

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
<p>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.</p> <p>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.</p> <p>The impact of this year's spend will be detailed at the academic year end (September 2019) and new funding priorities set.</p>	

Break down of provision

Total Allocation: **£195,632**

Allocation Spent: **£193,140**

Presenting issue Main Barriers	Action	Cost	Projected impact How measured?	Actual Impact Jan, April, July 2019
<p>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.</p>	<p>Thrive training provided to Learning Mentor</p> <p>Subscription to Thrive online for profiling and tracking</p> <p>Multiple Learning Mentors in post to support vulnerable children</p> <p>Young Person's counselling course for Learning Mentor</p> <p>12-week SEMH placement for one pupil for bespoke work</p>	<p>Thrive training: £1,914</p> <p>Thrive Online: £666</p> <p>Learning mentor salary x 2: £54,010</p> <p>Counselling Course: £950</p> <p>12-Week SEMH placement: £3300</p> <p>Weekly release time for staff to monitor SEMH placement: £840</p> <p>Total Spend: £61,680</p>	<p>Behaviour for learning for children with attachment difficulties improve.</p> <p>Quality first teaching is uninterrupted for all.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • Thrive Entry/Exit assessments • SDQ/BOXALL Scores • CPOMS records • Lesson Observations • SLT Monitoring • Learning Mentor Notes • Appraisal records 	<p>CPOMS records indicate fewer incidents over year and a termly decrease in extreme behaviour resulting in the need for physical restraint.</p> <p>From Autumn to January, Thrive assessments show an average uplift of 12.25% in Being Safe, 19% in Being Special and 20.5% in Having needs met.</p> <p>LM records indicate areas of strength and next steps for each target child- upward trend visible in notes.</p> <p>Reviews conducted by SENCo at regular intervals highlight progress.</p> <p>SEMH placement setting reports fewer incidents and pupil is engaging better with their work.</p>
<p>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.</p>	<p>Early intervention and assessment of speech and communication issues with rapid intervention by SAL Therapist.</p> <p>Bespoke targeted programmes of work set by SAL Therapist.</p>	<p>Chatter bugs Speech and Language Company. ½ day a week: £3,650</p>	<p>Speech and Language skills improve.</p> <p>Phonics/writing standards improve.</p> <p>Confidence and social skills improve.</p> <p>Positive impact on participation in class environment.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • Speech and Language Assessments (Pre/Post) 	<p>Over the year, 35 children were on the caseload and had some form of SALT input</p> <p>Children discharged: 5 (these children progressed due to intervention)</p> <p>6 children had 1:1 blocks of therapy from the Speech and language therapist. Due to the severity of need some of these children had multiple blocks during the year. More children were waiting for 1:1 input but there was a waiting list due to capacity / volume of new referrals and assessments needed.</p> <p>13 children had therapy programmes which were delivered by class-based staff. All children on</p>

		Total Spend: £3,650	<ul style="list-style-type: none"> • Pupils' work • SLT Monitoring • Lesson Observations • Intervention timetable and records 	therapy programmes made progress with targets and programmes were updated with new targets. Following input by SaLT, some children accessed wave 2 intervention or general classroom adaptations / recommendations were made
Too many children failed or just passed Y1 and Y2 phonics test	<p>Regular monitoring by Phonics Leader of quality first teaching</p> <p>Phonics Leader to access subject CPD through Leading Phonics Network</p> <p>Tell Intervention for KS1 pupils</p> <p>Read Write Inc. Intervention for LKS2 pupils</p>	<p>Attendance at Phonics Network by Phonics Leader: £480</p> <p>Monitoring release time x 3= £600</p> <p>Tell 1 (2 groups) sessions: 30 mins x 4 x 39= £3,002</p> <p>LKS2 Phonics: 30 mins x 4 x 39= £1,148</p> <p>Resourcing costs: £750</p> <p>Total Cost: £5,979</p>	<p>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</p> <p>Measured by:</p> <ul style="list-style-type: none"> • End of year data • In-year tracking • Intervention Pre/Post assessments • SLT Monitoring 	<p>A larger proportion of pupils passed the phonics screening check at Y1 and the gap with national closed.</p> <p>The gap for Y1 pupils between school and national has closed from 27.9% in 2017 to 5.7% in 2019. There has been a sustained 3-year upwards trend in phonic results</p> <p>Y2 pupils attained better and achieved higher than national average. Again, there has been a 3-year upward trend of percentage passing at Y2. In year tracking sheets show pupils' progression across each year group. Children making less than expected progress have been focused on during progress meetings and targeted for specific intervention.</p> <p>An audit by the LA found that the provision for phonics was effective gave some areas for further improvement.</p>
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	<p>Pupils involved show an increase in confidence/self-esteem/social skills</p> <p>Confidence increases during lessons</p> <p>Measured by:</p> <ul style="list-style-type: none"> • Weekly written reports by Skillforce • Pupil attainment data 	<p>Pupils who attended showed a general increase in skills between week 12 and week 24 as assessed by link teacher and Skill Force instructor as illustrated by the tables and charts attached below.</p> <p></p> <p>Oulton 03099 Interim Impact Repo</p>

