

OUGHTRINGTON
COMMUNITY
PRIMARY SCHOOL



Pupil Premium Policy

**Oughtrington Community Primary School
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Version	Date	Action
1	September 2018	Update September 2019

This Policy is available on the school website, on the office network and in the staff room.



Introduction/Rationale

The Pupil Premium is additional fund given publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. There are four Government criteria to determine which pupils are eligible in 2014-2015

- Pupils registered as eligible for Free Schools Meals (FSM) at any point in the last 6 years
- Pupils who have been looked after by the Local Authority for one day or more
- Pupils who have been adopted from care
- Pupils who have at least one parent currently serving or have served in the regular Armed Forces in the last 3 years or pupils with a parent that has died whilst serving in the regular Armed Forces

Currently funding stands as

- £2300 for every eligible Looked After / Adopted Pupil
- £300 for every pupil that has been flagged as a Service child since 2011 (Service Premium)
- £1320 for every child that receives Free School Meals

Schools are required to employ strategies that they know will support their pupils to increase their attainment, and 'diminish the difference' regarding attainment. Schools will be held responsible for how they use Pupil Premium funding and will be asked to demonstrate how it has impacted upon learning.

Our teaching aims

- Support core areas of English and Maths to break down the barriers to accessing the curriculum, resulting in significantly improved value added progress
- To identify where basic skills gaps exist for pupils and plan support to rapidly close the gap
- Eliminate any significant gaps between groups of learners
- To give pupils opportunities to work 1:1 or in small groups with an adult increasing their confidence and competence in basic skills, providing a bespoke curriculum where appropriate

Attitudes

Creating a positive atmosphere in which pupils' differences are recognised and valued and where they are celebrated as full members of the community. All children develop to be confident and independent learners.

Skills

Foster core areas of English and Maths, develop basic skills in all areas and nurture pupils social, emotional, behaviour and welfare to remove barriers to learning.

Planning, Organisation, Delivery and Structure

- Pupil Premium lead will oversee the provision and support in place for Pupil Premium (PP) children
- Pupil Premium support TA's are timetabled to provide additional support sessions throughout school
- Planning and interventions will identify how PP children are being supported
- Progress targets are set for all PP children, time for working on these targets must be identified and feedback sheets must be completed showing progress towards these targets

Assessment

- PP children's progress and attainment in all curriculum areas will be monitored by PP lead, class teachers TA's and SLT and discussed during pupil progress meetings
- Progress projections and attainment targets will be given in conjunction with class teacher and evaluated termly
- Targets to be reviewed regularly by class teachers, TA's and PP lead. New targets will be given and appropriate support put in place to help children make progress towards these
- Evidence of progress and attainment along with support/interventions received to be recorded by PP lead

We will measure the impact of the pupil premium spending by carefully monitoring and tracking the progress every pupil makes. We will compare baseline and exit data of prime and specific areas of learning. This will involve individualised target setting, teacher observations and photographic evidence published by EYFS. For Key Stage 1 and 2, we will track the progress pupils make in their Year 1 phonics screening tests, Year 2 and 6 scaled scores and Reading, Spelling and Mathematics test scores for years 1-6. We will compare this progress with national scores and percentages. Following termly teacher assessments, data analysis will show the progress pupils have made in the key areas of the curriculum. Pupil progress meetings will also outline changes in attitude, effort levels, emotional development and social interaction as well as academic achievements. Feedback, marking and learning in books will show evidence of small and large steps of progress. Reports from external agencies such as speech and language and occupational therapy, track progress pupils have made against their targets and recommendations.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy, all children at Oughtrington must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability. We strive to ensure that all tasks set are appropriate to each child's level of ability. We have high expectations of all children and we believe that their work should always be of the highest possible standard.

Appendix

PP voucher letter

PP report 2018/2019

Evaluation of PP data 2017/2018

OUGHTRINGTON COMMUNITY PRIMARY SCHOOL

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Dear parent/carers

Many thanks for providing us with your details. We now have it confirmed that your child is entitled to Free School Meals. Please accept this letter as your £50.00 voucher for use to pay for trips and other items in school.

Date	Item	Cost	Remaining Balance

We will keep a copy of this information in school, but should be grateful if you could present this letter when using any of the £50.00 towards paying for an item in school.

