



Pupil Premium Strategy Statement 2019-2020

School Overview 2019-2020	
Metric	Data
School Name	Osballdwick Primary Academy
Pupils in School	308
Proportion of Disadvantaged Pupils	18% (55 pupils)
Pupil Premium Allocation this academic year (2019-2020)	£94,490
Academic Year covered by this statement	2019-2020
Publish date	November 2019
Review Date	November 2020
Statement authorised by	Matt Brown (Headteacher)
Pupil Premium Lead	Jo Mould (PP Lead)
Governor Lead	Neil Wilford

Disadvantaged Pupil Progress Score for last academic year - 2018-19 17 out of 45 pupils were FSM6	
Measure	Score
Reading KS2	-2.6 GAP 5.3
Writing KS2	
Maths KS2	+0.7 GAP 1.9

Disadvantaged Pupil Performance Overview for last academic year RWM combined 2018 - 2019

17 out of 45 pupils were FSM6

Measure	Score
Meeting Expected Standard at KS2	<p>53% RWM combined -33% GAP</p> <p><i>Previous year 2018</i> 47% -31% GAP</p>
Achieving High Standard at KS2	<p>0% RWM combined -25% GAP</p> <p><i>Previous year 2018</i> 0% -6% GAP</p>
Strategy Aims for Disadvantaged Pupils 2019-2020	
Measure	Activity
<p>Priority 1 Outcomes for Children Continue to drive to close the gap between Disadvantaged pupils and their peers and national standards</p> <p>Curriculum Access - broad balanced aspirational experiential</p>	<ul style="list-style-type: none"> • High quality Wave 1 teaching with targeted TA support for PP children (SEN TAs, HLTAs, TAs) • Support in class and for Pre Teach and Interventions for Reading, Maths and Phonics and Wider Curriculum • Reading curriculum embedded - Reading for Real, Whole Class Guided Reading. • Speech and Language support for EYFS pupils. • Increased number of Chrome Books to enhance curriculum learning • Regular monitoring of teaching and learning through Pupil Progress Meetings to identify gaps and plan interventions based on need. • Intervention programme/provision map based on need and interventions reviewed regularly. • Resources to enhance the creation of Creative Curriculum
<p>Priority 2 Behaviour and Attitudes Build resilience, in particular of disadvantaged pupils by targeting strategies and intervention in order to improve performance</p> <p>Personal Development Consolidate and improve pupil well-being with a particular emphasis on mental health and resilience</p>	<ul style="list-style-type: none"> • Introduction of daily emotional check ins • Re-designing of behaviour system/policy to be increasingly relational • Creation of WEB Team to increase Pastoral offer to include bespoke support/interventions for individual/groups of children based on need. • CPD for staff on the above. • Bespoke support from Trust Safeguarding, WellBeing and Pastoral Lead • Extra Curricular Enrichment

	<p>Opportunities - Music, sports, visits and visitors to enhance curriculum, residential (Y6).</p> <ul style="list-style-type: none"> • Wrap Around Care support for PP families.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Existing academic gap between disadvantaged and non disadvantaged • Additional needs and vulnerabilities of PP children (social, emotional needs) • Poor behaviours and attitudes to learning, low self esteem, low academic stamina and resilience • Low levels of On Entry data in FS1, especially around Speech, Language and Communication and PSED • Deprivation of families leading to limited access to quality life experiences.
Projected Spending	£5000k Trust support £94,490

Teaching Priorities for Current Academic Year 2019-2020		
Aim	Target	Target Date
Progress in Reading	To raise outcomes and close the gap between disadvantaged and non disadvantaged pupils	July 2020
Progress in Writing	To raise outcomes and close the gap between disadvantaged and non disadvantaged pupils	July 2020
Progress in Maths	To raise outcomes and close the gap between disadvantaged and non disadvantaged pupils	July 2020
Phonics	To raise outcomes and close the gap between disadvantaged and non disadvantaged pupils To ensure <i>all</i> PP pupils achieve the PSC at the end of Year 1 or the Year 2 resit. Targeted support where gaps are identified in Y1 and Y2.	July 2020
Other	To ensure a good level of attendance and punctuality is maintained by all PP children.	July 2020

