



## Pupil Premium Strategy

### Review January 2020 – UPDATED APRIL DURING SCHOOL CLOSURE

#### **Jargon buster**

GD – Greater Depth

GDS – Greater Depth Standard

EXS – Expected Standard

PA - Persistent absence

PP – Pupil Premium

<p>Raised attainment in reading in Year 2 (EXS and GD)</p> <p>Raised attainment in Years 3, 4 and 6 (GD)</p>	<p>Success Criteria: Attainment as follows:</p> <p>64% (+14%) Y2 reading EXS; 9% GD (sustained from this year)</p> <p>Year 3 GD: 11% (+2%)</p> <p>Year 4 GD: 6% (+6%)</p> <p>Year 6 GD: 22% (+22%)</p> <p>Year 2: Autumn attainment is 45% EXS, 0% GDS. 100% expected progress from end of phase (+0.1)</p> <p>Year 3: 13% GDS – target exceeded</p> <p>Year 4: 7% GDS – target exceeded</p> <p>Year 6: 0% GDS as of autumn data. 10% prediction. Increase in 10% from previous year, although not meeting</p>
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	target.
Raised attainment in maths in years 2, 4, 5 and 6.	<p>Success Criteria: Attainment as follows:</p> <p>Year 2: 64% (+4%); 9% (sustained)  Year 4: 69% (+15%); 6% (+6%)  Year 5: 71% (+9%); 14% (+7%)  Year 6: 67% (+17%); 11% (+2%)</p> <p>Year 2: 55% 0% - below target (prediction: 69%, 8% - exceeding and broadly in line with target)  Year 4: 60% 7% - EXS below target, GDS above target  Year 5: 71% 21% - In line with and exceeding target  Year 6: 40% 0% - below target (prediction: 60%, 10% - below target)</p>
Stronger levels of expected progress in year 2 (reading, writing and maths), year 4 (writing and year 5 (maths)).	<p>Success Criteria: Progress over time as follows:</p> <p>90% making expected+ progress from end of phase (Year 2 in reading, writing and maths; Year 4 in writing and Year 5 in maths)</p> <p>Year 2:  Reading 100% Expected plus progress (+0.1)  Writing 91% Expected plus progress (+0.1)  Maths 100% Expected plus progress (+0.1)</p> <p>Year 4 writing: 93% Expected plus progress (0)</p> <p>Year 5 maths: 85% Expected plus progress; 21% acceleration (+0.1)</p>

<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>Success Criteria: 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> <p>Current attendance (end of spring 1): 95.37 (whole school: 96.22) Difference of 0.85% PA usually reported on in July due to % at this point not being reliable for PA. PA as of spring is 14% (would have been expected to reduce by July due to percentages). This is 11 children. Mixture of specific reasons; random absences for illness; lates; mixture of lates and random absences for illness and penalty notices.</p> <p>21% of reflections were PP children – this was in line with previous half term. 33% of parental meetings in autumn 2 were PP children (small numbers: 3/9) 0 reports were PP children</p> <p>At present reflections percentage exceeds percentage of PP.</p>
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## Pupil premium strategy statement (Oswald Road Primary)

1. Summary information					
<b>School</b>	Oswald Road Primary School				
<b>Academic Year</b>	20/21	<b>Total PP budget</b>	£118,290	<b>Date of most recent internal PP Review</b>	April 2020
<b>Total number of pupils</b>	671	<b>Number of pupils eligible for PP</b>	81	<b>Date for next internal review of this strategy</b>	December 20

No SATs data due to Covid-19

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Progress in reading was slower for Pupil Premium children (-0.1 in Year 3, 4, 5, 6)
<b>B.</b>	Progress in writing was slower for Pupil Premium children in Years 3 and 4 (-0.1)
<b>C.</b>	Progress in maths was slower for Pupil Premium children in Year 4 (-0.1)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	<p>The make up of our PP group is as follows: 81 children, 32% EAL, 25% SEND, 37% summer born, 28% Pakistani, 23% White British, 50% boys / 50% girls</p> <p>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 spring 1: 95.37 (whole school: 96.22) Difference of 0.85%</p>

PA usually reported on in July due to % at this point not being reliable for PA. PA as of spring is 14% (would have been expected to reduce by July due to percentages). This is 11 children.

21% of reflections were PP children – this was in line with previous half term.  
 33% of parental meetings in autumn 2 were PP children (small numbers: 3/9)  
 0 reports were PP children

At present reflections percentage exceeds percentage of PP.

As of academic year 19/20, 75% of our PP children live outside of the Chorlton postcode– this was noted as a rising figure.

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Stronger progress in reading for Pupil Premium children in Key Stage 2	Each year group in Key Stage 2 will have progress of at least 0 in reading.
<b>B.</b>	Stronger progress in writing for Pupil Premium children in Years 4 and 5 (last year's 3 and 4 showed slower progress)	Year 4 and 5 will have progress of at least 0 in writing.
<b>C.</b>	Stronger progress in maths for Pupil Premium children in Year 5 (last year's Year 4 showed slower progress)	Year 5 will have progress of at least 0 in maths .
<b>D.</b>	Sustained levels of attendance over the year, with increased levels of attendance in summer 2.	Attendance will be in line with 'all children' (No figure given due to understanding there is likely to be a lot of in/out due

	<p>Behaviour reports will show there is no trend that more phone calls home / parental meetings / reports are in place for Pupil Premium children compared to 'all children'</p>	<p>to coughs / colds meaning children will need to be off until test results etc)</p> <p>PA will sustain previous academic year (ie not last year due to Covid-19) as no more than 9%.</p> <p>Behaviour termly reports will not have a trend that there are more parental calls, meetings or reports for children who are Pupil Premium.</p>
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**4. Planned expenditure**