			<ul style="list-style-type: none"> • SLT monitoring 	<p>Due to the liquidation of the company in July, following the end of term, a final data report was not received. However, staff reported that all pupils had progressed from their 12-week score and that majority had showed a sustained improvement from their week 24 scores.</p>
<p>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.</p>	<p>Investment in whole school maths mastery scheme to embed quality wave one teaching</p> <p>1:1 basic number skill intervention to narrow existing gaps for Y6 pupils.</p> <p>1:1 basic number skill intervention to narrow existing gaps for Y4 pupils.</p> <p>KS1 First Class at Number group to enable children close to expected standard to remove gaps in skills/knowledge</p> <p>LKS2 Success at Arithmetic: Number Sense group to empower children who are not at expected standard to understand and apply their understanding</p>	<p>Maths No Problem! Resources: £7,500</p> <p>1:1 Y6 number intervention: £500</p> <p>1:1 Y4 number intervention: £500</p> <p>KS1 First Class at Number group: £2,100</p> <p>LKS2 Success at Arithmetic: Number Sense group: £2,100</p> <p>UKS2 Success at Arithmetic: Calculating group: £2,100</p> <p>LKS2 Success at Arithmetic: Number Sense training for 2 staff: £990</p> <p>LKS2 Success at Arithmetic: Number Sense Resourcing/Set up: £500</p>	<p>Maths attainment increases at the end of KS2</p> <p>Maths progress measures narrow towards 0 and show positive progress.</p> <p>In-year data across the school shows a narrowing of the disadvantaged gap in maths.</p> <p>In-year data shows an increase in attainment/progress across all year groups, for all groups of pupils.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • End of year data • In-year tracking • Intervention Pre/Post assessments • SLT Monitoring • Governor visits • Evidence in Governor Minutes 	<p>End of KS2 data from statutory tests up 17.1% from 2017/18 and up 27.1% from 2016/17. The gap between school and national in 2019 was 1.6% compared to 15% in 2018 and 25% in 2017. The last 3 years shows a rising percentage of pupils achieving a higher standard but the gap between school and national remains at 15% year on year.</p> <p>The average scaled score in maths increased by 2.2 points compared to 2018 and 4.0 points since 2017.</p> <p>In 2019, pupils made 'average' progress compared to pupils nationally with a slightly elevated value on 2018. However, further strengthening of the school's progress measures should be aimed for to achieve progress of zero or above.</p> <p>The gap between school and national narrowed for both disadvantaged attainment and progress as shown below.</p> <p>Internal school data shows that over the 2018/19 year, the gap between Pupil Premium and non-Pupil Premium pupils closed by 13.46% from the start of the year (22.81% in KS1 / 7.23% in KS2)</p>

