

Oreston Community Academy

2018 - 2019

1. Summary information					
School	Oreston Community Academy				
Academic Year	2018-19	Total PP budget	£40,082	Date of most recent PP Review	July 18
Total number of pupils	399	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Jan 19

2. Current attainment				
	*Pupils eligible for PP at Oreston		National Pupils eligible for PP	
	ARE+	GD	ARE+	GD
<u>*There were 3 PP children in 2018-2019 (End of KS2 SATS)</u>				
% achieving ARE or above in reading, writing & maths	100%	33%	66%	5%
Score making at least expected progress in reading	100%	33%	82%	30%
Score making at least expected progress in writing	100%	33%	77%	14%
Score making at least expected progress in maths	100%	33%	80%	16%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment of Pupil Premium children is below age related expectations in Key Stage 2 particularly in reading and writing
B.	Pupil Premium children need to be supported so that they can overcome their social and emotional needs which will result in developing their self-esteem and in turn support more positive attitudes to learning across the curriculum

C.	Pupil Premium children need to develop their resilience across the core curriculum so that they make at least expected progress from their starting points	
E.	A significant percentage of Pupil Premium children have additional SEN needs. Regular individual interventions are required to address specific barriers, which have a significant impact on their early reading, writing and maths skills	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	The attendance of Pupil Premium children is slightly below non PP children although it is above National expectations. If attendance is not maximised this reduces their learning time in school which is likely to cause them to fall behind	
G	Parental engagement requires development in order to establish more positive relationships between home and school so that parents are more able to support their children at home; particularly with their vocabulary development for reading and writing skills	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		
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A.	All children have equal access to Quality First Teaching ensuring that a high expectation for all children exists in the school and feedback from teachers impacts on the learner's understanding of their next steps and new concepts in reading, writing and maths	Pupils eligible for Pupil Premium in all cohorts make at least expected progress by the end of the year so that they reach their targets. Some PP children will exceed their targets as they will have made accelerated progress to be at ARE.
B.	All children have a clear expectation of their learning goals across the core curriculum with a particular focus on their area of the curriculum for development	Children will make expected progress / accelerated progress in the core subjects
C.	All staff undertake quality CDP with a focus on Maths Mastery, Talk4Write and Accelerated Reading to ensure all children reach their potential. This will ensure a greater resilience of the learners and will further motivate and engage Pupil premium children	The percentage of Pupil Premium children achieving age related expectations in R, W and M increases and diminishes the difference with national figures for non-Pupil Premium children
D.	Pre teaching in the core subjects by the class teacher directly supports Pupil Premium learners; particularly with a focus on introducing new concepts and/or addressing misconceptions	Pre teaching will be used as a tool by the class teacher to ensure all children can engage in their learning appropriately. Progress will be measured at every assessment point



E.	Support is provided to develop the mental health and resilience of Pupil Premium children. Pupil Premium children reflect the effectiveness of this by making good progress in lessons	Programmes are in place to support the resilience and mental health of Pupil Premium children. Children will engage with the ELSA's / School Counsellor
F.	A significant percentage of Pupil Premium children have additional SEN needs and therefore will receive regular individual interventions and support, which will address their specific barriers. The new tracking system (iASend) will measure small steps of progress in writing and maths	Pupil Premium children with SEND increase their rates of progress in order to reduce gaps in knowledge and understanding and move closer to being on track for the milestone standard depth of learning measures on the iASend pupil tracker
G.	Social and Emotional barriers to learning are identified and the support of ELSA trained Teaching Assistants will be timetabled across the school	Pupils identified will raise their self-esteem and confidence, helping them to access the curriculum and make accelerated rates of progress

