

Pupil premium strategy statement (Oswald Road Primary)

1. Summary information					
School	Oswald Road Primary School				
Academic Year	18/19	Total PP budget	£117,670	Date of most recent internal PP Review	December 17 (impact report) Summer 18 – final data analysis
Total number of pupils	69	Number of pupils eligible for PP	10%	Date for next internal review of this strategy	December 18

Based on KS2 results for 2018 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	63%	64%
% working at the expected standard or above in reading	71%	75%
% working at the expected standard or above in writing	79%	78%
% working at the expected standard or above in maths	83%	76%
% making progress in reading	88% (+3.18)	
% making progress in writing	100% (+2.43)	
% making progress in maths	100% (+2.19)	

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. | <p>Low attainment in reading by end of KS2, with reading in all year groups below national average apart from current year 4. Overall whole school attainment gap of 10% (13% including SEND). Current Year 3 and Year 6 with lowest attainment.</p> <p>Impacted by make up of the group: 19% SEND, 35% EAL, 36% Pakistani, 20% White British, 55% boys/45% girls. Attendance of Pupil Premium is 1.7% below all children. Attendance had been 95% in autumn, dropped to 93% in spring and then to 94% by summer. Punctuality has been an issue that has been noted for our PP children.</p> <p>Make up of Year 3: 57% boys, 57% Pakistani, 36% EAL, 14% SEND, 36% summer birthday,
Make up of Year 6: This cohort were very low attaining at Reception (whole cohort: 27% GLD); 50% boys, 50% Pakistani, 10% White British, 60% EAL, 20% SEND. 82% of PP children in this cohort didn't attain GLD</p> |
| B. | <p>Slower levels of accelerated progress over time. In reading and maths it is less than 20% in all year groups.</p> <p>Impacted by make up of the group: 19% SEND, 35% EAL, 36% Pakistani, 20% White British, 55% boys/45% girls. Attendance of Pupil Premium is 1.7% below all children. Attendance had been 95% in autumn, dropped to 93% in spring and then to 94% by summer. Punctuality has been an issue that has been noted for our PP children.</p> |
| C. | <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>Impacted by make up of the group: 19% SEND, 35% EAL, 36% Pakistani, 20% White British, 55% boys/45% girls. Attendance of Pupil Premium is 2% below all children (94%). Attendance had been 95% in autumn, dropped to 93% in spring and then to 94% by summer. Punctuality has been an issue that has been noted for our PP children.</p> <p>Make up of Year 2: 56% boys, 22% Pakistani, 11% EAL, 22% SEND, 33% summer birthday,
Make up of Year 3: 57% boys, 57% Pakistani, 36% EAL, 14% SEND, 36% summer birthday,
Make up of Year 5: 67% boys, 44% Pakistani, 0% White British, 44% EAL, 33% SEND
Make up of Year 6: 50% boys, 50% Pakistani, 10% White British, 60% EAL, 20% SEND; This cohort were very low attaining at Reception (whole cohort: 27% GLD) 82% of PP children in this cohort didn't attain GLD</p> |

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	<p>The make up of our PP group is as follows: 19% SEND, 35% EAL, 36% Pakistani, 20% White British, 55% boys/45% girls. 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: 94% with 9% PA. The PA has significantly reduced, however overall absence is still 1.7% higher than 'all children'</p> <p>45% of our PP children live outside of Chorlton – this is a rising figure.</p> <p>Before introduction of our new Behaviour System, Pupil Premium children were a concern data wise. For example: Summer 1 (pre new system): 17 high level incidents 59% - Pupil Premium; 22 medium level incidents; 41% - Pupil Premium.</p> <p>After introduction of our new system (Summer 2, 2018): Reflection Times 75 28% - Pupil Premium. This shows the new system devised following stakeholder voice and training has impacted positively on our Pupil Premium children.</p>	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raised attainment in reading by the end of Year 6, with current Year 3 also showing a developed level of attainment in reading.	<p>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>
B.	Developed levels of accelerated progress across school in reading and maths.	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.
C.	Progress over the year - Reading - current year 3 and 5, Writing - current year 2, 3, 5 and 6. Maths - current years 3 and 5	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.
D.	Lowered absence levels for our PP children and improved punctuality. Lowered levels of behavioural logs.	<p>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>

