

Pupil premium strategy statement (primary)

1. Summary information					
School	OFFLEY PRIMARY ACADEMY				
Academic Year	April 2020 - April 2021	Total PP budget	£53,695 (April 2020 – March 2021)	Date of most recent PP Review	n/a
Total number of pupils	409 (R-Y6) + 40 Pre-School pupils = 449 in total	Number of pupils eligible for PP	49 rising to 61 (March 2021)	Date for next internal review of this strategy	

2. Current attainment				
KS2 DATA FOR YEAR 6 PUPILS 2020-2021 (x5 pupils out of cohort of 59 pupils) Teacher Assessed	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving in reading, writing and maths	50% (5 out of 10 pupils)	National %		National %
% making progress in reading	80% (8 out of 10 pupils) 2 pupils SEND 1 pupil GDS			National %
% making progress in writing	50% (5 out of 10 pupils) 2 pupils SEND 1 pupil GDS			National %
% making progress in maths	60% (6 out of 10 pupils) 2 pupils SEND 2 pupils GDS			National %

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Progress in Maths , 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.	Reading – 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)	
C.	Resilience – never give up! During lessons, challenging themselves, ‘can do’ attitude, fluency, finishing tests	
D.	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.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	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	
F.	Attendance and punctuality (for some PP pupils)	
G.	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>
A, B, C, D	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.
A, B, C, D	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.
	<i>Covid – 19 School Closure for Lockdown 1 & Lockdown 3 –</i> <i>* All PP pupils provided with paper packs of work which were posted to their home addresses</i> <i>* PP pupils welcome to attend school if necessary – FSM pupils had meals provided</i>	<i>Vulnerable pupils were well supported during the periods of school closure.</i>



	<p><i>* Additional resources provided to pupils and families to support remote learning e.g. laptops, iPads, stationary, paper/books, video links, personalised learning</i></p> <p><i>* Additional class teacher support provided – via phone calls home, email communication, individual video learning links, personalised learning video links, doorstep visits</i></p>	<p><i>Work provided is accessible by the child and offers challenge opportunities</i></p> <p><i>Regular contact with pupils, parents, families</i></p> <p><i>Address any needs prior to the return to school</i></p> <p><i>Aware of any change in circumstances</i></p>
--	---	---

5. Planned expenditure					
Academic year		April 2020 - April 2021			
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 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 (x10 PP pupils in Year 6 2020-2021)	<p>* Teaching style & 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 & KS1, LKS2 & 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 & how they best plan, monitor and evaluate as learners.(whole school approach & priority)</p>	<ul style="list-style-type: none"> * Staff CPD – subject leaders * Staff CPD – teaching staff & support staff * Lesson observations * Book scans * Data monitoring * Pupil Progress meetings * Feedback – from staff and pupils 	<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>	
Total budgeted cost					Approx. £20,000 (inc. supply cost to release staff to attend CPD/release time for Subject Leadership Time)



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 & National</p> <p>*By the end of KS2 pupils achieve higher standard of combined RWM</p> <p>*Become High School ready</p> <p>*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.</p> <p>Pupils have targeted intervention during the sessions, plugging gaps and identifying key areas of need.</p> <p>PP pupils are identified and provided with the support they need regardless of their academic ability</p>	<p>* Staff CPD</p> <p>* Feedback from subject leaders for Maths & English</p> <p>* Feedback from staff</p> <p>* Feedback from Year 6 pupils</p> <p>* Progress in Maths – through lessons, application of skills, self – confidence</p> <p>* Progress in Reading</p> <p>* Progress in GPS</p>	<p>Year 6 staff</p>	<p>Daily – throughout the sessions.</p>
<p>*Narrow attainment and progress gap between PP & National, school PP & school non-PP</p> <p>*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</p> <p>Reducing class size +3 months</p> <p>All pupils benefit.</p>	<p>* PP pupils chosen to benefit for specific reasons linked to academic progress or personal impact</p> <p>* Learning needs/styles addressed</p> <p>* Pupils progress</p> <p>* 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>DID NOT TAKE PLACE DUE TO COVID-19 SCHOOL CLOSURES</p>
<p>*Narrow attainment and progress gap between PP & National, school PP & school non-PP</p> <p>*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</p> <p>Reducing class size +3 months</p> <p>All pupils benefit.</p>	<p>* PP pupils chosen to benefit for specific reasons linked to academic progress or personal impact</p> <p>* Learning needs/styles addressed</p> <p>* Pupils progress</p> <p>* 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>
Total budgeted cost					£18,000

