



Pupil Premium Strategy

2017-18



What is the Pupil Premium Grant (PPG)?

The pupil premium is allocated to local authorities and schools with pupils that are known to be eligible for free school meals (FSM) as recorded on the January School Census. Funding was also available to children in care (who have been looked after continuously for at least six months) and to children whose parents are in the Armed Forces. The Headteacher and Governors are responsible for ensuring that the Pupil Premium Grant is used for the maximum benefit of the pupils in the school. The grant does not have to be completely spent by schools in the year in which it is awarded. Some or all of it may be carried forward to future financial years.

Why was it introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Department for Education urges schools and local authorities to encourage parents to register their child if they are eligible for FSM so that each school receives their maximum Pupil Premium entitlement.

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. Since September 2012, schools have been required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Funds allocated to Ottery St Mary Primary School through the Pupil Premium Grant (PPG) (April to April):

Pupil Premium Allocation 2017-18: £64,440

Pupil Premium Allocation 2018-19: £TBC

School focus of PPG funding and its impact

- Challenging barriers to learning
- Quality first teaching and support opportunities (including staff training)
- Interventions

- Curriculum enhancement
- Wider opportunities
- Resources

Challenging barriers to learning

| Focus/Project | Cost | What was happening in 2017-18 | Impact during 2017-18 | Plans for 2018-19 |
|--|--------|--|---|--|
| Pastoral Support (percentage of cost) | £13608 | <p>A Pastoral Manager role was created within the school to support children and families where there are identified barriers to learning. The Pastoral Manager proactively supports children and families to identify and overcome barriers to learning. These could include lower attendance rates, involvement with external agencies and services, changes in home circumstances that impact on the children and lack of awareness of support available to families.</p> <p>This role is partially funded from the pupil premium grant</p> | <p>Ofsted judgements from June 2017 which demonstrate impact on disadvantaged groups of pupils including those eligible for the PPG:</p> <p>Leaders use pupil premium funding effectively to aid both the learning and personal development of disadvantaged pupils. Led by the pastoral manager, the school has a good understanding of the barriers to learning faced by individual pupils and plans effective strategies to support them. Current information on pupils' outcomes indicates that these pupils are making good progress and the differences between disadvantaged pupils' outcomes and those of and their peers are diminishing.</p> | <p>Building on evidence from the Sutton Trust - focus on developing emotional resilience and self-regulation within younger children to build the foundations of lifelong learning.</p> <p>Developing evidence with the Education Endowment Foundation - focus on metacognition skills to develop reflective learners who understand how they learn.</p> <p>Continued funding of Pastoral Manager role and associated training opportunities to secure high quality provision and support for vulnerable children and families.</p> <p>Planning time for teachers alongside SENCO/Pastoral Manager to evaluate impact of support and plan further actions in response to developing issues through the year.</p> |
| Parental Engagement | £200 | The Pastoral Manager held regular coffee mornings to engage and support parents. | Hard to reach parents are now actively engaging with the school and the support | |

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| | | | it can offer. | |
| Parental support | £600 | The Solihull Parenting Course was run in the school alongside the local Children's Centre. | The pastoral manager provides strong support for pupils. This removes barriers to learning and secures good personal development and well-being. | <p>Extend the Solihull Parenting course to support more families.</p> <p>Repeated running of Timid to Tiger parenting course</p> <p>Continue counselling sessions for targeted children.</p> <p>Continue Attachment Based Mentoring for targeted children in KS1 and 2.</p> <p>Continue Art Therapy sessions to support identified children.</p> <p>Staff CPD</p> |
| Parental support | £600 | Running the Timid to Tiger Parenting Programme. [50% of attendees (5/10) are pupil premium families] | Targeted support to enhance parenting skills and approaches | |
| Attendance | £400 | Attendance was robustly tracked and communications with families were swift where attendance rates were causing concern. | Overall attendance is above the national average. However, absence rates for some disadvantaged pupils and those who have special educational needs and/or disabilities have, in the past, been too high. During this academic year, the pastoral manager has put in place robust strategies for tracking attendance and takes swift action to support pupils if their attendance dips. Consequently, absence rates are reducing for these groups of pupils. | |
| TOTAL | £15,408 | | | |

