

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	OFFLEY PRIMARY ACADEMY				
<b>Academic Year</b>	April 19 - April 20	<b>Total PP budget</b>	£58,300 (April 2019 – March 2020)	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	409 (R-Y6) + 40 Pre-School pupils = 449 in total	<b>Number of pupils eligible for PP</b>	48	<b>Date for next internal review of this strategy</b>	

2. Current attainment				
KS2 DATA FOR YEAR 6 PUPILS 2019-20 (x9 pupils out of cohort of 60 pupils) Teacher Assessed	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	% achieving in reading, writing and maths	56% (5 out of 9 pupils)	National %	74.6% (38 out of 51 pupils)
% making progress in reading	67% (6 out of 9 pupils)		80.4% (41 out of 51 pupils)	National %
% making progress in writing	78% (7 out of 9 pupils)		74.6% (38 out of 51 pupils)	National %
% making progress in maths	56% (5 out of 9 pupils)		74.6% (38 out of 51 pupils)	National %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Progress in <b>Maths</b> , especially at the end of KS2 - Some pupils struggle with complex mathematical problems. Ensuring learning is secure before pupils apply their mathematical knowledge to more difficult tasks.	
<b>B.</b>	<b>Reading</b> – fluency - make sure that all pupils continue to build up their reading fluency as they move through the school. ensuring opportunities to read aloud and hear a range of texts read aloud by members of staff (across all subject areas)	
<b>C.</b>	<b>Resilience</b> – never give up! During lessons, challenging themselves, ‘can do’ attitude, fluency, finishing tests	
<b>D.</b>	Ensuring PP pupils are targeted by in-class support and intervention that suit and match the needs of the learners. Monitor, assess and review regularly.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Reading – exposure to range of authors and texts with little or no books available at home, opportunities to read, hearing texts read aloud, poor language models	
<b>F.</b>	Attendance and punctuality (for <b>some</b> PP pupils)	
<b>G.</b>	Varying home-life situations, building relationships, honesty, lack of quality time spent with parents	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A, B, C, D</b>	Ensure the attainment and progress gap continues to narrow between school PP and National, and school PP and school non-PP	Using data to track flight paths of pupils – targeting early and identifying any dips or changes in trajectory. Setting challenging, but achievable, targets.
<b>A, B, C, D</b>	Provide support to those identified PP pupils across all aspects of school life	QFT, support in lessons, identify nurture needs Interventions – academic e.g IDL, Nesy, AR, music, sports and social/emotional e.g., Pet Therapy, Happy to be me, lunchtime club What are individual pupils missing? Can we support with that in school?
	Identify any potential PP pupils at earliest possibility	Information shared at any parental meeting for new starters (EYFS), information provided via school bulletin, provide information to new pupils who start at school
	Ensure all PP pupils have the opportunity to experience all aspects of school life	PP pupils take part in school visits, residential trips, music tuition, extra-curricular clubs, represent school at varying events, provide some parts of school uniform and equipment needed. Identify what the pupil/s needs are and trying to address them within the school day.

5. Planned expenditure					
Academic year	April 2019 – April 2020				
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. <b>Quality of teaching for all</b> Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.					
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?
Narrow attainment and progress gap between PP & National By the end of KS2 pupils achieve higher standard of combined RWM (x9 PP pupils in Year 6 2019-2020)	<p>* Teaching style &amp; learning style – matching the learning to the needs of the pupils using a range of different techniques and approaches depending upon the subject and topic; providing pupils with different strategies to use to allow them to succeed. QFT</p> <p>* Additional teachers x3 during Spring Term and Summer Term to work with identified PP pupils to plug gaps and secure learning. Additional teacher support across EYFS &amp; KS1, LKS2 &amp; UKS2. Prepare the pupils in Y6 ready for life outside of the classroom and beyond Primary School ready for transition to High Schools.</p>	<p>EEF evidence shows that Collaborative learning approaches can have a positive impact of +5 months progress therefore pupils will be given opportunities to work together through Problem Based Learning approaches to work. Workshop style lessons take place whereby pupils are supported and challenged and can self-regulate their learning needs.</p> <p>Mastery Learning can have a positive impact of +5 months progress. Staff use this approach confidently through their Maths teaching.</p> <p>Metacognition and Self-regulation can have a positive impact of +7 months progress on a pupil. Pupils are given strategies, by the class teachers, to think about their own learning &amp; how they best plan, monitor and evaluate as learners.(whole school approach &amp; priority)</p>	<p>* Staff CPD – subject leaders            * Staff CPD – teaching staff &amp; support staff            * Lesson observations            * Book scans            * Data monitoring            * Pupil Progress meetings            * Feedback – from staff and pupils</p>	<p>All staff as a whole school approach</p> <p>Year 6 staff to closely monitor data and targets for Year 6 PP pupils</p>	
<b>Total budgeted cost</b>					£25,000