4. Planned expenditure

Academic year

2018/19

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) • Addition to the pastoral team and pastoral TLR during Assistant Head's absence 	<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 (LC and NG during DW's maternity leave)</p>	<p>Termly: December, March, July</p>
<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, SN – budget</p> <p>FM – clubs</p> <p>CD/LM/KB - PE</p>	<p>Termly: December, March, July</p>

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 by the end of Year 6, with current Year 3 also showing a developed level of attainment in reading.</p>	<ul style="list-style-type: none"> ✓ Interventions ✓ Half 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) ✓ 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 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 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>Developed levels of accelerated progress across school in reading and maths.</p>	<ul style="list-style-type: none"> ✓ Resources (specifically mathematical manipulatives) ✓ Half termly data collection ✓ Investment in staff training ✓ Additional teacher in Years 1, 2, 3, 4, 5 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 ✓ Strong Phase Leadership 	<p>We understand that having access to manipulatives in maths is essential in developing security of concepts.</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 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>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>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>	<ul style="list-style-type: none"> ✓ Interventions ✓ Resources for Maths support ✓ Half 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, 4, 5 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 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 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>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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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?
<p>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.</p>	<p>Some funding in place for our before and after school club.</p>	<p>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.</p>	<p>For children accessing Before and After school club, their attendance and punctuality will be used as an indicator of success.</p>	<p>DH DW/LC/NG – Safeguarding / Pastoral</p>	<p>Half termly at least.</p>
<p>Lowered absence levels for our PP children and improved punctuality</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 / groups overview / action</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>New system to trial with sample group – 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</p>	<p>As attendance rates are lower for pupils eligible for the Pupil Premium a system has recently been put into place, with further refining of this 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 and improved levels of punctuality.</p>	<p>Half termly Attendance Meetings will make clear the progress to targets</p> <p>Weekly feedback to HT from Attendance Lead will show progress in attendance rates.</p> <p>Half termly attendance meetings to also have punctuality feedback (including group punctuality)</p>	<p>DH HA – Attendance Lead SN - SBM</p>	<p>Half termly (see Quality Assurance Calendar)</p>

	<p>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 Lead</p> <p>Attachment training for all staff which will support a more developed understanding of some children's needs</p> <p>TLR specifically for behaviour to support swift action/support, re-designing of policy, Rights Respecting links, parental links.</p> <p>Re-design of policy in line with Rights Respecting, staff/pupil voice, parental ideas.</p> <p>Strategic lunchtime support to support levels of good behaviour and developed engagement.</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>New Behaviour Policy (after gathering of pupil voice, staff voice, work with Rights Ambassadors etc) – reviews to see how this is working</p> <p>Support at lunchtimes to re-zone 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 – Behaviour lead</p> <p>DH</p>	<p>Half termly</p>

