



**Oreston Community Academy  
Pupil Premium Strategy  
Review  
2017-2018**

## Overview of Strategy

### Actions

1. To ensure all families eligible for Pupil Premium funding are identified and apply for funding. (The school office is responsible for promoting Pupil Premium and for sending letters out periodically e.g. to all children who start school; to all children at the end of KS1)
2. Challenge all Pupil Premium children to reach end of year age related expectations (ARE) for reading, writing and maths.
3. Place a specific focus on ensuring all children meet ARE for spelling including grammar and punctuation.
4. Ensure all Pupil Premium children, including the more able, make expected progress from their starting points in reading, writing and maths.
5. All Pupil Premium children will receive learning tailored to their needs; and receive regular effective feedback enabling them to reach their full potential.
6. All children will be provided with the skills to learn effectively.
7. Provide Pupil Premium children with the necessary bespoke support in school from Pupil Premium Champions in order for them to engage effectively.
8. Provide high quality intervention within the classroom setting tailored to need.
9. Support children with out of school learning activities

### Methods we will use to prove we have been successful?

1. Closely monitor PP children's attainment, progress, attendance and behaviour.
2. Monitor the impact of any interventions put in place.
3. Ensure interventions are personalised and specific, according to individual pupil needs.
4. Regular analysis of attainment and progress, attendance and behaviour data show the difference between PP and non-PP children (and sub-groups within the PP cohort), and whether it is diminishing
5. External review/audit informs future planning.

<b>1. Review of expenditure</b>						
<b>Previous Academic Year</b>						
<b>i. Quality of teaching for all</b>						
<b>What the data tells us:</b>						
<b>National Data at the End of KS2</b>						
	<b>ARE+ School</b>	<b>ARE+ National</b>	<b>GD- School</b>	<b>GD- National</b>	<b>Scaled Score School</b>	<b>Scaled Score National</b>
<b>Reading</b>	<b>100%</b>	<b>80%</b>	<b>33%</b>	<b>33%</b>	<b>108.3</b>	<b>106.1</b>
<b>Writing</b>	<b>100%</b>	<b>83%</b>	<b>33%</b>	<b>24%</b>	<b>NA</b>	<b>NA</b>
<b>Maths</b>	<b>100%</b>	<b>81%</b>	<b>28%</b>	<b>33%</b>	<b>105.3</b>	<b>105.4</b>
<b>RWM</b>	<b>100%</b>		<b>33%</b>			

From ASP November 2018

## Average progress for disadvantaged pupils in reading, writing and maths

We calculate the scores by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1.

See [School performance tables: about the data](#) for more information.

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>0.37</b>	<b>1.02</b>	<b>-1.43</b>
Confidence interval	-6.4 to 7.2	-5.5 to 7.5	-7.5 to 4.7
Number of disadvantaged pupils	3	3	3
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

### Prior attainment of disadvantaged pupils - 3 year trends

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	46	3	40	6	41	3
Prior attainment (based on key stage 1 average point score)	16.24	15.83	16.34	15.00	17.08	17.83

### Key Stage 1 2018

	2018	2017- National Data
Reading	67%	61%
Writing	67%	52%
Maths	33%	60%

Maths fluency, reasoning and problem solving is the focus for PP in Y3 for PP children next Year.

School Data at the End of 2017-2018

**End of 2017-2018- Attainment**

In all cohorts with the exception of Year 5 the cohort size is not significant (5 pupils or less)

Yr	Reading			Writing			Maths			RWM		
	WTS	EXP	GD	WTS	EXP	GD	WTS	EXP	GD	WTS	EXP	GD
F(1)		100%(1)			100%			100%			100%	
1(2)		100%(1)	0	50%(1)	50%(1)		50%(1)		50%(1)	50%(1)	50%(1)	0
2(2)		100%(2)			100%(2)		50%(1)	50%(1)		50%(1)	50%(1)	0
3(5)	60%(3)	40%(2)	20%(1)	60%(3)	40%(2)	0	80%(4)	20%(2)	20%(1)	80%	20%(1)	0
4(5)	40%(2)	60%(3)	40%(2)	60%(3)	40%(2)	40%(2)	20%(1)	80%(4)	20%(1)	60%(1)	40%(3)	20%(1)
5(6)	50%(3)	50%(3)	0	67%(4)	33%(2)	0	17%(1)	83%(5)	0	66%(3)	33%(2)	0
6 (3)		100%(2)	33%(1)		100%(2)	33%(1)		100%(2)	33%(1)		100%(3)	33%(1)

All children have made expected progress from their starting points except 1 child in KS2. The priority is to now focus on accelerated progress so the gap between PP children and Non PP children is further diminished