**ii. Targeted support** Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy

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>*Narrow attainment and progress gap between PP &amp; National            *By the end of KS2 pupils achieve higher standard of combined RWM            *Become High School ready            *Address and plug any gaps from remote</p>	<p>Targeted teacher-led 'booster' groups, for all Year 6 pupils, led by experienced staff.</p>	<p>Mastery Learning can have a positive impact of +5 months progress.             Pupils have targeted intervention during the sessions, plugging gaps and identifying key areas of need.            PP pupils are identified and provided with the support they need regardless of their academic ability</p>	<p>* Staff CPD            * Feedback from subject leaders for Maths &amp; English            * Feedback from staff            * Feedback from Year 6 pupils            * Progress in Maths – through lessons, application of skills, self – confidence            * Progress in Reading            * Progress in GPS</p>	<p>Year 6 staff</p>	<p>Daily – throughout the sessions.</p>
<p>*Narrow attainment and progress gap between PP &amp; National, school PP &amp; school non-PP            *Address and plug any gaps from remote learning</p>	<p>Targeted teacher-led booster groups for specific pupils needs – small group intervention provided by an experienced teacher</p>	<p>Small group tuition +4 months            Reducing class size +3 months            All pupils benefit.</p>	<p>* PP pupils chosen to benefit for specific reasons linked to academic progress or personal impact            * Learning needs/styles addressed            * Pupils progress            * Impact on pupil confidence, self-belief and ability to achieve</p>	<p>Teachers</p>	<p>On-going throughout the term. Evaluate success of each session and change format if needed.</p>
<p>*Narrow attainment and progress gap between PP &amp; National, school PP &amp; school non-PP            *Address and plug any gaps from remote learning</p>	<p>Teaching assistant support to lead intervention and reduce class size of adult:pupil ratio across whole school and especially in those year groups/classes that contain a higher proportion of PP pupils</p>	<p>Small group tuition +4 months            Reducing class size +3 months            All pupils benefit.</p>	<p>* PP pupils chosen to benefit for specific reasons linked to academic progress or personal impact            * Learning needs/styles addressed            * Pupils progress            * Impact on pupil confidence, self-belief and ability to achieve</p>	<p>Teachers            Support staff</p>	<p>On-going throughout the term. Evaluate success of each session and change format if needed.</p>
<b>Total budgeted cost</b>					<p>£18,000</p>

**iii. Other approaches** strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional 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?
Opportunity to experience all aspects of school-life	<ul style="list-style-type: none"> <li>* School visits 25% discount</li> <li>* Residential visits 50% discount</li> <li>* Extra-curricular clubs provided by outside agencies 100% funded</li> <li>* Music tuition 100% funded</li> <li>* Provide some uniform and school equipment</li> <li>* Ipad insurance for accidental damage</li> </ul>	<p>Outdoor adventure learning +4 months progress            Arts participation +2 months progress</p> <p>OPA offer a range of school trips, visitors in to school and opportunities to take part in residential visits. During this time pupils are exposed to experiences they may not have had before in places they have not visited before.</p> <p>The extra-curricular clubs, run by experts in their field, come at a cost to the pupils and therefore are not always accessible to PP pupils due to this. (Evidence from previous clubs run – very low PP numbers, if any at all)</p>	<ul style="list-style-type: none"> <li>* More PP pupils are accessing other opportunities within school life which they may have been unable to previously</li> <li>* Pupils are equipped and ready to learn</li> <li>* Pupil voice – pupils share their experiences</li> <li>* Parents response – is it useful and supporting them?</li> </ul>	EM	<p>On-going            Look at increase/decrease of numbers and reasons why.  <u>Academic Year – 2019-20</u>            Residential – Year 6 £820            Residential – Year 3 £192            School trips - £73.50            Music - £42            SCNW - £120            Splash! Art - £90</p>
Provide support to those identified PP pupils across all aspects of school life	<ul style="list-style-type: none"> <li>* Work with an outside agency to deliver Pet Therapy</li> </ul>	<p>Feedback from other Primary schools who are already using the intervention was very positive.            OPA experience during academic year 2019-20 was that the intervention had a desired impact of providing pupils with an opportunity to express their feelings through a creative way and explore ways to talk and share through befriending the dog.            Identified key pupils who required support and a different opportunity to interact and share.</p>	<ul style="list-style-type: none"> <li>* Liaise weekly with the Pet Therapy team</li> <li>* Pupil and Parent feedback</li> </ul>		<p><u>Academic Year – 2019-20</u>            £98 per session              Total - £2352</p>
Provide support to those identified PP pupils across all aspects of school life	<ul style="list-style-type: none"> <li>* Provide Play Therapy for x3 pupils</li> </ul>	<p>Change in home life.            Turbulent time and needed an intervention to work individually to share thoughts, emotions and express feelings in a different way</p>	<ul style="list-style-type: none"> <li>* Liaise weekly with the Play Therapist</li> <li>* Pupil and carers feedback</li> </ul>	SG	<p><u>Academic Year – 2019-20</u>            £45 per session, per week x3              Total - £2,025</p>



