

OUGHTRINGTON  
COMMUNITY  
PRIMARY SCHOOL



Pupil Premium Policy

**Oughtrington Community Primary School  
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Version	Date	Action
1	September 2018	Updated September 2019
2	September 2019	Update September 2020

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 strategy statement 2019/2020

Evaluation of PP data 2018/2019

**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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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>

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Pupil Premium Funding

Evaluation of Pupil Premium data for 2018/2019

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 six 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 and funding**

<b>Year group</b>	<b>% of total cohort</b>
Reception	0%
Year 1	5%
Year 2	11%
Year 3	6%
Year 4	7%
Year 5	3%
Year 6	5%
<b>Total pupils</b>	<b>6%</b>

### **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
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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.

### **Analysis of 2018/2019 data and impact**

#### **Reading**

There were 4 PP children in EYFS in 2018/19. 75% of these met the Early Learning Goal for reading. The progress of our PP children in reading was higher than that of the rest of the cohort. In Year One, the percentage of PP children achieving age-related expectations in reading was equal to that of non-PP pupils. 88% of our Year One PP children passed their phonics screening check, the same percentage as the Year One cohort as a whole. 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, 89% of our PP pupils met

the age-related expectations for reading, compared to 81% of the rest of the cohort. They received individualised 1:1 support tailored to their reading needs.

In Key Stage Two the progress of PP pupils was more in line with the progress rates of non-PP pupils. In Reading, at the end of KS2, PP children made better progress than non-pupil premium children. At the end of Key Stage 2, half of the PP children achieved the expected standard in Reading.

### **Writing**

Of our 4 PP children in EYFS, 75% met the expected standard in Writing. On average, they made the same amount of progress overall as the rest of the cohort, with 2 children making above average rates of progress. In Year One, 75% of our PP pupils' achieved age-related expectations in Writing, compared to 78% of the whole cohort. The 1:1 and small group support these children received had a positive impact on their progress in writing. 89% of our Year 2 PP children met the expected standard in writing (whole cohort=80%)

At the end of Key Stage Two the progress of PP pupils was below the progress rates of non-PP pupils. Three quarters of the PP children, at the end of Key Stage 2, are also SEN. This has impacted on the average rates of progress and the attainment across the year group. At the end of Key Stage 2, 25% of PP children achieved the expected standard in Writing and above the expected standard in GAPS. Writing has been a whole school focus and we have seen improvements in attainment and progress across key stage 2. PP children have performed similarly to non-pupil premium children in year 3, 4 and 5.

### **Maths**

75% of PP children in the EYFS met the Early Learning Goal for Number, and 100% met the Early Learning Goal for Shape, Space and Measure. Our PP children in EYFS made slightly better rates of progress in both strands of Mathematics. In Year 1, 75% of PP met age-related expectations in Maths, compared to 78% of the cohort as a whole. The progress of our Year One PP children in Maths was slightly lower than their non-PP peers. In Year 2, 100% of our PP children met the expected standard for Maths, compared to 85% of the cohort as a whole.

In Key Stage 2 the progress of PP pupils was more in line with the progress rates of non-PP pupils. At the end of Key Stage 2, half of PP children achieved the expected standard in Maths and made better progress than non-pupil premium children.

### **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 continues to be a whole school focus.