



## Pupil Premium Spend Strategy

Fund generated via Pupil Premium for 2019/20 and 2020/21

**2019–2020 allocation: £192,800**

**2020–2021 allocation: £195,876**

Strategy Review dates: January, April & September 2021

Due to the impact of Covid-19 on the school's ability to deliver services/intervention during the 2020 lockdown and the lack of end of year data, it is difficult to accurately assess the impact of the 2019/20 spending on narrowing the gap. As such, the priorities for 2020/21 remain broadly the same as the previous year and this report now covers the 2019/20 and 2020/21 spend to effectively measure the impact achieved. For ease, the 2019/20 spend is indicated in blue and the 2020/21 spend is indicated in green. It is envisaged that from 2021/22, the reporting of our pupil premium spend/impact will return to an annual report.

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)- based on January 2019 Census						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
15	14	25	16	23	21	26

Pupil Premium Profile (Number of children)- based on January 2020 Census						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
6	19	16	28	19	23	20

### 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 (July 2021) and new funding priorities set for the 2021/22 allocation.

### Break down of provision

Total Allocation: 2019/20: £192,800

2020/21: £195,876

Total: £388,676.76

Allocation Spent: £363,905.80

Balance Left for in year allocation: £24,770.96

## Provision and cost to reduced barriers:

Presenting issue Main Barriers	Action	Cost	Projected impact How measured?	Actual Impact January, April, July 2021
<p>As in previous years and following on from specific interventions, 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 Y2, Y4 and Y6</p>	<p>Thrive ongoing CPD 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: £1,500</p> <p>Thrive Online: £666 £666</p> <p>Learning mentor salary x 2: £55,006 £52,965</p> <p>12-Week SEMH placement: £3300</p> <p>12-Week SEMH placement: £3300</p> <p>Weekly release time for staff to monitor SEMH placement: £840</p> <p>Resources to support delivery of SEMH interventions and groups: £1,000 £750</p> <p>CPOMs subscription to log and allow analysis of behavioural incidents/response: £940 £940</p> <p><b>Total Spend: £121,873</b></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"> <li>• Thrive Entry/Exit assessments</li> <li>• SDQ/BOXALL Scores</li> <li>• CPOMS records</li> <li>• Lesson Observations</li> <li>• SLT Monitoring</li> <li>• Learning Mentor Notes</li> <li>• Appraisal records</li> </ul>	
<p>Some pupils across the Early Years and KS1 have lower than expected speech and Language</p>	<p>Early intervention and assessment of speech and communication issues with</p>	<p>Chatter bugs Speech and Language Company. 1 day a week: £10,640</p>	<p>Speech and Language skills improve. Phonics/writing standards improve.</p>	

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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>rapid intervention by SAL Therapist.</p> <p>Increase Speech and Language contracted time by 100% from 2018/19 levels</p> <p>Bespoke targeted programmes of work set by SAL Therapist.</p>	<p>£8,960</p> <p><b>Total Spend: £19,600</b></p>	<p>Measured by: Speech and Language Assessments (Pre/Post) Pupils' work SLT Monitoring Lesson Observations Intervention timetable and records</p>	
Despite a three-year upwards trend closing the gap with national, too many children still failed or just passed Y1 and Y2 phonics test (based on 2018/19 data)	<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>Phonics 'Deep Dive' by Local Authority</p> <p>Whole School phonics training in January 2020</p> <p>Purchase of additional phonetically decodable books</p>	<p>Attendance at Phonics Network by Phonics Leader: £480 £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>Phonics 'Deep Dive' by Local Authority: £350</p> <p>Phonics INSET: £600</p> <p>Phonic books: £1,500</p> <p>Resourcing costs: £750</p>	<p>Higher percentage of children pass both the Y1 or Y2 re-test.</p> <p>In-year tracking shows that a higher proportion are on track to pass.</p> <p>Intervention records/assessments show impact of programmes</p> <p>Reading books are better targeted to actual phonics knowledge of pupils</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>• End of year data</li> <li>• In-year tracking</li> <li>• Intervention Pre/Post assessments</li> <li>• SLT Monitoring</li> </ul>	

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	<p>From September 2020, Early Reading/Phonics to be taught using Read, Write Inc Phonics following audit/advice from English Hub</p>	<p>Contribution to cost of Read, Write Inc. Materials purchase for 2020/21: £1,850</p> <p>Cost of Read, Write Inc. whole staff training: £3,850</p> <p>Proportion of Phonics Leader's Salary for monitoring/coaching/assessment of Read, Writing Inc on weekly basics (0.1 FTE): £6,013</p> <p><b>Total Cost: £20,623</b></p>		
<p>At the end of KS2 progress in Maths is inline with national but still below zero. (based on 2018/19 data)</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</p>	<p>Maths No Problem! Resources: £7,500</p> <p>£7,500</p> <p>1:1 Y6 number intervention: £500</p> <p>£513 (TBC re: Covid-19)</p> <p>1:1 Y4 number intervention: £500</p> <p>KS1 First Class at Number group: £2,100</p> <p>£2,153 (Planned but subject to change re: Covid-19)</p> <p>LKS2 Success at Arithmetic: Number Sense group: £2,100</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>	