Review of Strategy 2017-18

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

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

Previous Academic Year		2017-18	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	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)
<p>PP children engaging in high quality lessons in the art.</p>	<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 	<p>Art data shows Pupil Premium children are attaining higher percentage of Expected than 'all pupils' in each Key Stage 2 cohort, in line in Year 2 and 4% below in Year 1.</p> <p>Art individual feedback showed by end of autumn term, there had been a positive impact on 85% of the PP children, however 10 children still showing some engagement concerns and 15 children showing progress in interest / enjoyment but still areas to consider, such as focus. By end of spring, Out of the children showing engagement concerns, 50% had made great progress, 40% had made progress but with elements still to work on . Out of the 15 children noted above, 12/15 had made excellent progress. 3/15 had made progress but still elements to consider. Summer follow up showed all children had made progress in the areas that had been noted.</p> <p>Music data shows Pupil Premium children are attaining higher percentage of Expected than 'all pupils' in Years 1, 2, 3, 4, in line in Year 6 and 6% below in Year 5. 21% of our Pupil Premium attained Greater Depth in music by end of Year 6.</p> <p>Music individual feedback showed there was positive impact on 100% of the children, with 6 children at end of the autumn term with some concentration issues in music sessions still. By end of spring, 5/6 of those children showed progress in this area. Specialist advice was sought for the sixth child and by end of summer, progress had been seen in this area too.</p> <p>Individual case studies for both art and music show positive impact of the strategy (for example, now taking up extra curricular music activities; developed confidence; developed sophistication of application of skills.</p> <p>Pupil voice for individual music lessons was positive, including: 1. How have you benefited from your violin lessons?</p> <p>"I can learn lots of songs and I am going to do a performance in assembly. It will be my first ever performance and I'm very excited. I'll feel proud when my mum comes to watch."</p> <p>"When I was in Year 4 I didn't know how to play the violin but now I feel confident when I am playing it."</p> <p>2. How do you know you've made progress?</p> <p>"I've been learning a lot so I can start playing along with everyone at the right time."</p> <p>"I couldn't really play properly before but now my violin teacher says that I have improved."</p> <p>3. If you were given the opportunity would you continue to learn it?</p> <p>"Yes, I want to be a violin teacher when I grow up so I need to have lots more lessons!"</p> <p>"Yes and I would also like to learn to play the guitar."</p> <p>For both art and music, children talk about skills in that area leading to viable careers.</p>	<p>Strategy has impacted positively on our Pupil Premium children</p>

<p>Strong pastoral care in place to support the children accessing school and learning</p>	<ul style="list-style-type: none"> • Learning Mentor • Inclusion role • Pastoral support and leadership • Counselling (costed in interventions) • Understanding behaviours training 	<p>Understanding Behaviours training was welcomed by all and behaviour has remained good across school. Following work, a new Behaviour Policy was launched. Since this, behaviour statistics show Summer 1 (pre new system):17 high level incidents 59% - Pupil Premium; 22 medium level incidents; 41% - Pupil Premium. Summer 2 (new system) – Reflection Times 75 28% - Pupil Premium. This shows the new system devised following stakeholder voice and training has impacted positively on our Pupil Premium children.</p> <p>19 children accessed pastoral provision mapping in autumn, 38 in spring and 26 in summer. Over the year, 19 children accessed counselling and 19 children accessed Play Therapy. In summer 2, 2 children accessed our new trainee play therapist. Case studies show positive impact, including: families no longer reliant on support from outside agencies; fulfilling life without requirement of support; achievement academically, socially and emotionally; reduction in logs on CPOMS regarding peer relations; improvement in child’s attendance.</p>	<p>Strategies have impacted well on our Pupil premium children. Behaviour data to be analysed half termly with the groups in mind, to ensure our behaviour policy is still working as effectively for our PP children as it did do on implementation.</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) • Forest Crew (Year 3s) 	<p>14% more PP children accessed sports clubs in KS1, 30% more in KS2 (19% more in LKS2, 38% more in UKS2). We are Adventurers was a particularly well attended club in KS1 (average 30% rise in attendance of PP children over the year). Science book review club was well attended by PP too- 60% of club was PP children. Our Pupil Premium children have accessed French Club, Singing Club, Musical theatre, skateboarding, Art Club, Girls' Football, netball and choir.</p> <p>Children talk positively about school trips. They find them exciting, feel they learn a lot that they can apply when back at school and feel they wouldn't necessarily know about the places if school didn't give them the opportunity to attend. For example:</p> <p>"I think it helps as if I hadn't been on the trip, I wouldn't know so many facts"</p> <p>"It's an adventure and I like taking a packed lunch!"</p> <p>"You can see the world and explore"</p> <p>"If you didn't go, you wouldn't know what happened there and what is there to learn"</p>	<p>Forest Crew was unsustainable when member of staff left. This was mainly due to falling TA numbers. Due to children really benefiting from this experience, we did try to work around it, but this wasn't workable.</p> <p>Trips are proving to be an effective spend and uptake in clubs is increasing, therefore widening opportunities.</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 2017-18

