

Oulton Primary School
Pupil Premium Spend Strategy
 Fund generated via Pupil Premium for 2018/19

2018 - 2019 allocation: £195,632 Strategy Review dates: January, April & September 2019

At Oulton Primary School our mission is to provide all children, regardless of the income of their families or social circumstances, with a high-quality education which keeps them at the very least in line with age related expectations. The progress and attainment of pupil in receipt of pupil premium is carefully tracked on a half termly basis and provision is put into place to ensure that they make accelerated progress.

Pupil Premium Profile (Number of children)- September 2018 (Funding based on January 18 Census)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
15	11	22	20	28	25	21

Children: 142: 132 FSM, 8 CLA, 1 Adopted, 1 Service children	COMMENTARY
The range of academic barriers faced by pupils are mainly related to attainment and achievement in Reading, Writing and Mathematics. With this in mind, a large proportion of the spend goes towards supporting these essential subjects and providing a secure foundation for success in other subjects. The continued spend on a Speech and Language Therapist (SALT) is intended to raise basic skills from the start of a pupil's school life to allow quality Wave 1 teaching to be effectively applied. A reasonable proportion of pupils have difficulties around social issues and this is also reflected in the total spend with allocation to group, 1-1 and bespoke pastoral support. The impact of the spend is monitored throughout the year and at the midpoint, end of academic year data is used to map progress. Throughout the year and in line with the school's ongoing monitoring procedures, the impact of interventions is reviewed and programmes amended as necessary. Where necessary additional resources or provision will be implemented- this is not limited by the total cost of this grant. The impact of this year's spend will be detailed at the academic year end (September 2019) and new funding priorities set.	

Break down of provision

Total Allocation: **£195,632**

Allocation Spent: **£151,040**

Allocation Remaining for the year: **£44,592** (to be allocated throughout the year depending on barriers identified)

Presenting issue Main Barriers	Action	Cost	Projected impact How measured?	Actual Impact Jan, April, July 2019
Some pupils in present with challenging behaviour and suspected attachment difficulties. This stops them and their peers from accessing quality first teaching. There is a particular level of need in YR, Y1, Y2 and Y4.	Thrive training provided to Learning Mentor Subscription to Thrive online for profiling and tracking Multiple Learning Mentors in post to support vulnerable children Young Person's counselling course for Learning Mentor 12-week SEMH placement for one pupil for bespoke work	Thrive training: £1,914 Thrive Online: £666 Learning mentor salary x 2: £54,010 Counselling Course: £950 12-Week SEMH placement: £3300 Weekly release time for staff to monitor SEMH placement: £840 Total Spend: £61,680	Behaviour for learning for children with attachment difficulties improve. Quality first teaching is uninterrupted for all. Measured by: • Thrive Entry/Exit assessments • SDQ/BOXALL Scores • CPOMS records • Lesson Observations • SLT Monitoring • Learning Mentor Notes • Appraisal records	
Some pupils across the Early Years and KS1 have lower than expected speech and Language skills- this has a negative impact on their phonics/writing/reading as they are unable to correctly form the speech sounds in their independent work.	Early intervention and assessment of speech and communication issues with rapid intervention by SAL Therapist. Bespoke targeted programmes of work set by SAL Therapist.	Chatter bugs Speech and Language Company. ½ a week: £3,650 Total Spend: £3,650	Speech and Language skills improve. Phonics/writing standards improve. Measured by: • Speech and Language Assessments (Pre/Post) • Pupils' work • SLT Monitoring • Lesson Observations • Intervention timetable and records	

Too many children failed or just passed Y1 and Y2 phonics test	Regular monitoring by Phonics Leader of quality first teaching Phonics Leader to access subject CPD through Leading Phonics Network Tell Intervention for KS1 pupils Read Write Inc. Intervention for LKS2 pupils	Attendance at Phonics Network by Phonics Leader: £480 Monitoring release time x 3= £600 Tell 1 (2 groups) sessions: 30 mins x 4 x 39= £3,002 LKS2 Phonics: 30 mins x 4 x 39= £1,148 Resourcing costs: £750 Total Cost: £5,979	Higher percentage of children pass both the Y1 or Y2 re-test. In-year tracking shows that a higher proportion are on track to pass. Intervention records/assessments show impact of programmes Measured by: • End of year data • In-year tracking • Intervention Pre/Post assessments • SLT Monitoring	
A group of Y6 pupils have low confidence and/or self-esteem issues and/or social skills.	Prince William Award (Explorer) to target children ½ day a week. Activities to include team building, first aid, survival skills, social activities and confidence building activities	Cost of Skill Force instructor ½ day per week: £6,900 Total Cost: £6,900	Pupils involved show an increase in confidence/self-esteem/social skills Confidence increases during lessons Measured by: • Weekly written reports by Skillforce • Pupil attainment data • SLT monitoring	
At the end of KS2 attainment in Maths is still below national expectations and although within the expected range, progress is the lowest of the three core assessment areas.	Investment in whole school maths mastery scheme to embed quality wave one teaching	Maths No Problem! Resources: £7,500 1:1 Y6 number intervention: £500	Maths attainment increases at the end of KS2 Maths progress measures narrow towards 0 and show positive progress.	