<b>Academic year</b>	<b>2020/21</b>
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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"> <li>• Music and drama provided by a specialist teacher</li> <li>• Art provided by a specialist teacher</li> <li>• Funding of specific music lessons (when</li> </ul>	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,	<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>DH</p> <p>Music and Drama: MM</p> <p>Art: NA</p>	Termly: December, March, July

	<p>this can be back in place)</p>	<p>regardless of whether or not their families could afford to fund it.</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>Strong pastoral care in place to support the children accessing school and learning</p>	<ul style="list-style-type: none"> <li>• Inclusion role</li> <li>• Pastoral support and leadership</li> <li>• Counselling (costed in interventions)</li> <li>• Deputy Head leading pastoral team</li> </ul>	<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>
<p>Children having a wider variety of experiences and opportunities.</p>	<ul style="list-style-type: none"> <li>• School funding one club per year per pupil premium child (when this is back in place)</li> <li>• School funding all trips for PP children (including Y6 residential – when these are back in place)</li> </ul>	<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/CD - 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>Stronger progress in reading for Pupil Premium children in Key Stage 2</p>	<ul style="list-style-type: none"> <li>✓ Interventions</li> <li>✓ Termly data collection</li> <li>✓ Investment in staff training</li> <li>✓ Investment in scrutiny from HT and SLT</li> <li>✓ Specific leadership of Pupil Premium provision and impact</li> <li>✓ Additional adult support in lower key stage 2</li> <li>✓ Strong Phase Leadership in place</li> <li>✓ Investment in electronic books to support regular reading during continued Covid situation</li> </ul>	<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>Having access to e-books will allow for access to reading even during any potential school closures.</p>	<p>Assessment Team (termly)</p> <p>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 within Response curriculum</p> <p>Joint provision mapping.</p>	<p>DH</p> <p>Reading Lead: SG</p>	<p>Termly: December, March, July</p>



<p>Stronger progress in writing for Pupil Premium children in Years 4 and 5 (last year's 3 and 4 showed slower progress)</p>	<ul style="list-style-type: none"> <li>✓ Interventions</li> <li>✓ Termly data collection</li> <li>✓ Investment in staff training</li> <li>✓ Specific leadership of Pupil Premium provision and impact</li> <li>✓ Sourcing of SALT</li> <li>✓ Strong Phase Leadership</li> </ul>	<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 staff (Year 4) and an experienced teacher in Year 5 having slots three days a week to lead intervention as needed, we are confident they will be able to diminish the difference in progress 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</p> <p>Curriculum Lead / Writing Lead: KR</p>	<p>Termly: December, March, July</p>
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<p>Stronger progress in maths for Pupil Premium children in Year 5 (last year's Year 4 showed slower progress)</p>	<ul style="list-style-type: none"> <li>✓ Any resources needed (specifically mathematical manipulatives)</li> <li>✓ Termly data collection</li> <li>✓ Investment in scrutiny from HT and SLT</li> <li>✓ Interventions</li> <li>✓ Specific leadership of Pupil Premium provision and impact</li> <li>✓ Strong Phase Leadership</li> </ul>	<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 having an experienced teacher in year 5 with slots three days a week to lead extra interventions, we understand this will have a positive impact on progress.</p> <p>We are continuing with interventions, which have a proven record of impact. Groups</p>	<p>Assessment Team (termly)</p> <p>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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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support for those most vulnerable 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.	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.	For children accessing Before and After school club, their attendance and punctuality will be used as an indicator of success.	DH DW	Termly
Lowered absence levels for our PP children.	<p>Attendance officer working in liaison with School Business Manager and Headteacher</p> <p>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 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>Baseline tracking of punctuality to be followed across the year, followed up</p>	<p>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.</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>	Half termly Attendance Meetings will make clear the progress to targets	DH SR – Attendance Lead CT - SBM	Half termly (see Quality Assurance Calendar)

	effectively by Attendance Lead and class teacher where appropriate. Supported by Pastoral Team also when appropriate.				
Lowered levels of behavioural logs for our PP children	<p>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>	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>Behaviour Policy in place, with reviews to see how this is working</p> <p>Support at lunchtimes to keep engagement strong even with specific zones in place due to Covid situation</p> <p>Review when looking at Behaviour reports and actioning next steps as needed</p>	<p>KWBH / WG – Behaviour leads</p> <p>DH</p>	Termly

## Financial Year 2020 – 21

**£118,290**

<b>Detail</b>	<b>Cost</b>	<b>Intended Impact</b>
Attendance Officer Support	£2500	Increased attendance of Pupil Premium group
Inclusion Role	£5000	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	£12,000	Music and drama provided by a specialist teacher allowing for high quality experience and development of skills in this area.
Art Specialist	£12,000	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	£8000	To raise standards further via strong leadership
Behaviour TLR	£2000	To reduce any levels of behavioural incidents via strong leadership of this area
Investment in subject leadership, curriculum and response curriculum	£10,000	Raised attainment and progress due to well-organised, well-pitched, engaging curriculum.
Investment in ebooks and quality home reading books	£5000	To ensure children have access to up to date, well-pitched reading books
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	£35,000	To ensure gaps in learning are identified and support is put in place to allow for stronger progress.

Pupil Premium Support	£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.
Subsidising Clubs (one per year)	£3800	To ensure the children have access to wider opportunities within school.