



Pupil Premium Strategy Impact Review 2018-19

<p>Raised attainment in reading by the end of Year 6, with current Year 3 also showing a developed level of attainment in reading.</p>	<p>Success Criteria: Attainment of our current Year 6 PP children will hit the target of 70% (currently at 40% on track – end of Year 5)</p> <p>Attainment of our Year 3 PP children will have increased by 7% compared to current attainment of Year 3 PP children, with another child moving 10% closer to the 80% on track target.</p> <p>By summer, attainment of Y6 PP children in reading was 60% (20% uplift from end of last year) with 40% at GD.</p> <p>By summer, attainment of Y3 PP children in reading was 77% (17% uplift from end of last year) and therefore exceeding target set.</p>
<p>Developed levels of accelerated progress across school in reading and maths.</p>	<p>Success Criteria: Progress measures will show that there are further levels of accelerated progress across school in reading and maths. Currently average percent of accelerated progress is 15% in reading and 14% in maths. A target has been set of an average of 20% accelerated progress for both reading and maths.</p> <p>Value added for PP children in reading is +3.1 (reading) and +1.7 (maths). Value added for 'all children' was +2.59 (reading) and +1.34 (maths). Therefore our Pupil Premium children have progressed more rapidly than 'all children' in these subjects.</p> <p>Looking at progress over time, in reading, Key stage 2 show uplift in attainment from each key point. In maths, this is seen by end of Year 6.</p>

<p>Progress over the year - Reading - current year 3 and 5, Writing - current year 2, 3, 5 and 6. Maths - current years 3 and 5</p>	<p>Success Criteria: Average uplift for the PP children will have increased. Currently the figures are as follow: Reading Y3: 61 Y5: 75; Writing Y2: 73 Y4:74 Y5: 69 Y6 78; Maths: Y3: 76 Y5: 71. This is the average uplift over the year (school expectation is 80% to be attaining at expected standard). The average uplift will be at 80 in all year groups for PP group for reading, writing and maths. Reading Year 3: 16% uplift (91% expected; 18% accelerated) Year 5: 18% uplift (100% expected; 16% accelerated)</p> <p>Overtime measures: Progress Y3 in reading: +8% since end of KS1 Progress Y5 in reading: +17% from end of EYFS, +10% from end of KS1 Progress Y2 in writing: In line from end of EYFS Progress Y3 in writing: Decline from end of EYFS and KS1 Progress Y5 in writing: 50% uplift from end of EYFS, 10% from end of KS1 Progress Y6 in writing: VA +1.7 Progress Y3 in maths: In line form end of EYFS Progress Y5 in maths: Uplift of 17% from end of EYFS</p>
<p>Lowered absence levels for our PP children and improved punctuality. Lowered levels of behavioural logs.</p>	<p>Success Criteria: By July 2019, absence levels will be significantly reduced, with a target of 0.7% difference to whole school attendance data, therefore showing a 1% reduction. PA will remain reduced.</p> <p>Punctuality of PP children will have become stronger. Baseline to be taken at the beginning of the school year and tracked throughout showing an upward trend.</p> <p>Behavioural logs will not show PP children to be a group that is highlighted as a concern above any other groups.</p> <p>Attendance: 96.19% (0.38% gap from 'all children'). Exceeding target. PA remained in line with previous academic year – achieving target.</p>

Good punctuality in place.

Summer 2 Behaviour Report showed 16.2% of reflections that term were Pupil Premium children. This was a significant dip from previous terms and is approximately reflective of percent of Pupil Premium children in school. (ie 14% of school is Pupil Premium). Therefore, the Behaviour system has shown impact over the year.

Impact of spend

In addition to data above / in the Pupil Premium data analysis report, further information on evidence of impact of spend is available. Below lists where it can be found. This is for areas of spend where impact isn't necessarily evidenced via data above.