<p>Identify and target pupils and families at earliest opportunity</p> <p>Build relationships with families to support varying home-life situations</p>	<p>* Family Support Worker – part of the role involves work with vulnerable families who are or could be eligible for the PPG</p>	<p>Parental engagement (+3 months progress) is vital especially for the vulnerable families. OPA's FSW is also the DSL &amp; has a good relationship with families. The relationship with these families and pupils is vital.</p>	<p>* PP numbers increase          * Build good relationships with vulnerable families          * Changes in family circumstances are shared          * Support for those families in need</p>	EM/SG	<p><u>Academic Year – 2019-20</u>          Review expectations of role in terms of PP spend.</p> <p>Total - £13,000</p>
<p><b>INTENT:</b></p> <p>* To continue to improve consistency of standards year on year and aim to be above the national expectations in EYFS, KS1 and KS2. The gap between PP children and their peers to continue to close.</p> <p>* To implement support that allows our pupils to make progress and achieve to the best of their ability regardless of starting points and baselines</p> <p>* To identify and implement ways to emotionally support pupils whereby a variety of opportunities are available to increase self-confidence and self-esteem alongside opportunities to talk, be listened to and look at positive outcomes.</p> <p>* To ensure that we are instilling expectations of the highest standard of behaviour and care within our children. Embedding an understanding of how individual and group behaviour can have a positive impact on outcomes for everyone.</p> <p>* To provide opportunities to be the 'best that they can be' as a member of our school community, local community, Multi-Academy Trust community and beyond. Enabling all children to make a positive contribution to society.</p> <p>* To deliver strong and effective leadership across all areas of school life to enable children to enjoy a safe, enjoyable and exciting primary school life.</p>					
<b>Total budgeted cost</b>					Approx. £60,000
<p><b>IMPACT:</b></p> <ul style="list-style-type: none"> <li>• A range of CPD opportunities, in-house by Subject Leaders (sharing their training) and external (provided by BTSA) accessed by teaching staff to build on high-quality teaching and learning experiences for all pupils. These were then implemented in school. Staff Meeting time dedicated to sharing training and how this can be implemented across the whole school for a consistent approach.</li> <li>• Booster Groups had a positive impact on the Year 6 pupils. Targeted support and intervention. Pupils were grouped in small groups (approx. 3:1) to focus on their gaps and areas of need. Subject and topic focus changed week-on-week again dependent upon the need of the pupils in each group. Pupils shared their confidence had grown and felt able to ask questions within the small group which they hadn't felt comfortable doing in a whole-class situation. Although not all achieved the National Standard, the pupils were very close with only 1/2 marks away.</li> <li>• Highly skilled TA support in place. Effective and flexible timetabling allowed for support to be in place where possible.</li> <li>• Metacognition and Self- Regulation techniques instilled within the pupils</li> <li>• Pupils represented school across a number of varying levels – e.g. sports teams, competitions, School Council, Prefects</li> </ul>					



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This is a review of the previous year, so the outcomes and success criteria will be different to above.

**6. Review of expenditure**

**Previous Academic Year**

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

**i. Quality of teaching for all**

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)	Cost

Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

**ii. Targeted support**

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)	Cost

**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)	Cost

**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)