5. Planned expenditure

Academic year	
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

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?
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<p>Improved Oracy skills will have a positive impact on reading and writing for PP children:</p> <p>Improved vocabulary recognition which can be manipulated and applied across the curriculum</p>	<p>Continued training for staff linked to the Plymouth Oracy Project will develop the use of vocabulary across the Early Years curriculum and into Key Stage 1 and 2. This will ensure that all children, including those are high attaining, make good progress from their starting points</p> <p>Small group additional sessions led by the TA / Class Teachers and the additional adults who have a focus on PP children across the cohorts</p>	<p>Research demonstrates gaps in vocabulary are already established for pupils from low income households before the start of primary education. Acquiring an additional 500 words each year can close this gap to impact positively on standards and progress across the curriculum</p>	<p>Use INSET sessions to deliver quality training</p> <p>Subject leaders to support all teachers and act as role models, including planning the use of the learning environment to promote vocabulary</p> <p>Meticulous tracking of progress ensures PP pupils are making accelerated levels of progress so that they are working securely across the curriculum from their starting points</p>	<p>2 members of staff involved in the city wide project</p> <p>Oracy Champion</p> <p>Oracy Link Teacher</p>	<p>September 2018 and then termly reviews</p> <p>Weekly meetings in each Teaching Team ensuring the involvement of all key adults in discussions about PP children</p>
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<p>Improve progress for all PP children across the core curriculum (Maths, Reading and Writing) by ensuring quality feedback and review of learning</p>	<p>To develop effective strategies for feedback and collaborative learning to impact on children's development across the core curriculum linked to the specific needs of the child</p> <p>Use of ipads to support children with key skills</p> <p>Use of laptops to support the composition of writing (Clicker)</p>	<p>EEF research suggests that quality feedback is a very effective way of improving attainment and when embedded across the school has a significant impact on attainment</p> <p>Research shows this is a high impact and low cost initiative. All pupils will benefit from developing strategies to plan, monitor and evaluate their learning – specifically, their choice of vocabulary.</p> <p>Digital Technology (EEF +4 months)</p> <p>(*EEF impact predictor)</p>	<p>Whole school policy on effective marking and feedback to be reviewed and monitored as part of the leadership monitoring cycle</p> <p>Staff training on quality feedback for all children</p> <p>SLT/ Middle Leader monitoring will focus on PP children through learning walks. Feedback given to teachers will directly link to the quality of the feedback to the learners</p> <p>Book scrutiny of PP writing and maths will take place at the end of each learning block to ensure key concepts have been understood and good feedback is evident</p> <p>Conferencing feedback proforma analysed</p>	<p>English and Maths Leads with SLT</p>	<p>Term 2 and continued review through monitoring cycle</p> <p>Learning Walk / Book scrutiny with a focus on PP children</p> <p>Pupil Premium progress meetings</p>
Total budgeted cost					£15,000

ii. Targeted support

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>Continue to further Improved the Oracy skills across school with a key focus on the Early Years (including the Nursery)</p> <p>Improved attainment and progress for PP and non PP Higher performing pupils</p>	<p>The curriculum review ensures that the curriculum identified opportunities to develop</p> <p>Oracy skills across the school</p> <p>Talk4 Write and the use of stem sentences in Maths Mastery to support language skills across the school</p> <p>Additional Adults to support this approach across the school</p> <p>PP in the Early Years are taught by class teacher for phonics</p>	<p>The approach of School 21 (Original London Oracy Pilot School) demonstrates that:</p> <p style="text-align: center;"><u>It's good to talk</u></p> <p><i>We need to stop blowing hot and cold on the importance of spoken language skills, says a group of Cambridge researchers</i></p> <p>In recent years, there has been a growing realisation that children need to be taught and develop their communication and collaborative problem-solving skills. Employers want people who can listen, work collaboratively and work well in teams</p> <p>Significantly, these skills are life skills. OECD now recognise how vital is it to have good communication skills in order to be able to problem solve collaboratively. Although speaking and listening / talk-based skills have been considered in the past, they have not been prioritised in the school curriculum. Hence the focus on Oracy now as we look forward to ensuring our children reach their full potential</p>	<p>Timetables are adapted to refocus on the Oracy skills in the revised mastery curriculum</p> <p>TA's to support the pupils with specific language Interventions in order to access the new mastery curriculum</p> <p>Vocabulary to be further developed in order to support the writing process developed</p> <p>Key emphasis on vocabulary choices in writing through conferencing with identified writing champions</p> <p>KS1/Early Years Leader to monitor the quality of phonic sessions</p> <p>Foundation leader to monitor the Quality of Early Talk / Phonics in the Nursery Setting</p>	<p>Oracy Champion and Team / Pod Leaders</p> <p>All staff</p>	<p>Teams to review attainment and progress at 3 key assessment points in the year</p> <p>Senior and Middle Leaders to further review through the monitoring process and the scrutiny of outcomes</p>