Detail	Evidence
Inclusion Role	Case studies
Pastoral Support	Case studies
Pastoral Lead	Case studies
Music & Performance	Case studies
Art Specialist	Case studies
Counselling	Case studies
PPG Children trips	Pupil voice
Extended Schools	Uptake and pupil voice
PPG Music Lessons	Pupil voice
Interventions	Specific PP intervention analysis
Subsidising Clubs (one per year)	Pupil voice

Pupil premium strategy statement (Oswald Road Primary)

1. Summary information					
School	Oswald Road Primary School				
Academic Year	19/20	Total PP budget	£110,764	Date of most recent internal PP Review	December 18 (impact report) Summer 19 – final data analysis
Total number of pupils	658	Number of pupils eligible for PP	79 12%	Date for next internal review of this strategy	December 19

Based on KS2 results for 2018 pupils	<i>Pupils eligible for PP (school)</i>	<i>National Average 2018 (All pupils)</i>
% working at the expected standard or above in in reading, writing and maths	58% (17% GD combined)	64% (10% GD combined)
% working at the expected standard or above in reading	58% (42% GD)	75% (24% GD)

% working at the expected standard or above in writing	67% (17% GD)	78% (20% GD)
% working at the expected standard or above in maths	83% (17% GD)	76% (24% GD)
VA progress in reading	+3.1 90% Expected progress +, 30% Better than Exp	
VA progress in writing	+1.7 90% Expected progress +, 40% Better than Exp	
VA progress in maths	+1.7 90% Expected progress +, 20% Better than Exp	

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | Attainment in reading is particularly low in Year 2 (50%), with just 9% GD. This will need to be addressed, alongside low levels of GD in Year 3 (9%) and Years 4 and 6 (0%). Reading is also whole school priority during academic year 19-20 |
| B. | Attainment in maths is lower than reading and writing as a whole across school. Average reading: 68%; average writing: 64%; average maths: 63%. Average GD reading: 9%; writing: 9%; maths: 5%. Attainment at EXS in maths is lowest in years 4 and 6, but also low in years 2 and 5. |
| C. | Progress over time is slower for children in year 2 (reading, writing and maths); year 4 in writing; and year 5 in maths. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | <p>The make up of our PP group is as follows: 15% SEND, 32% EAL, 32% Pakistani, 26% White British, 60% boys 40% girls. Our EAL children face additional barriers and academic support from families can be difficult if they do not understand the language.</p> <p>Attendance of our PP children is as follows up to end of summer 1: 96% with 9% PA. The PA has significantly reduced from academic year 16 17 and sustained during 17 18 and 18 19 up to end of summer 1. PA is still higher than 'all children'. During summer 2, pupil premium attendance dropped to give an overall of 95% (1% below 'all children') and this also affected PA figures, rising to 11%. Therefore, summer 2 attendance of this group needs considering further.</p> <p>75% of our PP children live outside of the Chorlton postcode– this is a rising figure.</p> <p>By the end of summer 2, PP children on Reflection was reflective of the percentage of children in school who were Pupil Premium. Earlier in the year, the figures were higher. So over the year the Behaviour System clearly impacted, however will need consideration as we move into new academic year and consideration as to maintaining summer's lowered levels. (autumn 1: 21% autumn 2: 21% spring 1: 25% spring 2: 25% summer 1: 31% summer 2: 16%)</p> |
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3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raised attainment in reading in Year 2 (EXS and GD) Raised attainment in Years 3, 4 and 6 (GD)	Attainment as follows: 64% (+14%) Y2 reading EXS; 9% GD (sustained from this year) Year 3 GD: Year 4 GD: 6% (+6%) Year 6 GD: 22% (+22%)
B.	Raised attainment in maths in years 2, 4, 5 and 6.	Attainment as follows: Year 2: 64% (+4%); 9% (sustained) Year 4: 69% (+15%); 6% (+6%) Year 5: 71% (+9%); 14% (+7%) Year 6: 67% (+17%); 11% (+2%)
C.	Stronger levels of expected progress in year 2 (reading, writing and maths), year 4 (writing and year 5 (maths).	Progress over time as follows: 90% making expected+ progress from end of phase (Year 2 in reading, writing and maths; Year 4 in writing and Year 5 in maths)