	<p>KS1 Success at Arithmetic: Calculating group</p>	<p>Proportion of 2x HLTA Salary: Accounted for below (KS2 Reading/KS1 Reading)</p>	<ul style="list-style-type: none"> • Maths Leader monitoring • Pupil Voice • Intervention logs 	<p>KS2 progress for disadvantaged pupils 2019</p> <table border="1"> <caption>KS2 progress for disadvantaged pupils 2019</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>-15</td> <td>-5</td> <td>0</td> </tr> <tr> <td>2018</td> <td>-10</td> <td>-2</td> <td>0</td> </tr> <tr> <td>2019</td> <td>-5</td> <td>5</td> <td>0</td> </tr> </tbody> </table> <p>KS2 attainment for disadvantaged pupils 2019</p> <table border="1"> <caption>KS2 attainment for disadvantaged pupils 2019</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>35</td> <td>70</td> <td>80</td> </tr> <tr> <td>2018</td> <td>45</td> <td>75</td> <td>80</td> </tr> <tr> <td>2019</td> <td>60</td> <td>95</td> <td>85</td> </tr> </tbody> </table>	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2017	-15	-5	0	2018	-10	-2	0	2019	-5	5	0	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2017	35	70	80	2018	45	75	80	2019	60	95	85
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<p>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. Particular focus on Y6 pupils who are working below the expected standard.</p>	<p>Priority Readers Intervention to close the gap in reading and target children who do not read at home.</p> <p>UKS2 Phonics Intervention to teach phonic/spelling rules</p> <p>UKS2 Fresh Start Intervention to raise standards/improve phonics non-negotiables</p>	<p>Priority Readers Intervention: £800</p> <p>UKS2 Phonics Intervention: £1,453</p> <p>UKS2 Fresh Start Intervention: £2,950</p> <p>UKS2 Inference Intervention: £2,375</p> <p>Proportion of 2x HLTA Salary: £25,977</p> <p>Total Cost: £16,290</p>	<p>Reading attainment increases at the end of KS2</p> <p>Reading progress measures narrow towards 0 and show positive progress.</p> <p>In-year data across the school shows a narrowing of the disadvantaged gap in Reading.</p> <p>In-year data shows an increase in attainment/progress across all year</p>	<p>At the end of 2018/19, KS2 statutory tests showed that reading attainment at the end of KS2 had raised 5.6 points to 72.9%. Since 2016/17, reading attainment has increased by 17.3%.</p> <p>Internal school data shows that over the 2018/19 academic year, the school gap between Pupil Premium and non-Premium pupils in reading narrowed by 6.30% from the start of the year.</p>																																

groups, for all groups of pupils.

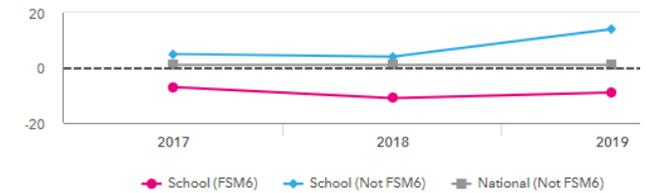
Measured by:

- End of year data
- In-year tracking
- Intervention Pre/Post assessments
- SLT Monitoring
- Governor visits
- Evidence in Governor Minutes
- English Leader monitoring
- Pupil Voice
- Intervention logs

Total Cost: £33,555

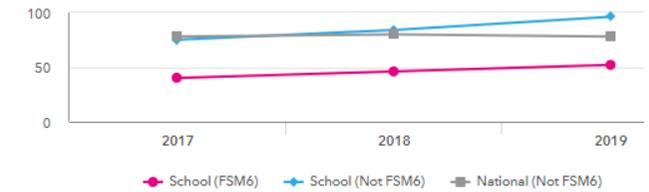
KS2 progress for disadvantaged pupils 2019

% Expected standard+ Reading



KS2 attainment for disadvantaged pupils 2019

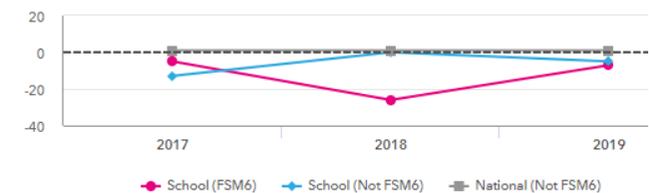
% Expected standard+ Reading



KS1 data also shows a dramatic narrowing of the Pupil Premium gap for KS1 maths progress:

