>Follow up on staff training via discussions (see planned meetings) and drop ins.</p>	<p>DH</p> <p>Assessment: ST</p>	<p>Termly: December, March, July</p>

<p>Raised attainment measures for PP children in writing by end of Key Stage One (including evidence that some prior low achievers have reached Expected Standard)</p>	<ul style="list-style-type: none"> ✓ Sourcing of SALT ✓ Resources ✓ Half termly data collection ✓ Investment in staff training ✓ Senior teacher in Year 1 and Year 2 that are extra to the class teachers. Specific remit of diminishing the difference for specific groups. ✓ Investment in scrutiny from HT and SLT ✓ Interventions ✓ Specific leadership of Pupil Premium provision and impact 	<p>We understand that having access to a wide range of reading materials supports development in writing.</p> <p>We understand that children having SALT support, where needed, will support their development in writing.</p> <p>We are very clear that half termly data collection is needed to closely monitor progress and act quickly where needed</p> <p>Staff training calendar is full of training opportunities that focus on sharing of practice, discussing ideas and developing teachers' subject knowledge, training on areas such as differentiation and Kagan which will support well the improved rate of progress of the identified children</p> <p>Large investment in time for scrutiny (see Quality Assurance Calendar) to ensure what is being seen is showing impact on outcomes and learning</p> <p>By investing in extra experienced teachers as additional staff in Key Stage One, we are confident they will be able to diminish the difference in attainment for vulnerable groups</p> <p>We are continuing with interventions, which have a proven record of impact.</p>	<p>Assessment Team (termly)</p> <p>Weekly drop ins (SLT) often having focus of vulnerable groups</p> <p>Scrutinies from HT regularly (see Quality Assurance Calendar)</p> <p>Data analysis and predictions</p> <p>Intervention assessment meetings termly</p> <p>Follow up on staff training via discussions (see planned meetings) and drop ins.</p>	<p>DH</p> <p>Assessment: ST</p>	<p>Termly: December, March, July</p>
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<p>Raised attainment for PP children across school, with Year 5 in reading, writing and maths and Year 2 in writing and maths being a further focus</p>	<ul style="list-style-type: none"> ✓ Interventions ✓ Resources for Maths support ✓ Resources ✓ Half termly data collection ✓ Investment in staff training ✓ Senior teacher in Year 1 and Year 2 that are extra to the class teachers. Specific remit of diminishing the difference for specific groups. ✓ Specific leadership of Pupil Premium provision and impact 	<p>We understand that having access to a wide range of reading materials supports development in writing.</p> <p>We understand that children having SALT support, where needed, will support their development in writing.</p> <p>We are very clear that half termly data collection is needed to closely monitor progress and act quickly where needed</p> <p>Staff training calendar is full of training opportunities that focus on sharing of practice, discussing ideas and developing teachers' subject knowledge, training on areas such as differentiation and Kagan which will support well the improved rate of progress of the identified children</p> <p>Large investment in time for scrutiny (see Quality Assurance Calendar) to ensure what is being seen is showing impact on outcomes and learning</p> <p>By investing in extra experienced teachers a additional staff in Key Stage One, we are confident they will be able to diminish the difference in attainment for vulnerable groups</p> <p>We are continuing with interventions which have a proven record of impact.</p>	<p>Assessment Team (termly)</p> <p>Weekly drop ins (SLT) often having focus of vulnerable groups</p> <p>Scrutinies from HT regularly (see Quality Assurance Calendar)</p> <p>Data analysis and predictions</p> <p>Intervention assessment meetings termly</p> <p>Follow up on staff training via discussions (see planned meetings) and drop ins.</p>	<p>DH</p> <p>Assessment: ST</p>	<p>Termly: December, March, July</p>
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Total budgeted cost **£35, 318**

See highlight for what has been costed for this section (other parts added, but not costed as we intend an impact on other areas of school too)