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"> * School visits 25% discount * Residential visits 50% discount * Extra-curricular clubs provided by outside agencies 100% funded * Music tuition 100% funded * Provide some uniform and school equipment * iPad insurance for accidental damage 	<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> <p>All parents have had the option to opt in or out of accidental damage insurance for the school iPad – all PP pupils have this insurance premium covered via the grant.</p>	<ul style="list-style-type: none"> * More PP pupils are accessing other opportunities within school life which they may have been unable to previously * Pupils are equipped and ready to learn * Pupil voice – pupils share their experiences * Parents response – is it useful and supporting them? 	EM	<p>On-going Look at increase/decrease of numbers and reasons why.</p> <p><u>Academic Year – 2020-21</u> iPad insurance cover - £1220</p> <p>SCNW - £297</p> <p>School trips - £70</p> <p>Uniform & resources - £500</p> <p>Total - £3424.50</p>
Provide support to those identified PP pupils across all aspects of school life	<ul style="list-style-type: none"> * Work with an outside agency to deliver Pet Therapy 	<p>Feedback from other Primary schools who are already using the intervention was very positive.</p> <p>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.</p> <p>Identified key pupils who required support and a different opportunity to interact and share.</p>	<ul style="list-style-type: none"> * Liaise weekly with the Pet Therapy team * Pupil and Parent feedback 		<p><u>Academic Year – 2020-21</u> £98 per session</p> <p>Total - £1176</p>
Provide support to those identified PP pupils across all aspects of school life	<ul style="list-style-type: none"> * Provide Art Therapy for specific pupils 	<p>A number of pupils found the return to school following school closure difficult, loss, bereavement and changes to family situations had a huge impact on specific pupils.</p>	<ul style="list-style-type: none"> * In-house intervention led by a Teaching Assistant * Pupils participate in small groups or on a 1:1 level depending upon need 	WR	<p><u>Academic Year – 2020-21</u> £15 per hour, x3 hours per week</p> <p>Total - £540 per term</p>

<p>INTENT:</p> <ul style="list-style-type: none"> * 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. * To implement support that allows our pupils to make progress and achieve to the best of their ability regardless of starting points and baselines * 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. * 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. * 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. * 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. 		
Total budgeted cost		Approx. £55,000
<p><u>IMPACT –</u></p> <p><i>Covid – 19 School Closure for Lockdown 1 & Lockdown 3 impacted originally intentions for the Pupil Premium pupils and spend. As stated above, pupils in receipt of the Pupil Premium Grant were well supported during these difficult times. FSM, & therefore Pupil Premium, eligibility grew within this period due to the change in circumstances for many families i.e. job losses due to the Pandemic. The PPG allocation for 2020-21 was then spread to cover all pupils eligible over this time.</i></p> <ul style="list-style-type: none"> * All PP pupils provided with paper packs of work which were posted to their home addresses * PP pupils welcome to attend school if necessary * FSM pupils had meals provided if attending school, some had meals delivered daily to home address, some had food parcels delivered to home address. * Referrals made to other agencies for additional support required beyond school e.g. Food Bank, Social Care, Cheshire East charities * Additional resources provided to pupils and families to support remote learning e.g. laptops, iPads, stationary, paper/books, video links, personalised learning * Additional class teacher support provided – via phone calls home, email communication, individual video learning links, personalised learning video links, live support group teaching sessions to help narrow academic gaps and separate live teacher support for well-being, doorstep visits. * Any needs were addressed prior to the return to school and interventions implemented accordingly. * Ensured school were aware of any change in circumstances and the help and support required was in place to support the pupil/s and families when school reopened. * Parent and pupils feedback was very positive; families felt well supported during these difficult times. 	<p><i>Budget covered additional costs for support and additional resources required including physical resources and additional teacher/TA support.</i></p>	

6. Review of expenditure				
Previous Academic Year		This is a review of the previous year, so the outcomes and success criteria will be different to above.		
i. Quality of teaching for all				
Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.				
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
ii. Targeted support				
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.				
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
<p>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</p>