D.	<p>Sustained levels of attendance over the year, with increased levels of attendance in summer 2.</p> <p>Sustained levels of Reflections issued over the year.</p>	<p>Attendance will be 96% PA will sustain as no more than 9%, even following summer 2.</p> <p>Percentage of Reflections issued will not exceed the percentage of pupil premium cohort.</p>
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4. Planned expenditure

Academic year	2019/20
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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

<p>Strong pastoral care in place to support the children accessing school and learning</p>	<ul style="list-style-type: none"> • Inclusion role • Pastoral support and leadership • Counselling (costed in interventions) • Deputy Head leading pastoral team 	<p>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>	<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>	<p>Termly: December, March, July</p>
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<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) 	<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>DH, CT – budget</p> <p>HC – clubs</p> <p>PS/LM/KB - PE</p>	<p>Termly: December, March, July</p>
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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 attainment in reading in Year 2 (EXS and GD) Raised attainment in Years 3, 4 and 6 (GD)</p>	<ul style="list-style-type: none"> ✓ Interventions ✓ Termly data collection ✓ Investment in staff training ✓ Investment in scrutiny from HT and SLT ✓ Specific leadership of Pupil Premium provision and impact ✓ Reduced class size in Year 6 (split across 4 classes every morning) ✓ Additional teacher support in Year 2 and 3 ✓ Strong Phase Leadership in place 	<p>We are continuing with interventions, which have a proven record of impact.</p> <p>We are keen to ensure there is a large range of high-quality, well-pitched books.</p> <p>We are very clear that 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 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>Follow up on staff training via discussions (see planned meetings) and drop ins.</p> <p>Reading – whole school focus.</p> <p>Joint provision mapping.</p>	<p>DH</p> <p>Reading Lead: SG</p>	<p>Termly: December, March, July</p>

<p>Raised attainment in maths in years 2, 4, 5 and 6.</p>	<ul style="list-style-type: none"> ✓ Resources (specifically mathematical manipulatives) ✓ External training on the above ✓ Termly data collection ✓ Additional teacher in Years 2, 3, 5, 6 for part of the week to provide work pitched at same level but with more opportunity for precision of teaching / targets due to small group ✓ Reduced class size in Year 6 (split across 4 classes every morning) ✓ Investment in scrutiny from HT and SLT ✓ Interventions ✓ Specific leadership of Pupil Premium provision and impact 	<p>We understand that having access to manipulatives in maths is essential in developing security of concepts.</p> <p>We are very clear that 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 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, 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. Groups</p> <p>We understand that for effective use of manipulatives in maths in Key Stage 2 to happen, we need external training.</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>Follow up on staff training via discussions (see planned meetings) and drop ins.</p> <p>Joint provision mapping.</p>	<p>DH</p> <p>Maths leads: NG, CC, RF, SR</p>	<p>Termly: December, March, July</p>
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<p>Stronger levels of expected progress in year 2 (reading, writing and maths), year 4 (writing and year 5 (maths)).</p>	<ul style="list-style-type: none"> ✓ Interventions ✓ Resources for Maths support ✓ Termly data collection ✓ Investment in staff training ✓ Specific leadership of Pupil Premium provision and impact ✓ Sourcing of SALT ✓ Strong Phase Leadership ✓ Additional teacher in Years 1, 2, 3, 5 and 6 for part of the week to provide work pitched at same level but with more opportunity for precision of teaching / targets due to small group ✓ Reduced class size in Year 6 (split across 4 classes every morning) 	<p>We understand that having access to manipulatives in maths is essential in developing security of concepts.</p> <p>We understand that children having SALT support, where needed, will support their development in writing.</p> <p>We are very clear that 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 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, 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>Follow up on staff training via discussions (see planned meetings) and drop ins.</p> <p>Joint provision mapping.</p>	<p>DH</p> <p>Phase Leads / Deputy Heads</p>	<p>Termly: December, March, July</p>
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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. Funds available to access support as 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. Some funding in place to be used as needed considering specific needs throughout the year.	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. We also know that being able to offer support in a variety of ways, by having funding available to do so, will impact positively on our children.	For children accessing Before and After school club, their attendance and punctuality will be used as an indicator of success. For children accessing other support, impact will be considered on an individual basis.	DH DW	Termly
Lowered absence levels for our PP children.	Attendance officer working in liaison with School Business Manager Paperwork / spreadsheets in place for earlier identification of any children at risk of becoming poor attenders / groups overview / action Half termly Attendance Team meetings with Attendance Manager, SBM and HT Secure daily systems in place to tackle attendance issues	As attendance rates were previously lower for pupils eligible for the Pupil Premium a system was put into place, with further refining of this to secure systems and procedures and to target specific families with bespoke programmes. Tight systems (and pastoral support in place where needed) will help raise the attendance rates of these children and improved levels of punctuality.	Half termly Attendance Meetings will make clear the progress to targets	DH HA – Attendance Lead CT - SBM	Half termly (see Quality Assurance Calendar)