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?
Support for those most vulnerable in place, allowing them to access the provision needed. Support in place to access before and after school club when family struggling to get the child to school.	Some funding in place for our before and after school club. Funding in place for specific children to access specific provision Funding in place for specific children to access the transport for the provision they need	Specific children need provision that we have to source elsewhere. This funding is in place so the children can access this, alongside the transport for it. We understand that sometimes getting children into school can be difficult when there are specific issues in the family life. We know that temporary offer of access to before and after school club can effectively support the child getting into school.	Frequent review of what these specific children are receiving. Working with appropriate agencies to monitor child's progress. For children accessing Before and After school club, their attendance and punctuality will be used as an indicator of success.	DH DW – Safeguarding / Pastoral	Half termly at least.

<p>Increase attendance levels for our PP children</p>	<p>Attendance officer working in liaison with School Business Manager</p> <p>New paperwork / spreadsheets in place for earlier identification of any children at risk of becoming poor attenders</p> <p>Half termly Attendance Team meetings with Attendance Manager, SBM and HT</p> <p>Secure daily systems in place to tackle attendance issues</p> <p>Prizes / rewards in place to support good attendance</p>	<p>As attendance rates are lower for pupils eligible for the Pupil Premium a system has recently been put into place, however further refining of this is needed to secure systems and procedures and to target specific families with bespoke programmes.</p> <p>Tight systems (and pastoral support in place where needed) will help raise the attendance rates of these children.</p>	<p>Half termly Attendance Meetings will make clear the progress to targets</p>	<p>DH</p> <p>HA – Attendance Lead</p> <p>SN - SBM</p>	<p>Half termly (last Wednesday of each half term- see Quality Assurance Calendar)</p>
<p>Total budgeted cost</p>					<p>£11,236</p>

5. Review of expenditure - This section reviews the provision that supported PP children in a wider sense across school

Previous Academic Year	2016-17			
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