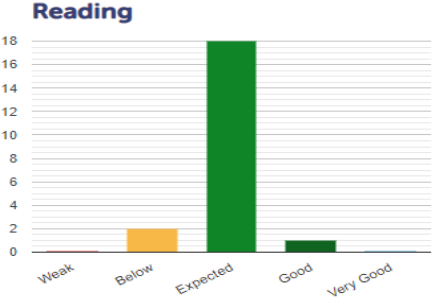
**Whole School Expected Progress for PP children:**

Maths - 96.5%

Writing - 95.8%

Reading - 95.0%

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
Increase attendance rates for vulnerable children	<ul style="list-style-type: none"> <li>Rigorous Performance Management cycle objectives clearly link to raising standards.</li> <li>Termly pupil progress meetings kept under review</li> <li>Class Action Plans have been set up to identify PP children and strategies that are being used to raise standards and close gaps.</li> </ul>	<p>Attendance is in line with non PP children across the school</p> <p>Some individual cases of attendance below national expectations.</p>

<p>Additional Adult (HLTA) to support reading across vulnerable groups in Key Stage 2</p>	<ul style="list-style-type: none"> <li>• Target reading aloud and discussing books with young children</li> <li>• Explicitly extend children’s spoken vocabulary</li> <li>• The use of structured questioning to develop reading comprehension.</li> </ul>	<p>Reading for PP children: 90% of PP children made expected progress in reading.</p>  <table border="1"> <caption>Reading Progress Data</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Weak</td> <td>0</td> </tr> <tr> <td>Below</td> <td>2</td> </tr> <tr> <td>Expected</td> <td>18</td> </tr> <tr> <td>Good</td> <td>1</td> </tr> <tr> <td>Very Good</td> <td>0</td> </tr> </tbody> </table>	Category	Count	Weak	0	Below	2	Expected	18	Good	1	Very Good	0
Category	Count													
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<p>Two trained Oracy Champions with a specific focus on developing the oracy skills of disadvantaged children across the school</p>	<ul style="list-style-type: none"> <li>• Oracy project embedded across the whole school curriculum with a progressive and consistent approach to talk.</li> </ul>	<p>Vocabulary development has been successful both in PP reading and writing. End of KS2 question level analysis demonstrates that the use and understanding of vocabulary is above national expectations</p> <p>End of Y6 moderation focused on the writing of PP children which was at greater depth</p>												
<p>For teachers to have a clear view of how they are going to close the gaps and raise attainment.</p>	<ul style="list-style-type: none"> <li>• Termly pupil progress meetings keep achievement under review</li> <li>• Class Action Plans have been set up to identify PP children and strategies that are being used to raise standards and close gaps.</li> <li>• Pupil conversations ensure that any actions have been implemented and follow-up discussions focus on the impact of the actions taken</li> </ul>	<p>The SIP identified clear strategies for raising standards across the cohorts and diminishing the difference between PP children and non PP children</p> <p>There are 40% of our PP children who are also on the SEND register. They all made expected progress from their starting points i.e. a WTS child at the end of KS1 was a WTS child at the end of Y3</p> <p>Identification of children to make accelerated progress is a school priority on the PP plan for next year</p>												

<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Providing a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances</p> <p>TA's provide opportunities for children to discuss issues linked to well-being.</p>	<p>Weekly social and emotional group sessions</p> <p>Meetings with the school councillor</p> <p>Using rewards to raise self-esteem across the school within vulnerable groups</p> <p>Training for 2 TA's to support children with emotional /social needs (ELSA trained)</p>	<p><u>Review/ Evaluation</u></p> <ul style="list-style-type: none"> <li>• Two Teaching Assistants completed their training in June 2018. There is now in place for 2018-2019 a TA for focus groups of PP children in Early Years, Key Stage 1 and in Key Stage 2</li> <li>• Circle time sessions with whole class and smaller groups have been timetabled into the curriculum on a more regular basis in order to support issues linked to low self-esteem</li> <li>• The school councillor continues to support children and families who have emotional and well-being Issues</li> <li>• Patents are being effectively sign posted to supportive external agencies with the support of MAST</li> </ul>	<p>Extended capacity needed to be developed across the school for counselling due to increased demand</p> <p>High quality Training for TA's to support emotional and social needs of the children is required to ensure that even more impact is made on pupil progress</p>

