



# Pupil Premium Strategy Statement – Oundle CE Primary



1. Summary information					
School	Oundle CE Primary School				
Academic Year	2018/2019	Total PP budget	£86,920	Date of most recent PP Review	May 2018
Total number of pupils	403	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Feb 2019

2. Current attainment (end of 2017 2018)								
	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	18%	0%	50%	10%	65%	12%	64%	
% achieving ARE in reading	22%	11%	70%	20%	76%	21%	75%	28%
% achieving ARE in writing	33%	0%	40%	40%	70%	16%	78%	20%
% achieving ARE in maths	44%	11%	60%	30%	76%	22%	76%	24%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b>	
A.	Gaps in numeracy skills and knowledge are higher for pupils eligible for PP than for other pupils, which prevents them from making good progress. Higher ability children are not being challenged enough to enable them to deepen their learning and accelerate progress.
B.	Spelling ability, GPS knowledge and the transference of these skills into writing at KS1 and KS2
<b>External barriers</b>	

<b>C.</b>	Social and emotional concerns that prevent children from having the right mind set for learning meaning that they are more likely to underachieve at school.
<b>D.</b>	Attendance rates for pupils eligible for PP are below the target of 96% for all children. This results in fewer hours spent in school and can cause them to fall behind.

<b>4. Desired outcomes</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	To maintain the high levels of progress and attainment for disadvantaged pupils in KS2 in Numeracy.	<ul style="list-style-type: none"> <li>• 86% of disadvantaged pupils meeting ARE at the end of Key Stage Two</li> <li>• At least three disadvantaged pupils reaching GDS at the end of KS2</li> <li>• For the disadvantaged progress score at the end of KS2 to continue to be in line with the national average of +0.0/0.3</li> </ul>
<b>B.</b>	To increase progress and attainment for disadvantaged pupils in KS1 and KS2 in GPS/ writing.	<ul style="list-style-type: none"> <li>• An increase in the number of disadvantaged pupils achieving ARE in their English GPS and writing KS2 SATS papers to 86% of children(for both) (60% for GPS and 80% for writing in 2017-18)</li> <li>• An increase in the number of disadvantaged pupils achieving ARE in their English GPS KS1 SATS papers to 44% (20% in 2017-18) and to 44% in their English Writing SATS paper (40% in 2017-2018)</li> </ul>
<b>C.</b>	Behavioural, social and emotional issues of key PP pupils to be addressed.	<ul style="list-style-type: none"> <li>• Pupils will be able to manage their feelings more appropriately which will have a positive impact on learning.</li> <li>• Pupils will have less emotional difficulties and require less support from the SEN/Learning Mentor/Thrive practitioners.</li> <li>• Pupils will overcome some of their social/emotional barriers to learning and this will correlate into their attainment/progress data.</li> </ul>
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees among PP children to 30% or below (2017-18 saw 49% of PP children attending below the national average although there were some valid reasons for certain low attendance rates). Overall attendance for PP children improves from 51% to 70% closer in line with 'other' pupils- (96.02% in 2017-18). This will result in greater progress and attainment across all curriculum areas for key children.</li> </ul>

5. Planned expenditure					
Academic year		2018/19			
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 maintain the attainment for disadvantaged pupils in numeracy in KS2.90% ARE in 2017-18, 86% predicted to achieve ARE in 2018-19).	<ul style="list-style-type: none"> <li>Continue to use 'Maths No Problem' Mastery Scheme to close the attainment gap with a focus on extending HA pupils.</li> <li>Use of NCETM/White Rose Hub resources to stretch the more able learners and for supporting teachers' planning.</li> <li>Use of concrete apparatus (Numicon, unifix cubes Diennes...) to support with eventual abstract learning.</li> <li>Gaps closely identified and targeted through careful use of assessment and planning.</li> <li>More effective use of Maths Whizz to motivate children and to help them to make progress.</li> <li>Facilitate pre and post school opportunities for children to access Maths Whizz.</li> <li>Maths CPD- PDET, EYFS Number sense course, our cluster schools, OPEN Learning partnership events.</li> </ul>	<p>ASP shows that the average progress score in KS2 SATS (2017-18) is marginally above their non- disadvantaged peers nationally.</p> <p>School data tracking shows slower rate of progress and attainment for this group of children.</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</p>	<p>Maths Lead CPD</p> <p>Whole school CPD at INSET</p> <p>Learning Walks and feedback</p> <p>Planning</p> <p>Book scrutiny</p> <p>Termly Maths Whizz progress tracking (DA vs non-DA)</p>	<p>Maths Lead.</p> <p>PP Lead</p> <p>Data Lead</p>	<p>Oct, Mar, Jun 19</p>

