



Pupil Premium Strategy Statement – Oundle CE Primary



1. Summary information					
School	Oundle Church of England Primary School				
Academic Year	2017/2018	Total PP budget	£62,880	Date of most recent PP Review	Sep 2017
Total number of pupils	416	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Dec 2017

2. Current attainment (end of 2016 2017)								
	Pupils eligible for PP (in school)				Pupils not eligible for PP (national average)			
	KS1 ARE	KS1 GDS	KS2 ARE	KS2 GDS	KS1 ARE	KS1 GDS	KS2 ARE	KS2 GDS
% achieving ARE in reading, writing and maths			33%	0%			67%	11%
% making progress in reading	57%	29%	33%	0%	79%	28%	77%	29%
% making progress in writing	29%	14%	50%	17%	72%	18%	81%	21%
% making progress in maths	57%	29%	50%	0%	79%	23%	80%	27%

3. Barriers to future attainment	
In-school barriers	
A.	Gaps in numeracy skills and knowledge
B.	Gaps in English reading / comprehension
External barriers	
C.	Social and emotional concerns
D.	Parental engagement

4. Desired outcomes		
	Desired outcomes and how they	Success criteria

	will be measured	
A.	To increase progress and attainment for disadvantaged pupils in KS2 in Numeracy	<ul style="list-style-type: none"> • An increase from 50% of disadvantaged pupils meeting ARE at the end of Key Stage Two to 70% • At least two disadvantaged pupils reaching GDS at the end of KS2 • For the disadvantaged progress score at the end of KS2 to increase from its current position (-6.16%) and be in line with the national average of +0.28%
B.	To increase progress and attainment for disadvantaged pupils in KS2 in Reading	<ul style="list-style-type: none"> • An increase in the number of disadvantaged pupils achieving the ARE in their English Reading KS2 SATS papers to at least 80% of children (33% in 2016) • For the disadvantaged progress score at the end of KS2 to increase from its current position (-7.19%) and be in line with the national average of +0.3%.
C.	Pupils will be able to manage their feelings more appropriately which will have a positive impact on learning.	<ul style="list-style-type: none"> • Pupils will be able to manage their feelings more appropriately which will have a positive impact on learning. • Pupils will have less emotional difficulties and require less support from the SEN/LOLs/Learning Mentor. • Pupils will overcome some of their social/emotional barriers to learning and this will correlate into their attainment/progress data.
D.	Increased engagement with disadvantaged parents and school.	<ul style="list-style-type: none"> • All parents of disadvantaged pupils attend Learning Conversations, school events and workshops.

5. Review of expenditure					
Academic year		2017/18			
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?
A. To increase the attainment for disadvantaged pupils in KS2 in Numeracy from 50-80% at ARE and 0-30% at GD.	<ul style="list-style-type: none"> • Introduction and implementation of Maths 'No Problem' Mastery Scheme to close the attainment gap. • Use of NCETM/White Rose Hub resources to stretch the more able learners and for supporting teachers' planning. • Use of concrete apparatus (Numicon, Diennes...) to support with eventual abstract learning. • Gaps closely identified and targeted through careful use of assessment and planning. • Lesson time increased to allow for deeper understanding of topics and to develop skills. 	<p>ASP shows that both the progress score and average score in KS2 SATS is considerably lower than their peers and nationally.</p> <p>Singapore has seen tremendous improvements in its education system since the implementation of this method of teaching in the 1990s and now places at the top of international rankings such as TIMMS and PISA.</p> <p>Numicon is research-based and proven to have a significant and lasting impact on results</p>	<p>Maths Lead CPD Whole school CPD at INSET Learning Walks and feedback Planning Book scrutiny</p>	<p>Maths Lead. PP Lead</p>	July 2017

<p>B. To increase the attainment for disadvantaged pupils in KS2 in Reading from 50-80% at ARE and 0-30% at GD.</p>	<ul style="list-style-type: none"> • A whole school approach to daily focussed reading before morning registration. • A staggered school approach to developing a new way of teaching whole-class Guided Reading. • Gaps closely identified and targeted through careful use of assessment and planning. • Attainment and progress measured in Key Stage Two by teacher assessments, collection of data in the school assessment system and successful moderation practices. • Use of Beanstalk Reading Scheme 	<p>ASP data shows a large discrepancy between progress of disadvantaged children and their peers.</p>	<p>Observations. Planning. Data regularly checked to ensure PP children are rapidly closing the gap.</p>	<p>English cross curricular team. PP Lead</p>	<p>Spring Term Each data point</p>
Total budgeted cost					£17,900