<p>Further engagement in the Reading process with a key focus on comprehension skills so that children make accelerated progress from their starting points.</p>	<p>Introduce Accelerated Reader scheme (AR) Y1-6</p> <p>Introduce 'Reading Buddies' in F. Year 5/6 children work with Year 1/F pupils with low reading ages to boost confidence and love of reading</p> <p>Continue to embed AR and make sure that that it engages all readers as our PP readers last year struggled with both length of text and vocabulary in KS2. We want to make sure that PP children are reading the right level of challenging material and that they have a frequent turnover of 'quizzing' to ensure progress.</p> <p>Additional 1:1 support to PP children who are not reading</p>	<p>Highly effective interventions / pre teaching to be carried out by class teacher and experienced additional adults.</p> <p>.</p> <p>Reduced class size (EEF + 3 months)</p> <p>Small group work (EEF + 4 months)</p> <p>One to one support (EEF + 5 months)</p> <p>(*EEF impact predictors)</p>	<p>Impact monitored by the English Teams and impact measured at each assessment point</p> <p>Interventions shared in more detail with the parents at Parent Consultation Meetings and review meetings during the year</p> <p>Filters on the school tracking system ensures small steps of progress are clearly monitored by the PP champion, SEND Team and Class Teachers</p> <p>Primary Stars Reading Support Programme which is part of the Sports Partnership will focus on boys and their understanding of texts on a weekly basis across the academic year</p> <p>Teachers will monitor the online quizzing and intervene if children are not covering enough reading material.</p>	<p>SLT</p> <p>Team Leaders / PP leader</p> <p>All teaching staff of children on AR scheme</p> <p>AR leader</p> <p>SEND Team</p>	<p>Teams to review attainment and Progress at 3 key assessment points</p> <p>Half termly tracking of reading ages linked to AR</p>
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<p>PP children with SEN receive additional targeted support in order to tackle barriers to diminishing the difference in order to reach age related standards</p> <p>35% of our Pupil Premium children are also on the SEND Register. These children are predominantly in KS2</p>	<p>Experienced TA's identified to work across the cohorts supporting eligible pupils in and out of class; working with class teachers to ensure provision is strategically planned to diminish the gaps</p> <p>Bespoke learning packs to support the learners with their own individual learning targets</p> <p>Increased focus to be placed on the use of visual support and resources within ALL classrooms which are age specific</p>	<p>Small group work (EEF + 4 months)</p> <p>One to one support (EEF + 5 months)</p>	<p>Pupils to be set ambitious targets that they and all staff are aware of to help them to make good progress</p> <p>Specific focused interventions to target accelerated progress across the curriculum in a high impact manner are delivered by Teaching Assistants and Additional Teachers. This consists of both support in class and tailored intervention sessions which are reviewed termly with the SEND Team</p> <p>Timetables for speech and language support and TA focus will be planned to address key cohorts where needs are greater</p>	<p>SLT</p> <p>Team Leaders / PP Leader</p> <p>All teaching staff of children on AR scheme</p> <p>AR leader</p> <p>SEND Team</p>	<p>Half termly tracking of intervention impact on all interventions via tracking & SMT planned monitoring.</p> <p>% target monitored and reviewed termly</p> <p>SLT / SEND Team to monitor % of children on track to reach their targets</p> <p>Review of Learning Journeys for SEND children</p>