Desired outcome	Chosen action/approach	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)
<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>100% of our Pupil Premium children made at least expected progress in writing by the end of KS2.</p> <p>Progress uplift for Y6 Pupil Premium children in writing across the year: 94% (80% = on track)</p> <p>43% accelerated progress for our Pupil Premium in Year 6 from end of KS1 in writing.</p> <p>Year 6 interventions showed impact: GPS intervention: 80%accelerated; comprehension (which in turn impacts on writing): 86% accelerated</p> <p>VA score of 2.43 for writing (Sig+). All children 1.5. Therefore, impact on our Pupil Premium children is significant.</p>	<p>Year 6 interventions have impacted positively. Senior teachers leading intervention and this time has been protected. Also TA led interventions have been led by established TAs with a wealth of experience. Model of teacher led interventions has been rolled out across school where possible.</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>Year 2 PP attainment: Reading: 60% Writing: 68% Maths: 73%</p> <p>No Greater Depth for our Pupil Premium children in Year 2.</p> <p>Progress</p> <p>Reading 93% Expected, 14% accelerated Writing 100% Expected, 7% accelerated Maths 100% Expected, 29% accelerated</p> <p>In Year 2 we have narrowed the gap since end of Reception for these children. 60% not achieving GLD, now 33% not achieving combined at end of Y2.</p> <p>11 children who got emerging for writing in Reception now achieved 80%+ (expected / on track) in writing at the end of Y2.</p>	<p>We need higher levels of accelerated progress in reading and maths still- without this we will not convert our on track children to Greater Depth.</p> <p>Further consideration of this is needed.</p> <p>Cohort needs consideration. PP group make up: 57% boys, 57% Pakistani, 36% EAL, 14% SEND, 36% summer birthday.</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>Interventions had a positive impact on our Pupil Premium children</p> <p>Looking at the specific year groups / subjects noted in the target, this is an outline of impact of intervention:</p> <p>Year 5</p> <p>Reading</p> <ul style="list-style-type: none"> • 1 child received extra reading support. This child achieved 72% of the reading targets with a 28% uplift from the spring term. <p>Writing</p> <ul style="list-style-type: none"> • 1 child received extra writing support to achieve the expected standard. The child achieved 85% of the writing targets. <p>Maths</p> <ul style="list-style-type: none"> • 5 children received extra maths support to achieve the expected standard. 4 out of 5 children achieved 80%+ <p>Year 2 writing</p> <ul style="list-style-type: none"> • 3 children received extra writing support. All children made at least 30% progress uplift and one child achieved 80% of the writing targets. <p>FC@N - in summer, 100% of PP children showed accelerated progress on this programme; 100% in both KS1 and KS2 in Spring made accelerated progress on this programme and 100% in both KS1 and KS2 in autumn.</p> <p>Autumn interventions had a positive impact on our PP children in EYFS, some positive impact in KS1 and positive impact in UKS2 (eg teacher led maths intervention in Y6, 100% of PP children who accessed this made accelerated progress). This impact was mirrored in spring, with interventions also in place in LKS2 and having some impact.</p> <p>Year 6 interventions (PP): GPS intervention: 80%accelerated; comprehension: 86% accelerated;</p>	<p>Half termly data collection and specific leadership has increased knowledge of pupil premium children, starting points and expectations.</p> <p>Interventions have been successful. However, where interventions have been disturbed by cover needs, this has impacted negatively on the results.</p>
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		<p>Y6: +13</p> <p>Shows a strong move forward in writing and maths. Spikey progress to target in reading.</p> <p>Progress uplift compared to last academic year:</p> <p>Reading Y1: +5% Y2: Down Y3: +28% Y4: +2% Y5: Down 5% Y6: +16%</p> <p>Writing Y1: +4% Y2: In line Y3: +9% Y4: Down Y5: Down 5% Y6: +14%</p> <p>Maths Y1: +4% Y2: In line Y3: +9% Y4: Down Y5: +4% Y6: +6%</p> <p>Progress uplift apparent in a majority of year groups / subjects</p> <p>As the above data compares one cohort to the next cohort (eg Y1 2016 17, to Y1 2017 18), the below information compares the attainment over time of the same cohort:</p>	
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		<p>Y1 50% didn't achieve GLD, reduced to 37% not on track for combined in Year 1 Y2 60% didn't achieve GLD, reduced to 33% not on track for combined in Year 2 Y3 45% didn't achieve GLD, reduced to 36% not on track for combined in Year 2 and then 27% by the time they were in Year 3 Y4 67% didn't achieve GLD, reduced to 58% not on track for combined in Year 2 and then 50% by the time they were in Year 4 Y5 82% didn't achieve GLD, reduced to 72% not achieving combined in Year 2 and then 63% by Year 5 Y6 30% didn't achieve GLD, reduced to 17% not achieving combined in Year 2</p> <p>Data over time shows more PP children coming on track.</p>		
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iii. Other approaches

