

Pupil premium strategy / self-evaluation - Oldbury Park Primary RSA Academy

1. Summary information					
School	Oldbury Park Primary School				
Academic Year	2019-20	Total PP budget	£99,820	Date of most recent PP Review	none
Total number of pupils	362	Number of pupils eligible for PP	80	Date for next internal review of this strategy	Feb19

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
End of KS2 – July 2019		
% achieving expected standard or above in reading, writing & maths	29%	64%
% making expected progress in reading (as measured in the school)	22%	75%
% making expected progress in writing (as measured in the school)	39%	78%
% making expected progress in maths (as measured in the school)	28%	76%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Gaps in learning preventing Pupil Premium pupils achieving Age Related Expectations	
B.	Fewer Pupil Premium pupils achieving expected standards in Reading, Writing and Maths combined than non-Pupil Premium children.	
C.	Social and emotional issues that impact on learning in the classroom for Pupil Premium children	
D.	Absence of language rich experiences and poor oracy skills.	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Lower than expected attendance and / or late arrival at school – average attendance is 92.09% (non PP is 95.84%). Late arrivals – 3.28% PP compared with 1.28% non PP.	

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Pupil Premium pupils show progress in line with their non-pupil premium peers, making accelerated progress as gaps in learning are addressed.	Expected standards are reached for all pupils in their year groups. Pupil Progress meetings will involve discussions about progress of individuals showing steps of progress towards ARE. Children are included in focus groups with the teacher or teaching assistant as part of everyday classroom practice to receive additional support.
B.	Pupil Premium pupils achieve in line with their non-pupil premium peers and attain the expected standard in Reading, Writing and Maths combined.	Focus groups of children are identified for additional support in lessons / interventions with TA in order to maintain or accelerate rates of progress between KS1 and 2. Specific barriers to learning will be discussed at pupil progress meetings along with progress towards meeting the age related expectations.
C.	Pupils are ready to learn and show good development of learning behaviours, regulating emotions where necessary.	A more positive engagement in lessons and wider school life is demonstrated by children. The Nurture TA is responsible for helping children to be learning ready on a day to day basis. Children in Thrive sessions show progress against baselines and are supported to regulate their emotions. Weekly tracking of behaviour and LOPs records shows fewer incidents. Improvements in behaviour for learning evident during learning walks, observations and daily class drop-ins. Emotional regulation support for
D.	Children show greater confidence in class when contributing orally.	Modelling quality spoken language and providing language rich experiences is reflected in increased participation in group and class discussions. The development of the KASE approach is evident in children's spoken and written language.
E.	Improved attendance rates for PP children and a significant reduction in late arrivals at school.	Overall attendance rate improves so that it is more in line with non-PP attendance. Persistently absent or late arrivals are tracked weekly and the contact with parents is made to discuss concerns and offer support. AHT works closely with specific parents.

5. Planned expenditure

Academic year

2019-20

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?
Pupils make accelerated progress as gaps in learning are addressed so that they achieve in line with non-PP children.	PP children will be involved in targeted focussed teaching groups by the class teacher or TA for English and /or Maths every day.	Pre and post teaching interventions take place regularly to support learning and address gaps in learning.	Regular monitoring of interventions including checking children's books and in depth discussions about individuals at Pupil Progress meetings.	DHT AHTs English Lead Maths Lead SENCOs	Half termly
Pupils achieve the expected standard in Reading, Writing and Maths combined, attaining in line with their non-PP peers.	First Class at Number Intervention for specific children (including PP) identified as being below or cusp ARE carried out by AHT or experienced Year 2 teacher.	Intensive delivery of this programme has shown accelerated progress in the past, leading to achievement at ARE for the majority of children	SLT to support delivery of interventions, promoting best practice at all times.	SLT SENCOs	Half termly
Total budgeted cost					£24.960

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?
Pupils achieve ARE as gaps in learning are addressed.	Individual interventions scheduled for afternoons with experienced TAs	We have found that this approach builds confidence as the children are helped to understand the learning needed to close gaps in progress on a one to one or in a very small group.	Class teacher to liaise with TA and report to SLT at SELT (through English lead) and at PP meetings.	Head, DHT and AHTs	Pupil Progress meetings

Pupils achieve in line with their non PP peers and attain the expected standard in R,W and M combined.	Rapid reading intervention, reading comprehension groups, daily EDAR Volunteer readers with PP children.	Many children are not reading regularly out of school so this provision targets the PP children who need to make progress in reading.	Regular checks with teachers and TAs running the interventions.	SENCOs	Half termly
Total budgeted cost					£38.342
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?
Attendance for PP children is 95% +	AHT with responsibility for attendance is informed about low attendance levels by school office and made aware of persistent absenteeism so he can contact parents to offer support.	Support for parents has been effective with some parents and has resulted in increased attendance but this is not always sustained. Regular contact to help avoid absences has proved to have some encouraging results.	SLT discussions with SENCO. Follow up attendance checks. First day call back responses are fed back to establish whether further support is needed eg with Family Support Worker or outside agencies. .	SENCO with attendance responsibility	Termly
Learning behaviour in class is positive for targeted PP children.	Thrive sessions each week focussing on supporting PP children with emotional needs. Nurture TA checks in with children every day to ensure that they are ready to go into class and at the end of the day to be aware of issues that need to be addressed before they go home.	This intervention is proven to help children to self-regulate when they are in the classroom and on the playground. Building positive relationships helps the children to feel confident that they can seek out help when they need it. Social skills and friendship groups are run by the Nurture TA to support wide range of children including PP children. A PE Teaching Assistant takes groups of PP children out of class to carry out a range of sporting and other activities that help the children to develop collaboration and communication skills.	Thrive leader meets with SENCOs to discuss progress and to plan next steps and further groups. Nurture TA meets regularly with the SLT / SENCOs to discuss children and feeds back to class teachers and parents.	SENCOs	Termly

<p>PP children have equality of opportunity with all activities in school including free access to clubs, school trips, Year 6 residential and uniform support.</p>	<p>Provision made for funding for PP children to allow them to take part in all activities.</p>	<p>Important for children and family well-being that they do not feel excluded from school life because of costs.</p>	<p>School Office contacts parents to offer support for trips. Payment for clubs includes PP children's discounts.</p>	<p>Office Administrator DHT</p>	<p>£12,000</p>
<p>Total budgeted cost</p>					<p>£23,750</p>