

Pupil Premium 2018-19

The Pupil Premium is designed to improve the educational experiences and outcomes of children and young people from low income families. The school receives funding to help ensure we provide additional support to raise the achievement of disadvantaged pupils: This is the Pupil Premium. Every child who is eligible for free school meals or who has been in receipt of them in the last six years, receives £1320 for the academic year. Pupils who are in local authority care receive £2300 and service pupils receive £300. All of these pupils are referred to as 'Ever 6'. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on their progress and close the gap between the non-pupil premium pupils.

Since September 2014, all pupils in EYFS and KS1 have received universal free school meals, meaning all pupils aged 4-7 can have a hot meal, every day, in school. Those pupils in KS1, whose families are considered disadvantaged due to their income, are in receipt of free school meals too. Since 2015 Pupils in Nursery have also been eligible for pupil premium funding, receiving £302.

In 2018/19 Osbaldwick Primary School received £84,480 in Pupil Premium. The money will be spent in the following ways:

Details		Amount
No. of pupils on roll		306
No. of pupils accessing the pupil premium		54
Total amount of Pupil Premium Grant		£84,480
18% of pupils in mainstream school (on current roll) are in receipt of Pupil Premium Grant. 26% of this group have special educational or other additional I needs and are being monitored by the SENDCo.		
Objectives <ul style="list-style-type: none"> • To ensure the in-school attainment of PPG pupils closes the gap with Non PPG children in reading, writing and maths. • To ensure high attainment of higher achieving PPG pupils. • To increase the range of services available to support the wellbeing of PPG pupils. 		
Autumn/Spring/Summer 2018-19		£84,480
*Funding noted under Pastoral support as a total		
Intervention/Area to be Resourced	Reasons	Expenditure
Teaching support	Team teaching in classes and group interventions Extra teacher support in Y4 mathematics	£10205
SENDCo	Support for pupils accessing the premium with additional needs	£4050

Details	Amount
SEN TA HLTAs TAs	£5839 £25,076 £16,450
<p>In class support and specific interventions to raise progress rates for pupils at risk of underperformance or in need of specific learning support</p> <ul style="list-style-type: none"> • Group phonics interventions - daily • Group reading interventions- daily • 1:1 reading intervention - daily • Specialist music support to aid literacy skills, memory and pattern/rhythm development • Daily mathematics target maths group <p>Year 1</p> <ul style="list-style-type: none"> • Daily Phonics intervention groups and individual support • 5x 30mins weekly reading support group • Daily number intervention group • Daily 1:1 mathematics individual support focusing on reasoning skills <p>Year 2</p> <ul style="list-style-type: none"> • Daily Phonics Interventions • Reading 1:1 • Spelling support group 5x 30mins per week • 5X 40mins number intervention group • Daily paired number and reasoning support <p>Year 3</p> <ul style="list-style-type: none"> • 10x 30min Phonics group • Reading support group focusing on comprehension • Group writing support • Arithmetic support group 3x 30min weekly • Mathematics support group focusing on reasoning skills <p>Year 4</p> <ul style="list-style-type: none"> • Writing support group 5x30mins weekly • Reading comprehension group – weekly intervention • Reading fluency support • Times tables support group • Group mathematics support 2x per week 30mins <p>Year 5</p> <ul style="list-style-type: none"> • Bug Club online support from school and home • Reading comprehension group – 2xweekly 30mins • 1:1 support in reading. • Mathematics reasoning group – 2xweekly 30mins . • Mathematics problem solving group 2x 40 mins weekly 	

Details		Amount
	Year 6 <ul style="list-style-type: none"> • Bug Club on line support from school and home • Reading support groups 3x weekly • Writing support group daily • Pre-teaching club • ICT support on line resources 	
Speech and Language	<ul style="list-style-type: none"> • Focused in EYFS and KS1 to support early language development and enrich pupil vocabulary • EYFS Speech and language support - daily • KS1 Daily Speech and language support linked to writing and reading 	£1,300
Breakfast Club and After School Club	Offering parental support and social interaction. Ensuring punctuality	£3,000
Endeavour Room	Supporting pupils with in developing social skills and resilience in their learning and behaviour choices	£5,224
Chromebook	ICT Basic Skills support	£4,500
Pastoral support	Supporting families and pupils	£8,340
CPD	Relevant training and coaching to ensure the provision for our pupils is of a high priority	£1050
Forest Schools	Cover and resources for Forest School Leader while they support CPD to teachers and TAs with a focus on PP pupils	£450
Extra-Curricular Enrichment activities	<ul style="list-style-type: none"> • York Children's University Enterprise modules • School visits and activities support • Music lessons for identified talented pupils who access the Premium • Support for key identified pupils requiring holiday support • Homework Clubs x2 	£600 £1,262 £977 £1,750
Expected Total		£90,073
School contribution, some of which covers non-pupil premium underachievers		£5,593
Inclusion Project with CYC and Ebor Academy Trust The Inclusion Project has been a planned intervention throughout school focusing on pupils accessing the Pupil Premium and concentrating on: <ul style="list-style-type: none"> • phonic skills and knowledge 		

Details	Amount
<ul style="list-style-type: none"> • vocabulary development • reading fluency • reading comprehension 	

Overall Impact of funding

End of Early Years Foundation Stage

Pupils accessing the Pupil Premium in EYFS (Nursery & Reception) are progressing faster than their peers due to a communication and language focus, attention to personal development and direct teaching in the specific areas of Literacy and numeracy. Consequently they are rapidly reducing the gap in performance.

Overall Pupils Accessing the Pupil Premium Have:

Key Stage 1

Working in collaboration with the Inclusion Project there has been an acceleration in the reading in disadvantaged pupils due to staff focusing on the principles of the Inclusion Project in both class, small group and one to one teaching

School built in personalisation into children's learning that had a substantial impact on the targeted areas above

- Nursery and Reception pilot pupils making far better than expected progress in Communications & Language making up to 24months progress within a year and catching up to age related expectations or close them .
- Y1 demonstrated significant phonic improvement to support reading by building increased vocabulary.
- Y1 reading assessment information indicates disadvantaged children made greater progress than their non-PPG peers in average standard age scores with a particular impact on comprehension. Phonics progress increased from working towards Phase 3 to Secure Phase 5
- Y2 fluency in 2 pilot pupils increased from 20/22 words per minute to 95/91 respectively. Y2 PIRA test information indicates disadvantaged children made greater progress than their non-PPG peers in average standard age scores also with a particular impact on comprehension)
- Phonic skills and outcomes for children rose in EYFS and KS1
- Building on vocabulary development and expansion and the fluency of reading the focus will now include reading comprehension in KS1 for those accessing the premium. Mathematics will mirror this with the development of mathematical language for reasoning and problem solving.

Key Stage 1 and 2

- Children's vocabulary improved in all year groups as they engaged in active expansion of their knowledge of words and their meanings and context. Children told us they found the activities in lessons fun and challenging and as a result, they are more likely to read and want to know more about words and their meaning and use.
- Reading fluency/speed in words per minute has increased by between 25% for those children who were already good readers to 100% for those with less experience, thus significantly reducing the achievement gap.

End of Key Stage 2

- Outcomes demonstrate a significant improvement in the progress of pupils accessing the premium in reading and mathematics with writing remaining positive