Desired outcome	Chosen action/approach	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)
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<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>Significant decrease in our Persistent Absence figures for our PP children – down to 9%</p> <p>1.7% difference in PP attendance to 'all children'.</p>	<p>Measures in place have clearly impacted – mainly on the PA children.</p> <p>New system was put into place throughout the year which tightened up weekly look at group attendance and specific children within the groups – this has really supported an increase from the dip seen in Spring attendance data.</p>
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<p>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.</p>	<p>Some funding in place for our before and after school club.</p> <p>Funding in place for specific children to access specific provision</p> <p>Funding in place for specific children to access the transport for the provision they need</p>	<p>Before / after school supported families when in difficulties</p> <p>Placements / transport allowed specific children to access the appropriate provision.</p>	<p>Stopping provision of funding for before / after school club can be difficult and this needs consideration for future.</p>
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Financial Year 2018 – 19

£117,670

Detail	Cost	Intended Impact
Attendance Officer Support	£4687	Increased attendance of Pupil Premium group
Attendance data and analysis – weekly meetings/ action setting	£914	Increased attendance of Pupil Premium group
Inclusion Role	£5362	Ensuring our provision is tailored to the needs of our children to ensure they are happy and can access learning.
Pastoral Support	£4439	Higher level of pastoral care to ensure children feel happy and can access learning.
Leadership of Pupil Premium	£10431	Full focus at all points – scrutinies, pupil voice, data, triangulation, appraisal, actions etc leading to more tailored provision and stronger attainment
Pastoral Lead	£7225	Higher level of pastoral care to ensure children feel happy and can access learning.
Music & Performance	£10224	Music and drama provided by a specialist teacher allowing for high quality experience and development of skills in this area.
Art Specialist	£9479	Art provided by a specialist teacher allowing for high quality experience and development of skills in this area.
Strategic Lunchtime Support (SLT)	£3881	To further support strong levels of behaviour during lunchtime
Phase Leader Support	£1819	To raise standards further via strong leadership
Behaviour TLR	£1388	To reduce any levels of behavioural incidents via strong leadership of this area
Reduced Class Size	£6300	Raised attainment and progress of this group
Attachment Training	£1000	To increase level of support for children
Counselling	£5500	To ensure children who need this, have an appropriately trained person to talk to.
PPG Children trips	£2000	To ensure the children gain a variety of experiences linked to the curriculum.
Extended Schools	£2000	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.
PPG Music Lessons	£1000	To give the children the opportunity to develop skills within music.
SaLT	£2500	To ensure there is the appropriate level of specific support from appropriately trained professionals.
Interventions	£32000	To ensure gaps in learning are identified and support is put in place to allow for stronger progress.
Maths Manipulatives	£1000	To ensure there are the appropriate amount of resources for the children to support the development of mathematical concepts.
Subsidising Clubs (one per year)	£3520	To ensure the children have access to wider opportunities within school.
Resources relating to Behaviour Policy	£1000	To further support strong levels of behaviour during lunchtime