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?
A. To increase the attainment for disadvantaged pupils in KS2 in Numeracy from 50-80% at ARE and 0-30% at GD.	<ul style="list-style-type: none"> Regular opportunities for disadvantaged pupils to access Maths Whizz online learning programme 	Maths Whizz is engaging for pupils and research demonstrates that 'children who learn with the Maths-Whizz Tutor for 45-60 minutes a week increase their Maths Age by an average of 18 months in their first year'	Maths Whizz use before school / in Wrap Around Care	MS Class teachers WAC staff	July 2017
	<ul style="list-style-type: none"> PP Ambassador to provide targeted support for groups of disadvantaged pupils in 30-minute sessions throughout the afternoons 	Research carried out by EEF suggests that providing small group work has a positive impact on progress	PP intervention timetable. Intervention planning sheets and feedback.	MS, NA, class teachers.	July 2017

<p>B. To increase the attainment for disadvantaged pupils in KS2 in Reading from 50-80% at ARE and 0-30% at GD.</p>	<ul style="list-style-type: none"> • Priority daily reading by an adult. • Weekly 30-minute Beanstalk Reading interventions • PP Ambassador to provide targeted support for disadvantaged pupils in a 30-minute weekly afternoon session. • Support within Homework Club ('Snack Club') to better understand and complete their reading tasks and homework. 	<p>Research carried out by EEF suggests that providing small group work has a positive impact on progress</p> <p>Class teachers are aware of gaps in children's learning.</p>	<p>PP intervention timetable. Intervention planning sheets and feedback. Snack Club register</p>	<p>PP Lead PP Ambassador, class teachers.</p>	<p>July 2018</p>
<p>C. Pupils will be able to manage their feelings more appropriately which will have a positive impact on learning.</p>	<ul style="list-style-type: none"> • Deliver social, emotional and behavioural interventions across the school to the recognised pupils using the 'Thrive Approach'. • Monitor the effectiveness of the interventions. 	<p>Social, emotional and behaviour difficulties block effective learning.</p> <p>The Thrive Approach research states that 'neural pathways of stress, anger and anxiety lay the foundation for our social and emotional development</p>	<p>Quality lead-staff CPD Monitoring through observations</p>	<p>Staff Thrive practitioners</p>	<p>July 2018</p>
<p>Total budgeted cost</p>					<p>£20,500</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?
B. To increase progress and attainment for disadvantaged pupils in KS2 in Reading	<ul style="list-style-type: none"> • Close scrutiny of children’s progress in Accelerated Reading, with regards to the number of books read and quizzes successfully passed. • Accelerated Reading report analysed, detailing the progress of disadvantaged children from Y3-6 class teachers and support given. 	<p>The EEF found AR to have ‘positive effects and significant improvements’ on reading ages.</p> <p>AR quizzes and rewards are engaging for pupils.</p>	Scrutiny of AR results.	PP Lead Class teachers. English team	Termly
C. Pupils will be able to manage their feelings more appropriately which will have a positive impact on learning.	Recognised children to partake in individualised support by external providers (eg. Liberty Learning, Seeds of Change) who specialise in the provision of supporting children with challenging behaviour.	Previous experience of this approach.	Improved behaviours within school	Class teachers Learning Mentor	Termly
D. Increased engagement with disadvantaged parents and school.	<ul style="list-style-type: none"> • Class teachers aware of these parents and be proactive with information and events to engage the parents before an opportunity is missed. • Learning Mentor target those parents with phone call / meeting to discuss upcoming events and educational support. • Impact maths sessions to support families with 	<p>These parents often miss Learning Conversations and other school events.</p> <p>Can appear apprehensive about being involved in whole school activities.</p>	PP co-ordinator and Learning Mentor to remind class teachers to inform those parents about key events, either via personal conversation or a phone call.	All class teachers.	July 2017

	<p>educational support</p> <ul style="list-style-type: none"> • 123 Magic training for targeted PP parents • A crèche to always be available to support the attendance of these parents wherever possible. 	Improved attainment and achievement, confidence, social skills and behaviour.			
Total budgeted cost					£15,000

Not included in this strategy are the enrichment support we offer in relation to:

- Uniform purchase
- Residentials
- Extra-curricular activities
- Swimming for non-swimmer PP children
- Breakfast Club
- After School Care
- Book fair purchases
- School photos support
- £35 enrichment contributions