KS1 progress for disadvantaged pupils 2019

% Expected Standard + Maths



<p>Some disadvantaged children were unable to contribute to the 'board and lodgings' element of residential trips and potentially not able to access them.</p>	<p>Use of Pupil Premium funding to subsidise 'Board and Lodgings' of residential visits where extreme hardship visible</p>	<p>Subsidy for Y6 Residentials: £350</p> <p>Subsidy for Y4 Residentials: £200</p> <p>Total Cost: £550</p>	<p>All disadvantaged children have the opportunity to access residential visits.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • Evolve form/Evaluation • Pupil Voice 	<p>Subsidy only provided for Y6 residential as Y4 residential did not happen this year. Pupils fully engaged in the visit and met the objectives set on the Evolve form. Pupils reported that they had enjoyed themselves and that they "got to try some new things that I haven't done before".</p>																
<p>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.</p> <p>Barriers for children who do not read at home.</p>	<p>Priority Readers Intervention implemented to close the gap in reading and target children who do not read at home.</p> <p>Eager Readers Reading Rewards System</p> <p>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.</p> <p>Additional 0.6 TA to provide additional support to KS1 pupils during English and Maths</p> <p>Additional support in KS1 Phase during morning sessions by HLTA</p>	<p>Priority Readers Intervention: £950</p> <p>Eager Reader Posters and Prizes: £100</p> <p>Additional reading books purchased to supplement current range: £2,000</p> <p>0.6 TA Salary: £6,398</p> <p>Proportion of HLTA Salary: £12,988</p>	<p>Reading attainment increases at the end of KS1</p> <p>Reading progress measures improve. In-year data across KS1 shows a narrowing of the disadvantaged gap in Reading/Phonics.</p> <p>In-year data shows an increase in attainment/progress across all year groups, for all groups of pupils.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • End of year data • In-year tracking • Intervention Pre/Post assessments • SLT Monitoring • Governor visits • Evidence in Governor Minutes 	<p>Reading books purchased to supplement banded books mainly used by KS1. Eager reader incentive proved popular and awards given for reading regularly for 6, 16, 26 and 36 weeks. 9 pupils achieved a diamond award for achieving 36 weeks of reading. Internal school data shows that over the 2018/19 academic year, the school gap between Pupil Premium and non-Premium pupils in reading narrowed by 6.30% from the start of the year. The gap narrowed by 20.86% in KS1. KS1 progress for disadvantaged pupils 2019</p> <p>% Expected Standard + Reading</p> <table border="1"> <caption>% Expected Standard + Reading</caption> <thead> <tr> <th>Year</th> <th>School (FSM6)</th> <th>School (Not FSM6)</th> <th>National (Not FSM6)</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>-10</td> <td>-15</td> <td>0</td> </tr> <tr> <td>2018</td> <td>-5</td> <td>-10</td> <td>0</td> </tr> <tr> <td>2019</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>A larger proportion of pupils passed the phonics screening check at Y1 and the gap with national closed. The gap for Y1 pupils between school and national has closed from 27.9% in 2017 to 5.7%</p>	Year	School (FSM6)	School (Not FSM6)	National (Not FSM6)	2017	-10	-15	0	2018	-5	-10	0	2019	0	0	0
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			<ul style="list-style-type: none"> English/Phonics Leader monitoring Pupil Voice Intervention logs 	<p>in 2019. There has been a sustained 3-year upwards trend in phonic results Y2 pupils attained better and achieved higher than national average. Again, there has been a 3-year upward trend of percentage passing at Y2.</p>
Ring-fenced spend for children who are currently looked after by the local authority or a post-looked after (adopted)	Spend as detailed in individual pupil's Personal Education Plan in conjunction with LA, Social Workers and Carers.	As directed by Child's individual plan	Pupil's individual needs are met to enable them to achieve both academically and emotionally.	Each individual child's spend is reported as part of the PEP and CLA review cycle and reviewed by allocated social worker/reviewing officer. This has also been reported to the virtual school on a termly basis.
Some pupils and families require additional external support to enable their children to be emotionally ready to access their learning in school.	Use of Pupil Premium funding to pay a proportion of the school's cluster contribution	Subsidy of the £20,000 cost of the school's cluster contribution.	<p>Disadvantaged children have ready access to young person counselling and family</p> <p>Measured by:</p> <ul style="list-style-type: none"> JCC reports Start/end assessments In-school observations In-school tracking data 	<p>Entry and exit assessments show positive impact for all children across family support and young person counselling who fully engaged. Some families did not fully engage with the cluster workers and the contact was ended (family support). Positive impact seen for those children accessing Young People Counselling in class and the children appeared and reported to be happier. Learning mentors then follow this up after a short period and 2 cases were re-referred for further input.</p>
		Total Cost: £22,436		
		Total Cost: £ 22,100		
		Total Cost: £20,000		