Your assistance in this matter is much appreciated.

Yours faithfully

Miss G Marsland
Headteacher.



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Pupil Premium Funding

Plan for 2018/19

Review Date: July 2019

The Pupil premium was initially introduced in April 2011. Since announcing the Pupil Premium, the Government has extended its reach to cover any child that has been registered for Free School meals in the last 6 years. This is known as the 'Ever 6' model.

Pupil Premium Grant is additional money given to schools to enable them to support pupils who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), children who are or have been Looked After or In Care (LAC), adopted children and for children whose parents are currently serving in the armed forces.

School Breakdown – pupils

Year	% of total cohort
Reception	0%
Year 1	5%
Year 2	11%
Year 3	6%
Year 4	7%
Year 5	3%
Year 6	5%
Total pupils	6%

65% of our PP children are FSM, 9% Forces, 26% adopted and 0% LAC

Key Objectives for the Pupil Premium funding

Our Pupil Premium children face barriers in the core areas of English and Maths, especially spelling, sentence construction and accessing texts to an expected age related expectation. They typically make similar or better progress than non-PP children in these areas but due to a lower starting point there is still a gap in attainment. Our Key Objectives are focussed on diminishing the gap between these groups of children both within our school and against national standards.

The funding for pupil premium is distributed following a comprehensive analysis of individual needs through school tracking data, pupil progress meetings, internal monitoring and discussions with parents.

- Support core areas of English and Maths to break down the barriers to accessing the curriculum, resulting in significantly improved value added progress
- To identify where basic skills gaps exist for pupils and plan support to rapidly close the gap
- Eliminate any significant gaps between groups of learners
- To give pupils opportunities to work 1:1 or in small groups with an adult increasing their confidence and competence in basic skills, providing a bespoke curriculum where appropriate

Children's individual barriers to learning are identified by staff and form the basis of individualised 'small steps targets' which children work on in a specified time period. Teachers and additional adults will work 1:1 with children on their individual targets.

The analysis of 2017/2018 assessment data suggests PP children need support in core areas such as English and Maths. Data analysis reports produced by SLT will be used by both PP lead and individual teachers to identify areas of support and challenge and create bespoke planning documents to support learning across English and Maths.

Children in Care have been identified as having social and emotional barriers to learning so the extra allocation for these children will be spent on providing 1:1 and small group support in these areas.

How the PP funding supports our Key Objectives

Objective	Strategies/Interventions	Predicted outcome/measure
Support core areas of English and Maths to break down the barriers to accessing the curriculum, resulting in significantly improved value added progress	<p>Direct additional teaching support</p> <p>TA support in and out of class</p> <p>Bespoke target setting in English and Maths</p> <p>Small steps targets supported by PP leads</p>	<p>Higher percentage of PP children making rapid progress</p> <p>Strategies will lead to accelerated progress towards ARE at the end of each key stage.</p> <p>A higher percentage of children make expected progress in English, Maths and Reading</p>
To identify where basic skills gaps exist for pupils and plan support to rapidly close the gap. Eliminate any significant gaps between groups of learners	<p>PP lead to support target setting, impact of interventions and support and to oversee the provision for PP children</p> <p>PP lead, SLT, class teachers and TA's to assess and identify barriers to learning that can be overcome by directed targets</p>	<p>Targets achieved against intended time frames</p> <p>Accelerated progress for PP children</p> <p>A higher percentage of more able PP children working at greater depth in line with more able non-PP pupils</p> <p>PP children making expected or more than expected progress</p>
To give pupils opportunities to work 1:1 or in small groups with an adult increasing their confidence and competence in basic skills, providing a bespoke curriculum where appropriate	<p>Direct additional teaching support</p> <p>TA support in and out of class</p> <p>Intervention programmes to be delivered</p> <p>English and Maths support</p> <p>Nurture groups</p> <p>Talking therapies such as the Talkabout program to support emotional and social barriers to learning</p> <p>Play therapy</p> <p>Lego therapy</p> <p>Relaxation</p>	<p>Strategies will lead to accelerated progress towards ARE at the end of each key stage.</p> <p>A higher percentage of children make expected progress in English, Maths and Reading</p> <p>Support timetables reflect individualised curriculum</p> <p>Interventions show deployment of adults and provision</p> <p>Pupil voice indicates confident in abilities</p>