Quality First Teaching

| Focus/Project | Cost | What was happening in 2017-18 | Impact during 2017-18 | Plans for 2018-19 |
|--|----------------|--|---|---|
| <p>Teachers (percentage of cost and release time for focused work and strategies centred on disadvantaged children)</p> | <p>£42,234</p> | <p>Clear aspirational targets were set for all pupils including those eligible for the PPG. These targets were based on prior attainment which was cross-referenced with national data and predicted outcomes.</p> | <p>By the end of Key Stage 2 disadvantaged pupils have made more progress than their peers in each of reading, writing and maths. The attainment gap has closed in each of reading, writing and maths. There is an upward trajectory in pupil outcomes by the end of Key Stage 2.</p> <p>Further details are provided in the Pupil Outcomes section below.</p> <p>Ofsted judgements from June 2017 which demonstrate impact on disadvantaged groups of pupils including those eligible for the PPG:</p> <p>Teaching across the school is of a high quality. Teachers plan engaging activities that capture pupils' interests and motivate them in their learning. As a result, pupils make good progress from their different starting points.</p> <p>The progress of disadvantaged pupils is good. Strategies are well devised to support their learning and personal development.</p> <p>Disadvantaged pupils and those who</p> | <p>Building on evidence from the Sutton Trust – focus on quality first teaching, marking and feedback to improve outcomes and narrow the gap. Assistant Heads to review marking and feedback policy to ensure effective and meaningful outcomes for pupils.</p> <p>Continued support of teaching and learning strategies to further support and develop attainment and progress outcomes across the school. Tricycle monitoring of teaching and learning by SLT.</p> <p>Staff CPD on Emotional Logic programme to support emotional development and self-regulation strategies in Early Years and Key Stage 1.</p> <p>Staff CPD on developing metacognitive skills in the children to reflect and evaluate their own learning and understanding.</p> <p>Teachers to lead on interventions and support for pupils eligible for the PPG.</p> <p>Release time for middle leaders to evaluate provision for pupils eligible for</p> |
| <p>Release time for leaders to facilitate progress meetings</p> | | <p>Specific additional progress meetings were put in place to share data and strategies leading to improved outcomes for children in receipt of the PPG.</p> | | |
| <p>Additional planning and progress meetings</p> | | <p>All teachers identified children in their class who were at risk of underachieving and made specific, targeted plans for helping them to catch up. These plans were delivered through teachers and Teaching Assistants and evaluated with senior leaders half-termly.</p> | | |
| <p>Additional meetings to develop and embed marking and feedback strategies and their impact on disadvantaged children.</p> | | <p>Marking and feedback were given a high priority across the school along with dedicated time for pupils to respond to that feedback and make improvements in their work.</p> | | |

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| | | | <p>have special educational needs and/or disabilities make progress which is at least comparable to other pupils with the same starting points. The needs of pupils are assessed, and carefully planned targets and teaching strategies are put in place to reduce barriers to learning and enable them to catch up with their peers.</p> | <p>the PPG within the core subjects.</p> <p>Release time for focused additional interventions for Year 1, 2 and 6 children delivered by qualified teachers.</p> |
| <p>Additional booster sessions for statutory reporting year groups to support disadvantaged pupils</p> | | <p>Targeted work was delivered by qualified teachers to support disadvantaged pupils</p> | | |
| <p>TOTAL:</p> | <p>£42,234</p> | | | |