<p>Two trained Oracy Champions with a specific focus on developing the Oracy skills of disadvantaged children across the school</p> <p>Increased TA hours to deliver focused small group interventions and support quality first teaching for children in receipt of FSM/PP with a focus on Maths and Reading.</p> <p>Additional Adult (HLTA) to support reading across vulnerable groups in Key Stage 2</p> <p>For teachers to have a clear view of how they are going to close the gaps and raise achievement</p>	<p>Develop the confidence in the learners</p> <p>Conferencing with children so that they are aware of how to improve aspects of their learning.</p> <p>TA interventions in Maths and Reading in order to identify and then close the gap</p> <p>Teachers to support children with their reading so that all children can access the curriculum</p> <p>Children use their skills in the classroom to support the learning across the whole curriculum.</p> <p>Target reading aloud and discussing books with young children</p> <p>Explicitly extend children's spoken vocabulary using structured questioning to develop reading comprehension</p> <p>Oracy project embedded across the whole school curriculum</p>	<ul style="list-style-type: none"> <li>• PP children are known to each class teacher, SLT, Middle Leaders and Maths and English Leaders. Their profile has been raised across the school and they are a key focus in monitoring exercises</li> <li>• Overall attendance rates for the PP children are in line with National (96%) but there are some PP children who are below national and some children who are well below. The focus needs to be on these children and an earlier response to attendance issues needs to be put in place. Support from the EWO for the new Academy Attendance Officer needs to be put in place</li> <li>• MAST has continued to work in close partnership with families and support has been used with several families. This now needs to be further developed and other support networks offered by outside agencies need to be explored</li> <li>• Maths support for PP children has been effective as the gap is closing between PP and non PP children</li> <li>• Writing remains a school focus as the gap has not diminished</li> <li>• Reading support with PP children has been effective in raising and motivating the love of books. Children are more confident in selecting appropriate reading materials and can read aloud with increased expression and intonation showing a better understanding of what is being read. However their stamina is often still limited and as such they are not completing texts in time and their higher level comprehension skills need further development. Their understanding of vocabulary has increased which is evident in the Y6 moderation of writing by Devon LA and cross school moderation within the Plym cluster in 2018.</li> </ul>	<p>Continue to raise the profile of PP with Teachers keeping case studies of Individual /groups of children</p> <p>Where conferencing had more impact it was done directly with the class teacher and therefore there needs to be a change in the role of adults across the school</p>
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iii. Other approaches			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Children supported with out of school learning activities		<ul style="list-style-type: none"> <li>• Before school learning groups in Y6 was very successful in supporting children with home learning tasks</li> <li>• Homework club gives support to PP children however there now needs to be a more focused approach in identifying children who need support and being more proactive as a school to identify and target need</li> <li>• Where technology has been used it has been successful in raising attainment as children have used the digital technology to support home learning.</li> </ul>	Need to be more proactive in identifying the PP children / families who require home support

## 2. Additional detail



**Costing Plan for 2017-2018**

<b>Area of Spending</b>	<b>Cost (£)</b>	<b>Impact</b>
Staffing of leadership posts with specific responsibility for PP children	£1500	Effective implementation of PP action plan. Improve pastoral care of PP children in all areas of the school in order to target need
HLTA (12 Hours)	£4500	Support reading intervention using Project X.
Funding for extra teaching staff Maths and English Teaching Assistants for 1:1 support TA to support Mental Well-being/ELSA Trained TA HLTA to work with additional groups in Y3/4 Additional Teacher to support in Y2	£24,606	Class sizes/groupings for PP children in key subject areas are smaller therefore enabling personalised learning programmes. <i>To be continued in 2018-2019 but review the more effective interventions and how the class teacher is instrumental in diminishing the difference using effective feedback and pre teaching key concepts to rapidly address misconceptions.</i>
Day of trained Counsellor support	£10,404	PP Children will be supported in key aspects of their emotional/social/mental well-being. <i>To be continued in 2018-2019</i>
A member of staff to coordinate support and provision for service families through the HMS Heroes Programme (Two hours weekly)	£800	Service Families supported through outreach work which impacts on the mental wellbeing of PP children. <i>To be further developed</i>
Key Family worker through MAST (as part of our MAST provision)	£8,000	Vulnerable families supported through outreach work which impacts on the mental wellbeing of PP children <i>Continued support with CIT Team</i>

<p>Develop Attendance Officer role within the school setting to liaise with EWO and families to increase attendance for vulnerable children. (Two hours weekly)</p>	<p>£800</p>	<p>Support given to families whose attendance is lower than 92%.  Attendance Officer to have a focus on specific families and build up relationships and trust</p>
<p>Music tuition to raise aspiration (Three hours weekly)</p>	<p>£900</p>	<p>Year 3/4 focus raised self-esteem and resilience.  To be continued within the 3/4 Team</p>
<p>On Site Librarian (TA) 8 hours a week</p>	<p>£1000</p>	<p>Provision of extended opportunities to access a wide variety of books outside of school; diminishing the gap between PP &amp; Non-PP children through targeted access.   AR approach to be used with further support from our on Site Librarian</p>