<p>To provide well targeted support to improve pupils social, emotional, behaviour and welfare to remove barriers to learning</p>	<p>Residentials</p> <p>Voucher scheme £50 per child</p> <p>Extra allocation for social, emotional support for children – 1:1, small group</p> <p>Play therapy for targeted children</p> <p>Relaxation</p> <p>SLT to work with TA's to provide appropriate training</p>	<p>All children have opportunities to engage in learning beyond the classroom.</p> <p>Attendance gap between PP and on-PP children will continue to diminish</p> <p>To ensure high quality provision for all children</p> <p>All PP children to make at least expected progress</p>
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Pupil Premium Funding

Evaluation of Pupil Premium data for 2017/2018

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Pupil Premium Grant is additional money given to schools to enable them to support pupils who may be disadvantaged, to raise their educational attainment. It is available to schools to support pupils eligible for Free School Meals (FSM), Children who are or have been Looked After or In Care (LAC), adopted children and for children whose parents are currently serving in the armed forces.

School Breakdown – pupils and funding

Year group	% of total cohort
Reception	2%
Year 1	11%
Year 2	7%
Year 3	9%
Year 4	3%
Year 5	5%
Year 6	5%
Total pupils	7%

Key Objectives for the Pupil Premium funding

Our Pupil Premium children face barriers in the core areas of English and Maths, especially spelling, sentence construction and accessing texts to an expected age related expectation. They typically make similar or better progress than non-PP children in these areas but due to a lower starting point there is still a gap in attainment. Our Key Objectives are focussed on diminishing the gap between these groups of children both within our school and against national standards.

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Analysis of 2017/2018 data and impact

Reading

The attainment and progress of our PP children in EYFS 2017/18 was better than non-PP children. PP pupils' attainment in Reading was better than non-PP pupils in Year One and all of our PP pupils passed their phonics screening check. Children in Year 1 received 1:1 and/or small group phonics and reading support which has had a significant, positive impact on their rates of progress. In Year 2 our numbers of PP children are very small; 67% of our PP pupils met the age-related expectations for reading. They received individualised 1:1 support tailored to their reading needs which meant that all of our Year 2 PP children made better than expected progress in Reading.

In Key Stage Two the progress of PP pupils was more in line with the progress rates of non-PP pupils. Just over a half of KS2 PP pupils are also SEN which had an impact on the overall attainment and progress of the key stage. At the end of Key Stage 2, two thirds of the PP children achieved the expected standard in Reading.

Writing

PP pupils' attainment and progress in Writing was better than non-PP pupils in EYFS. In Year One, our PP pupils' progress in writing was better than the rest of the cohort. The 1:1 and small group support these children received had a positive impact on their progress in writing, and individualised targets have been set to enhance their attainment in writing by the end of Key Stage One. While a smaller percentage of our Year 2 PP children met the

expected standard in writing than their non-PP peers, they made better progress across the year and achieved their end of year targets.

In Key Stage Two the progress of PP pupils was more in line with the progress rates of non-PP pupils. As previously stated just over half of Key Stage 2 PP pupils are also SEN, this impacts on the average rates of progress and the attainment across the key stage. At the end of Key Stage 2, two thirds of PP children achieved the expected standard in Writing and above the expected standard in GAPS.

Maths

PP children in EYFS had higher levels of attainment and progress compared to non-PP children in Maths. 2 of our EYFS PP pupils reached the exceeding level of attainment in Numbers. In Year 1, the progress and attainment of our PP children in Maths was slightly lower than their non-PP peers. Accelerating their progress has been given a high priority for these children as they move into Year 2. 2 of our 3 PP children in Year 2 met the expected standard for Maths.

In Key Stage 2 the progress of PP pupils was more in line with the progress rates of non-PP pupils. As previously stated just over half of Key Stage 2 PP pupils are also SEN, this impacts on the average rates of progress and the attainment across the key stage. At the end of Key Stage 2, two thirds of PP children achieved the expected standard in Maths.

Evaluation

Based on SATS data, attainment at the end of Key Stage Two for all pupils is above the National Average and Local Authority Average. However, progress from Key Stage 1 to Key Stage two in Writing and increasing the number of children writing at greater depth will be a focus in 2018/2019.