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<p>Improve the progress of all PP children including those working at 'Greater Depth' in writing across the school.</p> <p>Quality Feedback to support Pupil Premium children in the writing process</p>	<p>Experienced teacher employed across the school to reduce class sizes and ensure eligible pupils have access to timely, effective feedback and quality teaching</p> <p>Class teachers to conference with PP children using additional adults to cover the class with a focus on writing</p> <p>Additional adults and TA's to cover the class with a key skills focus for 10/15 minutes so that the pre teaching of concepts can take place with individual children or very small groups</p>	<p>Additional Adults will ensure that class are being taught whilst class teachers are able to pre teach key concepts or conference with children in order to address misconceptions in grammar and spellings in order to accelerate progress</p> <p>High quality feedback is a key tool in "closing the gap"</p> <p>Feedback (EEF + 8 months)</p> <p>Small group work (EEF +4 months)</p> <p>One to one (EEF + 5 months)</p>	<p>Pupil Premium pupils will be set challenging targets designed to support them towards narrowing any progress and attainment gaps</p> <p>Writing progress is enabled through the provision of additional CPD/resources: handwriting, editing skills, spelling teaching and intervention, Clicker 7 and use of IT/scribes.</p>	<p>SEND Team</p> <p>SENCO</p> <p>Pastoral leaders</p> <p>SLT</p>	<p>Half termly tracking of interventions to ensure impact on children who are participating in interventions via tracking</p> <p>Senior and Middle Leaders to further review through the monitoring process and the scrutiny of outcomes</p>
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<p>Improve the progress of all PP children in Maths across cohorts by using pre teaching</p> <p>Support the children to be active and influential participants in mathematics lessons through the effective use of pre-teaching</p>	<p>Quality First Teaching</p> <p>Pre teaching in small groups / 1:1 by class teacher</p> <p>Further develop pupil friendly resources to ensure the learning environment is accessible for all children</p>	<p>Final Report July 2017 of an action research project by Babcock LDP</p> <p>Research paper: Supporting children through effective use of assigning competence and pre-teaching http://www.babcock-education.co.uk/ldp/primarymaths</p> <p><i>Pre-teaching must be run by the class teacher. If the pre-teaching is going to benefit the children in the maths lesson it must be run by the class teacher. The children value the time because it is with their class teacher. Because the children and class teacher have a shared experience it gives them a shared understanding and common references which they take into the whole class lesson</i></p> <p><i>Pre-teaching and assigning competence maximise learning in lessons - by having class teachers provide the 'additional time' and putting it before the learning happens in a maths lesson, rather than after it, children are provided with even more additional time and opportunities for learning than just in the pre-teach. This is because it makes the lesson a meaningful experience for the children, rather than them experiencing it as a time when they don't understand and feel they have failed, and teachers are better placed to support their learning in the lesson</i></p>	<p>Use of Itrack to support analysis of attainment and progress of Pupil Premium children by SLT</p> <p>Interventions and other actions will be identified for class teachers to implement by SLT/PP Leader in conjunction with the Maths team</p> <p>Pupil conversations/dialogues will focus on strategies that support the learner from their perspective and will show their level of motivation and confidence</p> <p>Stem sentences are displayed in classrooms and will be available in individual learning packs</p> <p>Manipulatives will be used by all PP children to support their understanding of key concepts</p>	<p>Maths Leaders and SLT</p>	<p>Teams to review attainment and progress at 3 key assessment points</p> <p>Senior and Middle Leaders to further review success through the monitoring process and the scrutiny of outcomes</p> <p>Through the lesson observation cycle / peer coaching as appropriate</p> <p>Staff evaluation of the impact of training against agreed actions to be monitored by Leadership Team/ Maths Team</p>
<p>Total budgeted cost</p>					<p>£20,000</p>