Interventions

| Focus/Project | Cost | What was happening in 2017-18 | Impact during 2017-18 | Plans for 2018-19 |
|--|----------------|---|---|---|
| DAF support | £420 | Additional interventions were provided to address identified target areas for pupils in receipt of the PPG. Pastoral Manager coordinated support and multi-agency collaboration to support identified PPG children. | Multi-agency support was coordinated around disadvantaged children and families to support academic and emotional development in school. | Extend the remit of Lego Therapy to include nurture groups. Participation in Babcock case study programme to share best practice in its use. Targeted interventions to support accelerated progress across Key Stage 1 and 2 with a focus on closing the gap in year 3 following KS1 outcomes in 2017. |
| Provision of Lego Therapy / Nurture group | £1,330 | Targeted children were given access to Lego Therapy and lunchtime nurture support to improve collaboration with their peers and therefore participation in learning. | By the end of KS2 the progress of children eligible for the PPG was above that of non-PPG children nationally in reading, writing and maths | Interventions to be delivered through a combination additional qualified teacher time and targeted TA support. |
| Provision of art Therapy | £10 | Access to Art Therapy sessions for targeted PPG children based on identified needs. [100% (2/2) pupil premium children] | Targeted children were able to access emotional support to work through specific issues and support learning back in the classroom. | Staff training on diagnosing needs (eg, through speech and language assessments) |
| Provision of play Therapy | £10 | Access to Play Therapy sessions for targeted PPG children based on identified needs. | Targeted children were able to access emotional support to work through specific issues and support learning back in the classroom. | |
| Provision of mentoring | £10 | Access to Attachment Based Mentoring support for targeted PPG children based on identified needs. [100% (5/5) pupil premium children] | Targeted children were able to access emotional support to work through specific issues and support learning back in the classroom. | |
| Provision of counselling | £666 (2 terms) | Access to qualified counselling sessions for identified children. | Targeted children were able to access emotional support to work through specific issues and support learning back in the classroom. | |
| TOTAL | £2,446 | | | |

Curriculum enhancement and wider opportunities

| Focus/Project | Cost | What was happening in 2017-18 | Impact during 2017-18 | Developing plans for 2018-19 |
|---|--|--|---|---|
| <p>Support for music tuition</p> | <p>£1,548 (5 children x 3 terms)</p> | <p>The PPG was used to supplement payments for individual music lessons for targeted children.</p> | <p>Individual piano, violin and guitar lessons were provided to enhance self-esteem and confidence. Full participation in whole school Festival of Music to parent and the local community.</p> | <p>Continued financial support for targeted pupils and families to access an enhanced curriculum and participate in enrichment activities.</p> <p>Targeted support for attendance at Gifted and Talented courses to develop more able children eligible for the PPG.</p> <p>Targeted support for individual music lessons within school delivered by peripatetic teachers.</p> <p>Staff run Yoga Club to support mental health approaches</p> |
| <p>TOTAL</p> | <p>£1,548</p> | | | |

Training

| Focus/Project | Cost | What was happening in 2017-18 | Impact during 2017-18 | Developing plans for 2018-19 |
|---|---------------|---|--|--|
| Provision of Lego Therapy training | £665 | All staff were trained to deliver Lego Therapy to improve social skills and collaborative learning. This was further supplemented by purchasing sets of Lego to facilitate delivery of the programme. | Staff implemented Lego Therapy within their classes and year groups as necessary. This has been further extended to provide lunchtime nurture groups for target pupils who struggle with the social aspects of the playground. The group has impacted positively on these pupils and their attitudes and readiness for learning in the afternoons. | Train staff in the use of Key Stage 1 Emotional Logic materials across the school to further support self-regulation of children and behaviour and self-esteem. Train staff in metacognitive approaches to teaching and learning as part of an Education Endowment Foundation research project. |
| Provision of early identification and support training | £50 | Staff were trained on clear assessment processes for identifying children with additional academic or social needs and these were used to further target vulnerable groups. | Staff knowledge and use of key assessment materials (both online and paper based) support effective strategies to support PPG children in their learning and self-confidence. | Train key staff in the use of GL Assessment Complete Digital Solution to identify barriers to learning and target further support and interventions. Staff development in the use of Communication in Print resources. |
| Provision of assessment training | £50 | Staff received training on the use of a whole school assessment system | | |
| Provision of mental health training | £60 | Whole staff training on Mental Health Awareness in order to effectively support pupils emotional development. | Greater support mechanisms in place for identifying and supporting children with emotional needs and referring them to agencies for further work. | Extend use of Emotional Logic materials and approaches to KS2 classes. |
| Pastoral Support training | £224 | Appropriate training for Pastoral Manager to enable the delivery of parenting courses to support disadvantaged families. | Pastoral Manager remains up to date with relevant training and is able to signpost teachers and families to relevant sources of support. | |
| TOTAL | £1,049 | | | |