<p>Higher rates of progress in KS1 and KS2 for reading (especially Inference and Comprehension)</p>	<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 <p>Revising the role of RR teacher to provide more in class support and modelling Guided Reading.</p>	<p>Cracking Comprehension now in place, with staff voice very positive with regards to both the training and the impact it has.</p> <p>Comprehension happening far more frequently across school (evident via books and pupil voice)</p> <p>Staff now clear on reading assessment</p> <p>Guided Reading timetables on a fortnightly timetable – staff voice positive with regards to impact</p> <p>Rising Stars trackers not in place – ST has worked with staff to tailor make our new tracker system instead</p> <p>Reading teacher work has shown good impact (academic year 2016 17) Staff more confident and data of children she has worked with is strong.</p> <p>Attainment in KS2 for PP children remained broadly in line with previous year, however raising by 17% in KS1. There was a 12% rise for Higher Standard at KS2 and a rise of 27% for Higher Standard at KS1.</p> <p>Progress measures for our PP children in reading by end of Year 6 were +4.67 from the previous year. This increase was higher than the +2.35 increase when looking at the full cohort.</p>	<p>Cracking comprehension and Guided reading timetables are now in place and will remain as such.</p> <p>ST will continue to work with the staff to ensure all are clear on new tracker.</p> <p>Reading teacher role was great, however is now working as additional senior teacher in Year 2 to support diminishing the difference for key groups</p>	<p>Points 1, 2 and 3 costed in last year's plan as: £94,518.80</p>
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<p>Narrow the gap between PP and Non-PP pupils in Year 4 and Year 6 for maths</p>	<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>Staff aware of Rising Stars material and tests being completed to aid teacher assessment.</p> <p>Book looks took place whilst the Acting Head led the school, however none specifically focused on pre/post teach.</p> <p>Interventions were in place. Some had more impact than others</p> <p>Some staff still struggling where a SEND child is out of year group. Further work has been done on this since</p> <p>Additional teacher had a fantastic impact.</p> <p>Year 6 results showed an increase from the previous year in maths by 9% with reading and combined staying broadly in line. There was a dip in writing (see note at bottom of document). Higher Standard saw a 12% rise in reading and 4% rise in maths.</p> <p>Progress scores for maths improved by 3.99. in Year 6 2017 SATs, which was 0.91 higher than when looking at the full cohort.</p> <p>In Year 4, PP made slow progress in Autumn term. In Spring they made +34%, +30%, +32% and then from this point +36%, +30%, +34% up to summer. Therefore progress in reading, writing and maths from Spring was positive, however progress was too slow up to December.</p>	<p>Assessment tests will continue to support teacher assessment.</p> <p>Scrutiny will have a much tighter focus this year and actions will be followed up to ensure progress.</p> <p>Interventions have been scaled back to ensure what is in place is strong across</p> <p>Additional teacher model has made an excellent difference. This teacher is now class based and a Phase Lead. We have continued with this model due to impact: Y1 and Y2 both having additional senior teacher. Y6 having additional teaching sessions via DHT and HT.</p>	
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<p>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>Impact of maths training is not apparent. This is now finely tuned and in place (see Quality Assurance Calendar).</p> <p>Rising Stars materials in school and used</p> <p>Boosters were in place</p> <p>ST has worked hard on monitoring children's progress across phases. This has led to a deeper understanding of need and individual need</p> <p>Pupil Progress Paperwork developed to ensure chance to really unpick individual data.</p> <p>Target setting in place and used to hold staff to account</p> <p>Brain Academy resources in place and used</p> <p>There was a rise for our PP prior medium attainers achieving maths at Expected Standard (+21%). Higher attainers remained as 100%. Looking at Higher Standard, there was a rise in medium prior attainers (+6%) with no prior high attainers achieving this.</p> <p>Progress scores for maths improved by 3.99.</p>	<p>The main lesson learned is that the staff meeting calendar needs to really invest time in areas needing development. This is now in place (see Quality Assurance Calendar)</p>	
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ii. Targeted support This section focuses specifically on reviewing provision in place to address barriers identified on Page 1 of the report of 2016-17

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
Higher rates of progress in KS1 and KS2 for reading (especially Inference and Comprehension)	<p>Targeted teacher intervention each week</p> <p>RR Teacher working with PP children 2/3 x per week for a 10 week booster session in each year group</p>	<p>The reading teacher had a strong impact across the school. The data was strong for the children she worked with and the impact on staff was they are more confident in this area.</p> <p>Attainment in KS2 for PP children remained broadly in line with previous year, however raising by 17% in KS1. There was a 12% rise for Higher Standard at KS2 and a rise of 27% for Higher Standard at KS1.</p>	<p>The reading teacher has had a strong impact. We have now moved to a role where she works as an additional teacher in Y2 diminishing the difference for vulnerable groups.</p>	<p>Points 1, 2 and 3 were costed in the last plan as: £85,438.76</p>
Narrow the gap between PP and Non-PP pupils in Year 4 and Year 6 for maths	<p>Weekly small group targeted teacher intervention in maths</p>	<p>First Class @ Number has proved to be an effective intervention. Summer data for Lower Key Stage 2 showed average progress of 15.1 months, with all children in the group progressing more than the 10.5 month expected progress.</p> <p>Summer data for Key Stage 1 showed average progress of 17 months, with all children in the group progressing more than the 10.5 month expected progress.</p>	<p>We will be continuing with this approach as data shows the impact.</p> <p>Work is needed on this and plans can be seen in the Quality Assurance Calendar.</p>	
Higher rates of progress in maths across KS2 for high and middle attaining pupils eligible for PP.	<p>Weekly small group sessions in maths focusing on challenging problem solving and deeper learning /Mastery activities to apply cross conceptual learning</p>	<p>Further work is still needed on this. Year 6 book scrutiny shows they have met this, however other books across school show more work is needed. There is now a plan in place for this (see Quality Assurance Calendar)</p> <p>There was a rise for our PP prior medium attainers achieving maths at Expected Standard (+21%). Higher attainers remained as 100%. Looking at Higher Standard, there was a rise in medium prior attainers (+6%) with no prior high attainers achieving this.</p> <p>Progress scores for maths improved by 3.99.</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
<p>EAL Parents / carers (29% of the school community) don't fully understand or have the English language skills to support their children with the curriculum in particular reading and writing.</p>	<p>Adult learning opportunities to provide support for reading, writing and maths. 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</p>	<p>Adult learning has been in place and offered as have a range of stay and learn sessions.</p> <p>Maths calculations haven't been videoed in different languages</p> <p>Bilingual staff do support in meetings</p> <p>Offer of translation of letters is in place</p> <p>Headline figures show impact for our EAL group looking at data from the previous year:</p> <p>In EYFS, +14% prime areas +20% specific areas, +13% GLD.</p> <p>Phonics: +3%</p> <p>KS1 (Expected Standard): +2% reading, +4% writing, +6% maths</p> <p>KS1 (Higher Standard): + 19% reading, +10% writing, +19% maths</p> <p>KS2 (Expected Standard): +35% reading, +34% maths, +28% combined (dip in writing, 10% - see note at bottom of document)</p> <p>KS2 (Higher Standard): +18% reading, +8% maths (same in writing and combined)</p>	<p>Work on this area is still very much a priority and will be identified in our School Improvement Plan.</p>	<p>This was costed in the last report as: £24,580.29</p>