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	<p>group to empower children who are not at expected standard to understand and apply their understanding</p> <p>KS1 Success at Arithmetic: Calculating group</p> <p>Daily maths fluency session introduced in KS2</p>	<p>UKS2 Success at Arithmetic: Calculating group: £2,100 £2,153 (Planned but subject to change re: Covid-19)</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>Proportion of HLTA salary for delivery of daily maths in Year 3/4 (6.5 hrs per week) £4,776 £4,898</p> <p>Proportion of 2x HLTA Salary: As accounted for below in Reading section.</p> <p>Monitoring release time x 3= £600 £600</p> <p><b>Total Cost: £39,483</b></p>	<p>Measured by:</p> <ul style="list-style-type: none"> <li>• End of year data</li> <li>• In-year tracking</li> <li>• Intervention Pre/Post assessments</li> <li>• SLT Monitoring</li> <li>• Governor visits</li> <li>• Evidence in Governor Minutes</li> <li>• Maths Leader monitoring</li> <li>• Pupil Voice</li> <li>• Intervention logs</li> </ul>	
<p>Reding attainment at the end of each key stage remains below national and KS2 progress figures were below national in 2018/19</p>	<p>Priority Readers Intervention to close the gap in reading and target children who do not read at home.</p>	<p>Priority Readers Intervention: £800 £925</p> <p>UKS2 Phonics Intervention: £1,453</p>	<p>Reading attainment increases at the end of KS2</p>	

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<p>2018/19 data analysis at the end of KS1 and KS2 highlights a gap between disadvantaged and non-disadvantaged pupils</p> <p>Barriers for children who do not read at home, particularly in EYFS and KS1.</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 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 to extend the banded books from lime to ensure that there is a structured programme to support pupils who are not ready for 'free readers'</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>Purchase of Salford Reading Test and materials: £425</p> <p>Staffing costs to administer Salford Reading Test- 20 hours: £198.80 £205</p> <p>NFER Reading Tests for diagnostic use of pupil level in KS2: £741 £750</p> <p>UKS2 Inference Intervention: £2,375</p> <p>Proportion of 2x HLTA Salary: £25,977 £23,188</p> <p>Priority Readers Intervention: £950 £974</p> <p>Eager Reader Posters and Prizes: £100 £75</p> <p>Additional reading books purchased to supplement current range: £2,000</p>	<p>Reading attainment increases at the end of KS1</p> <p>Reading attainment increases at the end of EYFS</p> <p>KS2 Reading progress measures narrow towards 0 and show positive progress.</p> <p>Statutory data shows a narrowing of the disadvantaged gap with national</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 groups, for all groups of pupils.</p> <p>Measured by:</p> <ul style="list-style-type: none"> <li>• End of year data</li> <li>• In-year tracking</li> <li>• Intervention Pre/Post assessments</li> <li>• SLT Monitoring</li> </ul>	

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	Additional support in LKS2 Phase during morning sessions by HLTA	£2,500  0.6 TA Salary: £6,398 £7,116  Proportion of HLTA Salary: £12,988 £13,428  <b>Total Cost: £103,566.80</b>	<ul style="list-style-type: none"> <li>• Governor visits</li> <li>• Evidence in Governor Minutes</li> <li>• English Leader monitoring</li> <li>• Pupil Voice</li> <li>• Intervention logs</li> </ul>	
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 £13,300 £11,970  <b>Total Cost: £ 25,270</b>	Pupil's individual needs are met to enable them to achieve both academically and emotionally.	
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 £400  Subsidy for Y4 Residentials: £200  <b>Total Cost: £950</b>	All disadvantaged children have the opportunity to access residential visits.  Measured by: <ul style="list-style-type: none"> <li>• Evolve form/Evaluation</li> <li>• Pupil Voice</li> </ul>	
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. £16,040 £16,500	Disadvantaged children have ready access to young person counselling and family  Measured by: <ul style="list-style-type: none"> <li>• JCC reports</li> </ul>	

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		<p><b>Total Cost: £32,540</b></p>	<ul style="list-style-type: none"> <li>• Start/end assessments</li> <li>• In-school observations</li> <li>• In-school tracking data</li> </ul>	