Resources

| Focus/Project | Cost | What was happening in 2017-18 | Impact during 2017-18 | Developing plans for 2018-19 |
|--|---------------|--|---|--|
| KS 1 resources | £50 | Additional phonics resources were purchased to enhance the teaching of reading in KS1. | Additional sets of Lego and Lego compatible resources have enabled Lego Therapy techniques to be deployed across the school leading to positive attitudes among targeted learners. | Purchase of resources to support metacognitive approaches to teaching and learning. Continued funding for specific assessment systems |
| Provision of targeted assessment systems | £1053 | Partial funding of GL Assessments Complete Digital Solution to focus assessments on all aspects of children's education and learning including progress tests, cognitive ability and attitudes to self and school. | Robust evidence base, standardised against national norms and expectations, provide clear areas of focus for quality first teaching and intervention approaches. Assessments cover academic and pastoral factors. | Funding |
| Purchase of Communication in Print | £409 | Funding for Communication in Print resources to support pupils with pre-teaching activities. | Resources provide consistent pre-teaching activities and homework support for all families and particularly support less confident families and children. | |
| Purchase of Speech Link | £1478 | Funding to enable the identification of early language difficulties to facilitate swift and effective support to be put in place. | Screening outcomes focus the level of quality first teaching and provide robust evidence base for further referrals to Speech and Language Therapy services as necessary. | |
| TOTAL | £2,990 | | | |

Summary

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|---------------------|---------|
| Total PPG received | £64,440 |
| Total PPG spend | £65,675 |
| Total PPG remaining | £0 |

Outcomes for 2016-17

Year 1 Phonics Screen

Percentage of pupils who passed the phonics check:

| <u>Disadvantaged pupils cohort:</u> 11 pupils | <u>Ottery</u> | <u>National</u> |
|--|---------------|-----------------|
| <u>Disadvantaged</u> | 80% | 84% |
| <u>All pupils</u> | 92% | 81% |

Key Stage 1 attainment:

Percentage of pupils reaching the expected standard in Key Stage 1:

| <u>Disadvantaged pupils cohort:</u> 4 pupils | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> |
|---|------------------------------------|--|------------------------------------|--|------------------------------------|--|
| | <u>READING</u> | | <u>WRITING</u> | | <u>MATHS</u> | |
| <u>2017</u> | 50% | 76% | 25% | 68% | 75% | 75% |

