

Packmoor Ormiston Academy Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Packmoor Ormiston Academy				
Academic Year	2019-20	Total PP budget	£83,980	Date of most recent PP Review	23.10.18
Total number of pupils	457	Number of pupils eligible for PP	64 (14%)	Date for next internal review of this strategy	Sept 2020

2. Current attainment – 2019				
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
KS1		Pupils eligible for PP		Pupils not eligible for PP
% achieving EXS or above in reading		86%	(NAT - 62%)	76% (NAT - 79%)
% achieving EXS or above in writing		71%	(NAT - 55%)	66% (NAT - 72%)
% achieving EXS or above in maths		86%	(NAT - 63%)	76% (NAT - 79%)
KS2		(NAT 2018)		(NAT 2018)
% achieving EXS or above in reading, writing and maths		14%	(NAT - 51%)	59% (NAT - 71%)
% achieving EXS or above in reading		14%	(NAT - 62%)	64% (NAT - 78%)
% achieving EXS or above in writing		43%	(NAT - 68%)	83% (NAT - 86%)
% achieving EXS or above in maths		43%	(NAT - 67%)	82% (NAT - 84%)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Prior attainment in foundation stage and KS1 needs to be sustained through KS2.
B.	Lack of resilience to face challenge of the curriculum.
C.	Pupils with specific needs in literacy and numeracy including SEN.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Complex family structures influencing a number of potential barriers e.g. differing parenting styles on split sites, estranged close family members, parental disengagement, socio-economic disadvantage.	
E.	Attendance and punctuality issues	
F.	Safeguarding and welfare issues	
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Accelerate progress of disadvantaged pupils so that the gap between pupils eligible for Pupil Premium and all others is reduced in all areas of the curriculum across all year groups.	Gaps in attainment reduced between PP and non-PP across all year groups.
B.	PP attainment tracking and monitoring is robust and used to inform subsequent provision.	Under performance and gaps in learning are identified quickly and interventions are put into place to ensure progress. This can be tracked on PP impact trackers.
C.	Further improve the quality of provision and teaching to ensure that staff are equipped to rapidly address any underachievement. Interventions and activities which specifically target individual needs have measurable impact on learning.	Booster classes and interventions have measurable impact on the attainment in termly assessment tests.
D.	Pupils and families with low attendance / high persistence absentee levels are supported and challenged.	Sustain the number of persistent absentees among PP pupils at 15% or below. Improve overall attendance for PP pupils from 94% to 96%.
E.	Continue to support vulnerable families and pupils with educational, social, emotional or specific health needs.	Working with parents and pupils to provide educational and pastoral support and guidance has positive social and wellbeing outcomes, including raising self-esteem, promoting confidence and increased motivation and attainment.

F.	Increase enjoyment of and participation in all aspects of school life by encouraging participation in and subsidising a range of activities such as trips, before and after school clubs, booster classes and other enrichment activities.	Pupils' life experiences are extended which in turn leads to raising self-esteem, confidence and increased motivation. Positive impact on pupils' behaviours, social skills, attitudes to learning, knowledge and skills.
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5. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide booster support for Y6 pupils delivered by secondary academy teachers.	To ensure all pupils both expected and higher are given every opportunity to reach their potential. Impact on teaching through a CPD programme of KS2 teachers observing booster sessions to develop their own teaching skills.	Y6 booster groups delivered by secondary teachers were targeted at both expected and higher pupils who would benefit from extra intervention to help them to meet these expectations. 14 pupils had targeted support in Reading and 12 in maths, of these 11 had both reading and maths support. Impact from these interventions can be measured through 100% of pupils targeted reaching the expected standard in both subjects. In Maths 67% of these pupils achieved the higher grade and 43% in Reading. 36% of those targeted for both English and Maths achieved the higher combined. 100% of PP pupils targeted for this support achieved expected combined.	We will continue with this intervention as in the past such programmes proved successful and can be evidenced through impact data. They aid successful transition to secondary school through preparing pupils for differing teaching styles and expectations as well as focusing on gaps in learning to ensure pupils leave KS2 at the expected standard. Further analysis of reading provision needs to be undertaken to ensure its impact on attainment is as effective as possible.	

