

OUGHTRINGTON
COMMUNITY
PRIMARY SCHOOL



Oughtrington Community Primary School

Pupil Premium Funding Strategy Statement

Plan for 2019/20

Review Date: July 2020

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.

Current performance

School Breakdown – pupils

Current number on roll 416

Year	% of total cohort
Reception	7%
Year 1	7%
Year 2	12%
Year 3	14%
Year 4	6%
Year 5	10%
Year 6	3%
Total pupils	8%

74% of our PP children are FSM/Ever 6, 9% Forces, 17% adopted and 0% LAC

At the end of key stage 2 the number of pupil premium children achieving the expected standard, for the year 2018-2019, in reading was 50%, in writing 25% and in maths 50%.

Pupil premium strategy aims

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. Typically, they also require support with confidence, concentration, social skills and fine motor skills. 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 2018/2019 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.

Spending priorities and rationale for the current academic year

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 improve the percentage of pupil premium children achieving a higher scaled score in Reading, Writing and Maths at the end of Key stage 2	<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 and higher attainment.</p> <p>A higher percentage of children achieve a higher standard in English, Maths and Reading</p>
To improve the progress of pupil premium children in Writing at the end of Key stage 2	<p>Direct additional teaching support</p> <p>TA support in and out of class</p> <p>Bespoke target setting in Writing</p> <p>Small steps targets supported</p>	<p>Higher percentage of PP children making rapid progress in Writing</p> <p>Strategies will lead to accelerated progress towards ARE at the end of each key stage.</p> <p>A higher percentage of</p>

	by PP leads	children make expected progress in Writing.
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	PP lead to support target setting, impact of interventions and support and to oversee the provision for PP children PP lead, SLT, class teachers and TA's to assess and identify barriers to learning that can be overcome by directed targets	Targets achieved against intended time frames Accelerated progress for PP children A higher percentage of more able PP children working at greater depth in line with more able non-PP pupils PP children making expected or more than expected progress
To give pupils opportunities to work 1:1 or in small groups with an adult to improve their confidence, concentration, social skills, fine and gross motor skills.	Direct additional teaching support TA support in and out of class Intervention programmes to be delivered Nurture groups Talking therapies such as the Talkabout program to support emotional and social barriers to leaning Play therapy Lego therapy Relaxation Pet therapy	Strategies will lead to accelerated progress towards ARE at the end of each key stage. A higher percentage of children make expected progress in English, Maths and Reading Support timetables reflect individualised curriculum Interventions show deployment of adults and provision Pupil voice indicates confident in abilities
To provide well targeted support to improve pupils social, emotional, behaviour and welfare to remove barriers to learning	Residentials Voucher scheme £50 per child Extra allocation for social, emotional support for children – 1:1, small group Play therapy for targeted children Pet therapy Relaxation SLT to work with TA's to provide appropriate training	All children have opportunities to engage in learning beyond the classroom. Attendance gap between PP and on-PP children will continue to diminish To ensure high quality provision for all children All PP children to make at least expected progress

Last year's Pupil Premium priorities and outcomes

Objective	Outcome
<p>Support core areas of English and Maths to break down the barriers to accessing the curriculum, resulting in significantly improved value added progress</p>	<p>Across the school, pp children made progress in line with or better than the rest of their cohorts. At the end of key stage 2 pupil premium children made better progress than non-pupil premium children in Reading and Maths. However this was not the same for writing, which will need to continue to be a focus.</p> <p>PP children continue to have barriers in core areas despite making good progress, the attainment gap needs to be narrowed between PP and non-PP children.</p>
<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>	<p>Children have received appropriate support after key areas for development have been identified and have made good progress across the school. However for the majority of PP children there is still a gap between them and non-PP children.</p> <p>Academic year 2019-20 more interventions and PP premium spending will focus on non-academic areas to hopefully support basic skills and boost progress and attainment.</p>
<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>	<p>PP interventions have been carried out on a 1:1 or small group basis. However academic year 2019-20 more interventions and PP premium spending will focus on non-academic areas to hopefully support basic skills and boost progress and attainment.</p>
<p>To provide well targeted support to improve pupils social, emotional, behaviour and welfare to remove barriers to learning</p>	<p>Relaxation, nurture groups, pet therapy, Lego therapy have proven to be a success and supported PP children very well. To continue with these in academic year 2019-2020.</p>