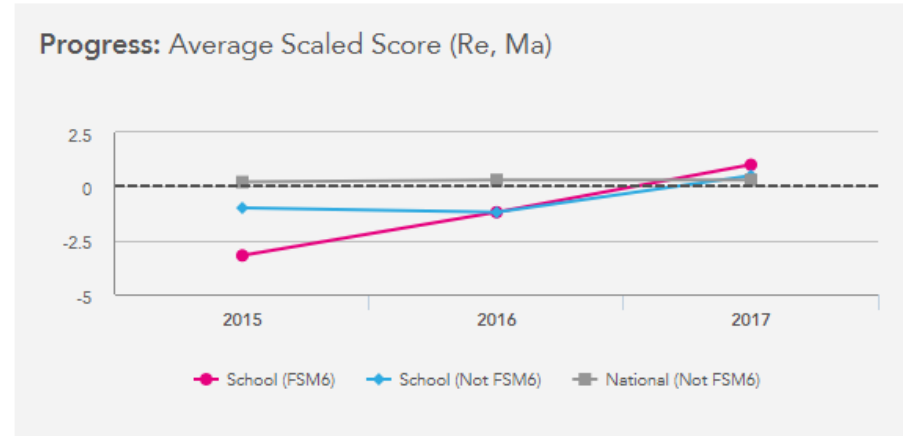
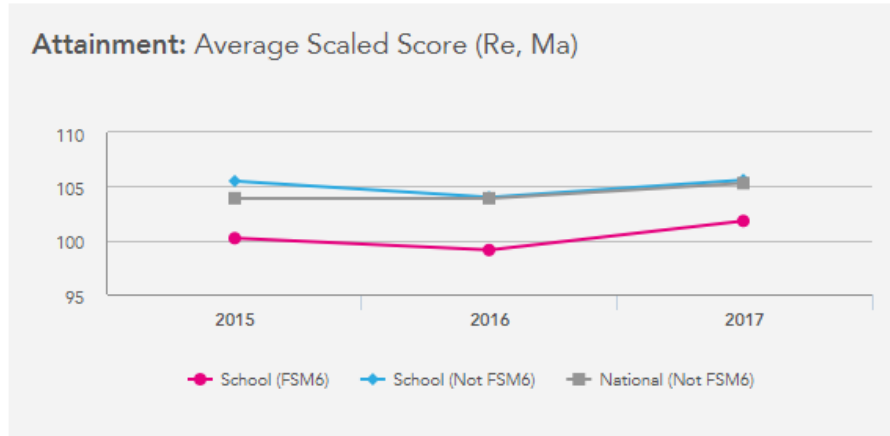
Key Stage 1 attainment:

Percentage of pupils reaching the high standard in Key Stage 1:

| <u>Disadvantaged pupils cohort:</u> 4 pupils | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> |
|--|---|---|---|---|---|---|
| | <u>READING</u> | | <u>WRITING</u> | | <u>MATHS</u> | |
| <u>2017</u> | 25% | 25% | 0% | 28% | 0% | 21% |

Key Stage 2 attainment and progress:

KS2 Performance for disadvantaged pupils 2017



Progress scores for disadvantaged pupils:

| <u>Disadvantaged pupils cohort:</u> 11 pupils | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National - all non-disadvantaged pupils</u> |
|--|------------------------------------|--|------------------------------------|--|------------------------------------|--|
| | <u>READING</u> | | <u>WRITING</u> | | <u>MATHS</u> | |
| <u>2017</u> | +1.33 | +0.33 | +1.79 | +0.17 | +0.72 | +0.28 |

Percentage of pupils reaching the expected standard in Key Stage 2:

| <u>Disadvantaged pupils cohort:</u> 11 pupils | <u>Ottery Disadvantaged Pupils</u> | <u>National Comparator (all non-disadvantaged pupils)</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National Comparator (all non-disadvantaged pupils)</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National Comparator (all non-disadvantaged pupils)</u> |
|--|------------------------------------|---|------------------------------------|---|------------------------------------|---|
| | <u>READING</u> | | <u>WRITING</u> | | <u>MATHS</u> | |
| <u>2017</u> | 64% | 77% | 73% | 83% | 73% | 80% |

Percentage of pupils reaching the high standard in Key Stage 2:

| <u>Disadvantaged pupils cohort:</u> 11 pupils | <u>Ottery Disadvantaged Pupils</u> | <u>National Comparator (all non-disadvantaged pupils)</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National Comparator (all non-disadvantaged pupils)</u> | <u>Ottery Disadvantaged Pupils</u> | <u>National Comparator (all non-disadvantaged pupils)</u> |
|--|------------------------------------|---|------------------------------------|---|------------------------------------|---|
| | <u>READING</u> | | <u>WRITING</u> | | <u>MATHS</u> | |
| <u>2017</u> | 9% | 29% | 9% | 21% | 18% | 27% |