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>Champion the cause of PP pupils with more rigour across the school</p>	<p>Track progress and act fast to close any emerging differences</p> <p>Challenge the strategic direction of the school (with PP in mind)</p> <p>Link with the governing body concerning the spending of the Pupil Premium</p> <p>Further develop the approach of that child being known by every member of staff including leadership</p>	<p>More regular focused analysis in the monitoring cycle will identify key areas to focus on for accelerated progress for individual PP children</p>	<p>Weekly pastoral and SLT meetings will ensure that there is a regular time to review provision and impact</p>	<p>SLT</p> <p>Middle Leaders</p> <p>PP champion</p>	<p>Termly with pupil assessment data.</p>

<p>Pupil Premium children with social, emotional and behavioural needs will receive access to an ELSA or School Counsellor</p>	<p>Qualified staff (one for KS1 and KS2) to be released for the equivalent of an afternoon a week to provide a regular timetable of support for targeted PP children</p>	<p>The self-esteem and confidence of the pupils are enhanced as they are given the opportunity to talk about their feelings. Social and emotional well-being is improved</p> <p>Children are provided with the strategies and confidence to tackle curriculum barriers and seek appropriate support in the classroom so that the children are ready to learn</p> <p>Social and Emotional learning (EEF + 4 months)</p> <p>Behaviour interventions (EEF + 4 months)</p> <p>Small group work (EEF + 4 months)</p> <p>One to one support (EEF + 5 months)</p>	<p>SENCO / SEND Team will supervise and monitor provision provided by 2 trained staff and ensure appropriate training updated as necessary</p> <p>Regular meetings to take place and feedback given to class teachers and parents to share evidence of the impact of provision</p> <p>Children supported at playtimes / lunchtimes to ensure full engagement</p> <p>Vice Principal to liaise with the Senior MTA at a weekly meeting to review PP children to ensure that they are engaging in out of class activities with their peers and establishing positive relationships</p>	<p>SEND Team SLT</p>	<p>At the conclusion of each individual programme and termly report</p> <p>Review and evaluate impact at the conclusion of each individual programme and termly report</p> <p>100% of PP children are emotionally ready to learn.</p>
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<p>Increase attendance in the Early Years / KS1 of PP children</p> <p>Increased attendance rates for individual children as highlighted on cohort plans</p>	<p>New Attendance Officer to work closely with EWO so that patterns and trends are identified quickly and first day response addresses any external factors linked to absence</p>	<p>The self-esteem and confidence of PP pupils is enhanced as they are given the opportunity to talk about their feelings. Improved social and emotional well-being can provide children with strategies and confidence to tackle curriculum barriers and seek appropriate support in the classroom</p> <p>The need to maximise attendance for children who are flagged as an alert from FFT Aspire has an impact on performance, especially if the pattern is established in the Early Years as this will usually continue into KS2</p> <p>Improved attendance will help to close gaps and increase opportunities for accelerated progress in all curriculum areas</p> <p>Social and emotional well-being will also be improved through regular good attendance in school. Research from case studies from schools with a targeted approach provides evidence of rapid improvement</p>	<p>SENCO / SEND Team / PP Leader will supervise and monitor provision provided by 2 trained staff and ensure appropriate training updated as necessary.</p> <p>Regular meetings to take place and feedback to class teachers and parents to share evidence of impact of provision</p> <p>Weekly Pastoral meetings with Head teacher, SLT and Middle Leaders to review PP children</p> <p>Continue with certificates of attendance for children with 100% attendance but also certificates for children who are back on track with their attendance</p>	<p>SLT</p> <p>PP Leader</p> <p>Team Leaders</p> <p>Attendance Officer</p> <p>EWO</p>	<p>End of each month review of attendance and identify any patterns</p> <p>Prioritise Pupils who have low level persistence absence as soon as possible so that families can be supported quickly</p>
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<p>Increased engagement of the parents / carers of children eligible for PP in school and home learning so that parents are able to effectively support their child's learning</p>	<p>Parental Workshops for;</p> <p>Early reading</p> <p>Phonics</p> <p>Maths Key Skills</p> <p>Accelerated Reading</p> <p>Raising achievement booklets for Maths</p> <p>Information evenings for curriculum information</p> <p>Parents evenings-sharing learning outcomes</p> <p>Ensure parents are individually invited to attend key events by Class teachers including parents who are separated.</p> <p>Update the school website regularly so parents are aware on how to support their children.</p>	<p>Social and emotional learning (EEF + 4 months)</p> <p>Parental engagement (EEF + 3 months)</p>	<p>Parents are active as partners and feel well supported in this</p> <p>Awards for PP children linked to specific learning targets to be sent home so that parents are aware of particular achievements linked to learning or some other key aspect of school life</p> <p>Monitoring of reading and homework tasks of PP children offering specific support as required</p> <p>Children will be supported at homework club in order to support home learning</p> <p>Extend the Y6 Before school learning groups in order to highlight key children who need further support with home learning</p>	<p>Team Leaders</p> <p>PP leader</p> <p>Head teacher</p>	<p>Termly with pupil assessment data.</p> <p>Parent Survey and questionnaires</p> <p>Feedback at the end of workshops</p>
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<p>Forces Children unsettled by parents being deployed away from the family home</p>	<p>Children to have a designated TA who has the role as mentor in school with whom they can build a relationship with in order to support the child and family with emotional issues</p>	<p>Parental engagement (EEF + 3 months)</p> <p>Social and Emotional learning (EEF + 4 months)</p>	<p>ELSA Trained TA to support the emotional well-being of Service Children</p> <p>Lead TA (Ex Services) will run an after school club / lunchtime club and will act as a role model for the children</p> <p>With the children plan and organise social events for the families and children</p> <p>Create a website page for Service Families managed by the children with support from the TA</p>	<p>Team Leaders</p> <p>PP Leader</p> <p>Head teacher</p>	<p>If successful this will help parents become an important part of their child's educational experience</p> <p>This in turn will help to raise engagement and therefore attainment</p>
<p>Total budgeted cost</p>					<p>£5,082</p>