	<p>Prizes / rewards in place to support good attendance</p> <p>Continue with sample group intervention – HT / child / parental meet, target setting, follow up</p> <p>Baseline tracking of punctuality to be followed across the year, followed up effectively by Attendance Lead and class teacher where appropriate. Supported by Pastoral Team also when appropriate.</p>				
<p>Lowered levels of behavioural logs for our PP children</p>	<p>Half termly report submitted to HT from Behaviour Leads</p> <p>TLRs specifically for behaviour to support swift action/support, updating as needed of policy, Rights Respecting links, parental links.</p> <p>Strategic lunchtime support (TLR investment) to support levels of good behaviour and developed engagement.</p> <p>Behaviour is whole school priority.</p>	<p>Children managing their own behaviours is our aim. We understand that there are many factors on how /why a child presents as they do in school. Developing a holistic approach is absolutely essential.</p>	<p>Behaviour Policy in place, with reviews to see how this is working</p> <p>Support at lunchtimes to keep zones up and running and therefore develop levels of engagement – reviews to see how this is working</p> <p>Review when looking at Behaviour reports and actioning next steps as needed</p>	<p>KWBH / WG – Behaviour leads</p> <p>DH</p>	<p>Half termly</p>

Financial Year 2019 – 20

£110,764

Detail	Cost	Intended Impact
Attendance Officer Support	£2000	Increased attendance of Pupil Premium group
Inclusion Role	£2000	Ensuring our provision is tailored to the needs of our children to ensure they are happy and can access learning.
Pastoral Support and Leadership	£7000	Higher level of pastoral care to ensure children feel happy and can access learning.
Leadership of Pupil Premium	£ 4000	Full focus at all points – scrutinies, pupil voice, data, triangulation, appraisal, actions etc leading to more tailored provision and stronger attainment
Music & Performance	£10,000	Music and drama provided by a specialist teacher allowing for high quality experience and development of skills in this area.
Art Specialist	£10,000	Art provided by a specialist teacher allowing for high quality experience and development of skills in this area.
Strategic Lunchtime Support	£1000	To further support strong levels of behaviour during lunchtime
Phase Leader Support	£5000	To raise standards further via strong leadership
Behaviour TLR	£2000	To reduce any levels of behavioural incidents via strong leadership of this area
Reduced Class Size	£ 10,000	Raised attainment and progress of this group

Counselling	£ 5,000.	To ensure children who need this, have an appropriately trained person to talk to.
PPG Children trips	£2,000.	To ensure the children gain a variety of experiences linked to the curriculum.
PPG Music Lessons	£1,000	To give the children the opportunity to develop skills within music.
SaLT	£1,000	To ensure there is the appropriate level of specific support from appropriately trained professionals.
Interventions	£40,000	To ensure gaps in learning are identified and support is put in place to allow for stronger progress.
Pupil Premium Support	£ 5,000	To ensure children have access to before and after school provision where needed, to support the family getting the child into school for a period of time. To ensure the correct support can be put in place as needed.
Subsidising Clubs (one per year)	£3800	To ensure the children have access to wider opportunities within school.