Additional information on cost breakdown: £135,960

	Cost	Any additional notes
Learning Mentor	£11494	Cost up to September
Music and drama specialist	£28947	
Art specialist	£26841	
Funded trips	£5000	
Funding of extra curricular clubs – one per year	£2000	
Inclusion role	£5385	Percentage of salary
Pastoral support	£4482	Percentage of salary
Pastoral leadership	£3347	Percentage of salary
Funded music lessons	£660	
Forest Crew (Year 3)	£250	Percentage of cost
Staff training – understanding behaviours	£1000	
Interventions (including counsellor)	£23202	
SaLT	£2000	
Additional teacher (April – August)	£2000	Percentage of cost
Leadership of Pupil Premium provision and impact	£8116	Percentage of salary
Transport	£300	For specific children
Extended schools	£2882	Support as needed
Additional support	£3600	For specific child
Additional support	£1870	For specific child
Attendance officer	£2584	Percentage of salary

Overall Impact Notes (Academic year 16-17)

The gap for our PP children is still too wide. However here are indicators that our actions are proving to be effective:

- ✓ The gap between PP and non PP children achieving GLD narrowed by 15% from 2016 to 2017.
- ✓ The gap in reading in EYFS narrowed by 8%, writing narrowed by 7%, number narrowed by 15% and SSM by 17%
- ✓ Achievement of GLD rose from 2016 by 3%, achievement of Prime Learning Goals increased by 11% and Specific Learning Goals by 21%
- ✓ The gap by the end of KS1 narrowed in reading by 18%, writing by 4% and maths by 5%
- ✓ Attainment for PP children at the end of KS1 rose by 17% in reading, 8% in maths and remained in line for writing for Expected Standard. For Higher Standard, there was a 28% increase in reading, 9% increase in writing and 27% increase in maths.
- ✓ The end of KS2 attainment showed a widened gap for reading and writing with a narrowed gap in maths by 7%
- ✓ The Progress measures for end of KS2 showed that writing progress was slower (see note below) however reading had improved by 4.65 and maths had improved by 3.94

Note:

Teachers' assessment of learning in 2016 were higher than SATs test scores in reading and maths. In 2017 the difference between TA and test outcomes was not significant (2.3% in reading, 3.5% in maths and 0% in the combined attainment measure) and indicates teachers assess well.