Continue to develop mastery learning approach to build resilience.	Closing gaps in learning to enable pupils to achieve expected outcomes at end of KS2. Projected figures show significant closure of gaps up to the end of LKS2.	<p>FS - 2/4 (50%) of PP pupils achieved GLD.</p> <p>KS1 - The percentage of our PP pupils meeting national expectations is well above national averages for writing, reading and mathematics. In school differences between the achievement of PP and non PP show PP pupils to be out performing non-PP in all subjects. There was a positive gap of +10 in Maths, +5 in Writing and +10 in Reading, which is a considerable increase on the -27% difference in reading last year.</p> <p>Attainment Reading – PP 86% (Nat 63%) Non-PP 76% Writing – PP 71% (Nat 54%) Non-PP 66% Maths - PP 86% (Nat 62%) Non-PP 76%</p> <p>KS2 - There is a significant difference between national attainment of PP pupils and school data in all areas. In school difference between PP and non PP also shows gaps in all areas.</p> <p>Attainment Reading – PP 14% (Nat 62%) Non-PP 64% (Nat 78%) Writing – PP 43% (Nat 68%) Non-PP 86% (Nat 83%) Maths - PP 43% (67%) Non-PP 82% (Nat 84%) Combined - PP 14% (Nat 51%) Non-PP 59% (Nat 71%)</p> <p>Progress Measure – Reading PP -5.1 Non-PP -2.6 Writing PP -1.5 Non PP 0.3 Maths PP -1.0 Non PP -1.6</p>	<p>Targeted support has proved effective but tighter monitoring of PP will be implemented to ensure progress and intervention is tracked effectively. The mastery approach of revisiting learning to ensure retention will continue to be developed in our delivery of the curriculum.</p> <p>KS2 will need to be tracked more closely and interventions targeted a specific area of need in order to improve impact and performance.</p>	£33001.00
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ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
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Targeted support for vulnerable pupils to ensure they achieve GLD in EYFS.	67% of PP pupils in EYFS achieve GLD	33% but only 3 children in cohort. 2 of whom on SEND register. (+2 on National Data of 73%) within 5% of 80 non-pp	Targeted support has proved effective in this area and interventions will continue next year.	£20180
Phonics Catch up.	75% of PP pupils in KS1 pass phonic screening.	83% achieved pass which was above the projected target.	Targeted support has proved effective in this area and interventions will continue next year.	£23870
Addition teacher 2 days a week in KS2 boosting Y6 in reading, writing and Maths. This is in addition to Pixl therapy groups delivered by TAs.	Key marginal pupils to be targeted and make sufficient progress to reach expected target.	Pixl Therapies were targeted at borderline expected pupils who required extra intervention to meet this expectation. 26 pupils had targeted support in Reading and 22 in maths, of these 15 had both reading and maths support. Impact from these interventions can be measured through 55% of pupils targeted reaching the expected standard in Maths and 42% in Reading. 12% of those targeted for both English and Maths achieved the expected combined.	The final impact therapies on attainment at the end of Key Stage 2 were not as successful with this cohort as they have been in previous years but the model used for these interventions is sound will continue next year. However reviews will be made to monitoring to make it more frequent and in depth so that impact can be measured and adjustments made more frequently. This year due to the make up of the cohort all the majority pupils from the PP group will be targeted for these interventions. More specific targeting of the needs of PP pupils will take place to ensure such therapies have a bigger impact on this targeted group.	£15806

1:1 tuition for 3 LAC pupils to boost maths skills and close gaps in learning.	Close gaps in learning which have developed due to prior circumstances.	One pupil made accelerated progress in arithmetic but did not meet end of year expectations in maths overall. Two pupils met end of year expectations overall in mathematics.	This strategy was successful but was dependent on funding. Should such funding be available in the future this kind of EEF approved strategy will be used.	Monitored by Suffolk County and Stoke-on-Trent City Councils
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iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Subsidising extra-curricular activities and visits	Extend pupils' life experiences. Raising self-esteem, promoting confidence and increasing motivation. Develop pupils' behaviours, social skills, attitudes to learning, knowledge and skills.	All children were able to access trips and events whether they could contribute or not. Year 6 PP children received a subsidy or attended for free. Sports coaches provided structured activities. Over 300 children, including PP children, attended after school extra –curricular activities. Children from PP families have attended the school breakfast/afterschool club either at a reduced cost or for no cost at all to support them with their family situations or in helping to settle them into school.	To keep a more detailed record of attendance of vulnerable groups at extra curricular enrichment activities to maximise potential.	£4910 BC/ASC £1400 Residential Y5/6 Educationa l Visits - £2850 Resources playground /golden time £850 Specialist coaching and staffing costs £3215

Targeted support for vulnerable pupils and families.	Parents and pupils are well supported and signposted to relevant help and support.	This additional funding has enabled the Academy to employ a full time HSLW. The attendance of PP children is closely monitored and support is offered for these particularly vulnerable families. Our PP children have received support from specialist provision this includes 1:1 work and mentoring, targeted counselling and therapy. As a result of this provision both children remained on role throughout the year. HSLW holds a lunch time club giving the children valuable time to continue their learning and further develop their social skills.	Successful strategy to continue.	
Uniform Grants. In this time of economic hardship there are many families who struggle to meet the cost of basic everyday needs such as the cost of school uniforms. Such families meet with our HSLW and the school provides financial support for the purchase of school uniform. The school also provides free water bottles.	All pupils despite socio-economic background have access to all resources needed to participate in and feel part of the life of the academy.	School provides financial support for the purchase of school uniform. The school also provides free water bottles. This is monitored by HSLW/SBM	Successful strategy to continue.	£2258 (average uniform contribution £25 per pupil)