		<p>such as TIMMS and PISA.</p> <p>Numicon is research-based and proven to have a significant and lasting impact on results.</p> <p>Research shows that students who learn with Maths-Whizz increase their Maths Age by 18 months in their first year of use*. That's a six month acceleration in maths learning.</p>			
<p>B.</p> <p>To increase the attainment for disadvantaged pupils in KS1 in GPS 20% at ARE to 44% and in writing from 40-44%. In KS2 increase attainment from 60% at ARE to 86% in GPS and from 80% to 86% at ARE in writing.</p>	<ul style="list-style-type: none"> <li>• A whole school approach to using Spellodrome, an online spelling program.</li> <li>• Weekly spelling homework.</li> <li>• Class dictation.</li> <li>• Gaps closely identified and targeted through careful use of assessment and planning.</li> <li>• Use of working walls and learning environment to promote GPS.</li> <li>• Attainment and progress measured in Key Stage Two by teacher assessments, collection of data in the school assessment system and successful moderation practices.</li> <li>• Marking across the curriculum to include a GPS focus.</li> <li>• GPS CPD</li> </ul>	<p>Lower than expected GPS scores in KS1 &amp; 2. Awareness that spellings affected this.</p> <p>Termly data tracking shows slower progress and lower attainment.</p>	<p>Observations.</p> <p>Planning.</p> <p>Data regularly checked to ensure PP children are rapidly closing the gap.</p> <p>Monitoring of Spellodrome and impact on progress.</p> <p>Tracking of progress data for DA vs non-DA children termly.</p>	<p>English Leads</p> <p>PP Lead</p> <p>Class teachers</p> <p>Data Lead</p>	<p>Oct, Mar, Jun 19</p>
<b>Total budgeted cost</b>					£13,000*



<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. To maintain the attainment for disadvantaged pupils in numeracy in KS2.90% ARE in 2017-18, 86% predicted to achieve ARE in 2018-19). To increase GDS score from 30% to 43%.	<ul style="list-style-type: none"> <li>PP Ambassador to provide targeted support for groups of disadvantaged pupils or individuals in 30-minute sessions throughout the afternoons</li> <li>SEN/DA targeted support given to key children in 30 minute sessions throughout the afternoons.</li> </ul>	Research carried out by EEF suggests that providing small group work has a positive impact on progress. It also evidences the impact that teaching specific strategies for planning, monitoring and evaluating (metacognition and self-regulation skills) can have on progress made.	PP intervention timetable.  Intervention planning sheets and feedback.  All work undertaken is written in 'Challenge Books'.  Challenge Book scrutinies by Maths lead.	PP lead  PP ambassador,  class teachers	Dec, Mar, Jun 2019
B. To increase the attainment for disadvantaged pupils in KS1 in GPS 20% at ARE to 44% and in writing from 40-44%. In KS2 increase attainment from 60% at ARE to 86% in GPS and from 80% to 86% at ARE in writing.	<ul style="list-style-type: none"> <li>PP Ambassador to provide targeted support for groups of disadvantaged pupils and individuals in 30-minute sessions throughout the afternoons.</li> <li>SEN/DA targeted support given to key children in 30 minute sessions throughout the afternoons.</li> </ul>	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.  All work undertaken is written in 'Challenge Books'.  Challenge Book scrutinies by Maths lead.	PP lead  PP ambassador,  class teachers	Dec, Mar, Jun 2019

<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"> <li>• Deliver social, emotional and behavioural interventions across the school to the identified pupils using the 'Thrive Approach'.</li> <li>• Monitor the effectiveness of the interventions.</li> <li>• Track progress between profile points.</li> </ul>	<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 led-staff CPD</p> <p>Monitoring through observations</p> <p>Thrive progress tracking documents.</p>	<p>Staff Thrive practitioners.</p>	<p>Feb &amp; Jun 2019</p>
<b>Total budgeted cost</b>					£47,000*

<b>iii Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<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"> <li>• 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.</li> <li>• Bespoke and intensive support (one to one) for the most vulnerable pupils in school including those at risk from exclusions.</li> <li>• Appropriate support offered to families for them to develop their own resilience and strategies to deal with family pressures.</li> </ul>	<p>Previous experience of this approach. First hand evidence of improved behaviours displayed at the experience.</p>	<p>Improved and positive behaviours transferred to school.</p> <p>Improved well-being and the ability to begin to self-regulate.</p>	<p>Class teachers</p> <p>Learning Mentor</p>	<p>Dec, Mar, Jun 2019</p>
<p>D.</p>	<ul style="list-style-type: none"> <li>• Review attendance of all PP pupil half termly</li> </ul>	<p>Slower progress and</p>	<p>Regular book scrutinies,</p>	<p>All class</p>	<p>Nov, Mar, Jul 2019</p>

Increased attendance	<ul style="list-style-type: none"> <li>• Learning Mentor to contact parents about attendance and discuss ways to offer support.</li> <li>• Class teachers to ensure that key information from missed lessons is covered.</li> <li>• Revised termly reports to parents to detail attendance and class teachers will discuss with parents at Learning Conversations as a focus item. Copies of detailed attendance data will be available.</li> <li>• Support parents in being able to work and bring children to work on time by offering options to subsidise Breakfast and after school club. Subsidised extra tuition in subjects such as music and extra-curricular clubs in order for the children to widen their skills and interest in other areas of the curriculum.</li> </ul>	<p>attainment of pupils with lower attendance. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Ensure the PP children are not disadvantaged and are able to experience the same enriching activities as their non- disadvantaged peers.</p>	<p>with absence registers, to ensure that 'Catch Up' work is being taught/discussed.</p> <p>Learning Mentor to liaise with class teachers and to provide them with regular attendance data updates. This will allow class teachers to communicate with the families of targeted children and to be proactive in encouraging good attendance.</p>	<p>teachers.</p> <p>Maths lead</p> <p>English lead</p>	
<b>Total budgeted cost</b>					£18,000*

**\*The budgeted costs are based on our 2017/18 Pupil Premium population. Therefore there is a difference in the planned expenditure versus the actual Pupil Premium income.**