	1:1 basic number skill intervention to narrow existing gaps for Y6 pupils. 1:1 basic number skill intervention to narrow existing gaps for Y4 pupils. KS1 First Class at Number group to enable children close to expected standard to remove gaps in skills/knowledge LKS2 Success at Arithmetic: Number Sense group to empower children who are not at expected standard to understand and apply their understanding KS1 Success at Arithmetic: Calculating group	1:1 Y4 number intervention: £500 KS1 First Class at Number group: £2,100 LKS2 Success at Arithmetic: Number Sense group: £2,100 UKS2 Success at Arithmetic: Calculating group: £2,100 LKS2 Success at Arithmetic: Number Sense training for 2 staff: £990 LKS2 Success at Arithmetic: Number Sense Resourcing/Set up: £500 Proportion of 2x HLTA Salary: Accounted for below (KS2 Reading/KS1 Reading) Total Cost: £16,290	In-year data across the school shows a narrowing of the disadvantaged gap in maths. In-year data shows an increase in attainment/progress across all year groups, for all groups of pupils. Measured by: • End of year data • In-year tracking • Intervention Pre/Post assessments • SLT Monitoring • Governor visits • Evidence in Governor Minutes • Maths Leader monitoring • Pupil Voice • Intervention logs	
Some children in KS2 are not reading at the expected standard for their age and still need to secure phonics/spelling rules to access wave one teaching.	Priority Readers Intervention to close the gap in reading and target children who do not read at home. UKS2 Phonics Intervention to teach phonic/spelling rules	Priority Readers Intervention: £800 UKS2 Phonics Intervention: £1,453 UKS2 Fresh Start Intervention: £2,950	Reading attainment increases at the end of KS2 Reading progress measures narrow towards 0 and show positive progress.	

Particular focus on Y6 pupils who are working below the expected standard.	UKS2 Fresh Start Intervention to raise standards/improve phonics non-negotiables	UKS2 Inference Intervention: £2,375 Proportion of 2x HLTA Salary: £25,977 Total Cost: £33,555	In-year data across the school shows a narrowing of the disadvantaged gap in maths. In-year data shows an increase in attainment/progress across all year groups, for all groups of pupils. Measured by: • End of year data • In-year tracking • Intervention Pre/Post assessments • SLT Monitoring • Governor visits • Evidence in Governor Minutes • Maths Leader monitoring • Pupil Voice • Intervention logs	
Some disadvantaged children were unable to contribute to the 'board and lodgings' element of residential trips and potentially not able to access them.	Use of Pupil Premium funding to subsidise 'Board and Lodgings' of residential visits where extreme hardship visible	Subsidy for Y6 Residentials: £350 Subsidy for Y4 Residentials: £200 Total Cost: £550	All disadvantaged children have the opportunity to access residential visits. Measured by: • Evolve form/Evaluation • Pupil Voice	

Some children in KS1 are not reading at the expected standard for their age and still need to secure phonics to access wave one teaching. Barriers for children who do not read at home.	Priority Readers Intervention implemented to close the gap in reading and target children who do not read at home. Eager Readers Reading Rewards System Purchase of new reading books to supplement current stocks and add to the range available to appeal to the interests of a wider range of children. Additional 0.6 TA to provide additional support to KS1 pupils during English and Maths Additional support in KS1 Phase during morning sessions by HLTA	Priority Readers Intervention: £950 Eager Reader Posters and Prizes: £100 Additional reading books purchased to supplement current range: £2,000 0.6 TA Salary: £6,398 Proportion of HLTA Salary: £12,988 Total Cost: £22,436	Reading attainment increases at the end of KS1 Reading progress measures improve. In-year data across KS1 shows a narrowing of the disadvantaged gap in maths. In-year data shows an increase in attainment/ progress across all year groups, for all groups of pupils. Measured by: • End of year data • In-year tracking • Intervention Pre/Post assessments • SLT Monitoring • Governor visits • Evidence in Governor Minutes • Maths Leader monitoring • Pupil Voice • Intervention logs	
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