Targeted academic support for current academic year 2019-2020	
Measure	Activity
Priority 1 Teaching and Learning Embed the assessment system to continue to identify underperformance in every year group and take <i>immediate</i> action to address and raise achievement to maintain progress rates	<ul style="list-style-type: none"> • Regular monitoring of teaching and learning to ensure quality of Wave 1 support is consistent and maintained. • Pupil Progress meetings to identify gaps and to plan interventions based on need. • Targeted TA support in class, pre-teach and interventions for PP children to be planned based on assessment and need and reviewed regularly to ensure purpose is maintained.
Priority 2 Outcomes for Children Continue the drive to close the gap between disadvantaged pupils and their peers and national standards Curriculum enrichment - life opportunities	<ul style="list-style-type: none"> • Regular monitoring of Wave 1 teaching to ensure quality is consistent and maintained • Regular reviews of PP data to look for signs of progress and attainment. • Daily monitoring of CPOMS to check for wider issues with PP children and address these as needed. • KS1 child in external specialist provision (dual site learning)
Barrier to learning these priorities address	<ul style="list-style-type: none"> • Low levels of academic stamina and resilience • Existing gap between disadvantaged and non disadvantaged pupils • Low levels of On Entry data especially around Speech, Language and Communication • Wider issues and additional needs and vulnerabilities around PP children (social, emotional, behaviour).
Projected Spending	£62,000.00

Wider Strategies for current academic year (2019-2020)	
Measure	Activity
Priority 1 Behaviour and Attitudes Build resilience, in particular of disadvantaged pupils by targeting strategies and interventions in order to improve performance	<ul style="list-style-type: none"> • Introduction of daily emotional check ins • Creation of WEB Team to increase Pastoral capacity to offer to provide support/bespoke intervention based on need • Increase capacity of Pastoral Team to

	provide interventions <ul style="list-style-type: none"> • Assemblies themed around resilience, stamina, growth mindset to be reflected and continued in classes. • To include behaviour, resilience, emotional well being in Pupil Progress meetings and link to value links to performance.
Priority 2 Personal Development Consolidate and improve pupil well being with a particular emphasis on mental health and resilience	See above.
Barrier to learning these priorities address	<ul style="list-style-type: none"> • Limited capacity of Pastoral lead and SLT to support children in need • Limited resources from outside agencies • Lack of understanding of staff around importance of mental health and well being within classroom and day to day. Training to be provided. • Limited funds for external training.
Projected Spending	£32,490

Monitoring and Implementation		
Area	Challenge	Mitigating Action
Teaching	Closing the gap between disadvantaged and non disadvantaged pupils.	<ul style="list-style-type: none"> • Ensure quality of Wave 1 teaching is consistent and maintained. • Monitoring schedule across whole school to focus on quality of teaching and impact on PP children • Implementation of effective tracking systems for PP children to ensure progress and attainment. • Regular Pupil Progress Meetings with class teachers to discuss progress and attainment and wider issues of PP children
Targeted Support	Provision mapping and reviewing of interventions	<ul style="list-style-type: none"> • Regular reviews of interventions to ensure positive purpose and impact • TA training on effective

		planning and delivery of interventions
Wider Strategies	Reviewing of Pastoral Offer to ensure all PP families and children are supported	<ul style="list-style-type: none"> Regular PP reviews with Pastoral Lead to track attendance and punctuality of PP children Reviews with Pastoral Lead to track support for PP families

Review: Last Year's Aims and Outcomes DATA July 2019	
Aim	Outcome
<p>To ensure the in-school attainment of PPG pupils closes the gap with Non PPG children in reading, writing and maths.</p> <p>To ensure high attainment of higher achieving PPG pupils.</p>	<p>EYFS PP children achieving GLD: 80% (5 pupils)</p> <p>Year 1 PP children achieving PSC 100% (5 pupils)</p> <p>Year 2 PP children achieving PSC resit: 100% (1 pupil)</p> <p>KS1PP children achieving Expected Standard: R: 71% (7 pupils) W: 71% (7 pupils) M: 86% (7 pupils)</p> <p>KS2 PP children achieving Expected Standard: R: 59% (16 pupils) W: 71% (17 pupils) M: 82% (16 pupils)</p> <p>KS2 PP children achieving GD: R: 6% W: 0% M: 6%</p>
To increase the range of services available to support the wellbeing of PPG pupils.	Ongoing.