6. Planned expenditure

Academic year

£83,980

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action		Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B C	Provide booster support for Y6 pupils delivered by secondary academy teachers.	To ensure all pupils both expected and higher are given every opportunity to reach their potential. Impact on teaching through a CPD programme of KS2 teachers observing booster sessions to develop their own teaching skills.	Such programmes proved successful last year and can be evidenced through impact data. Aids successful transition to secondary school through preparing pupils for differing teaching styles and expectations as well as focusing on gaps in learning to ensure pupils leave KS2 at the expected standard. This programme will be aimed at 'all pupils, particularly disadvantaged pupils', as highlighted in the Ofsted framework Sept 2019.	Numeracy/English Leads to liaise with Teachers to ensure delivered curriculum is relevant to the needs of the pupils and is impacting on learning. Observations and data tracking.	SLT Numeracy/ English Leads Raising Standards	Half Termly
A B	Continue to develop mastery learning approach to build resilience.	Closing gaps in learning to enable pupils to achieve expected outcomes at end of KS2. Projected figures show significant closure of gaps up to the end of LKS2.	A mastery approach to the curriculum ensures that pupils revisit skills to ensure understanding and deepening of knowledge. It can also impact on building resilience through the assess and revisit element. These tenants are central to the DTTR philosophy of PixL and EEF sites mastery learning to be a low cost but impact effective teaching strategy.	CPD for teaching staff to further develop understanding of the mastery approach. Monitoring of quality of teaching. Data tracking. This will be implemented and monitored across all year groups.	SLT Numeracy/ English Leads Raising Standards	Throughout each term.

A B C	Whole school focus on Reading.	<p>To ensure that reading results at the end of Key Stage 2 are at least at national average.</p> <p>2020 Predictive data 80% to meet expected standard (National 2019 – 73%).</p> <p>PP – 64% to meet expected standard (National 2019 – 62%).</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves (link to metacognition and self-regulated learning). EEF identifies that an intensive programme based on the above when delivered effectively through reading comprehension approaches which allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge, can on average, deliver an additional six months' progress.</p>	English Lead to research best value approaches, initiate staff CPD and monitor impact on pupil's attainment through lesson observations, book trawls and assessment data.	English Lead SLT.	Throughout each term.
Total budgeted cost						£18820

ii. Targeted support						
Action		Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C D	Targeted support for vulnerable pupils to ensure they achieve GLD in EYFS.	50% of PP pupils in EYFS achieve GLD. This is at present based on only 2 pupils.	Intensive targeted support has been successful in the past. This approach meets the Ofsted criteria – ‘The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs’. Framework 2019.	Lesson monitoring Attainment Data	SLT	Half Termly
C D	Phonics Catch up.	60% of PP pupils in KS1 pass phonic screening.	Targeted support has been very successful with previous cohorts. It also has an impact on accelerating reading progress.	Lesson monitoring Phonics session observation and identifying training needs where necessary. Attainment Data.	SLT	Half Termly
A B C	KS2 boosting Y6 in reading, writing and Maths. This is in addition to Pixl therapy groups delivered by TAs.	Closing gaps in learning to enable pupils to achieve expected outcomes at end of KS2.	Such programmes proved successful last year and this can be evidenced through impact data. External sources also support this view e.g. EEF toolkit suggests that evidence shows that small group is effective.	Pixl therapy strategy has built in tracking and monitoring elements through a DTTR (Diagnosis, therapy, testing and revisit) approach. Monitoring of teaching, weekly progress meetings and data tracking.	SLT Numeracy/ English Lead Raising Standards Lead (RSL)	Weekly through RSL (Raising Standards Lead) Meeting.

A C E	Working with Parents to Support Children's Learning, through a revision of the Home Learning Policy and Parent Workshops.	To positively develop parental engagement in order to contribute to pupil performance and therefore overall school improvement.	<p>Evidence from EEF research shows that this area has inconsistent results on pupil attainment but schools that strive for positive and productive relations with parents can have a positive impact on pupil attainment and attitudes.</p> <p>Similarly with homework benefits are not conclusive but there is evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment for primary age pupils. Therefore such programmes for involving parents need to be well researched and thought out in order to have maximum impact.</p>	<p>Approaches adopted in order to be successful should be focused on fulfilling criteria based around the following questions –</p> <p>How will you maintain parental engagement as children get older?</p> <p>Have you provided a flexible approach to allow parental engagement to fit around parents' schedules?</p> <p>What practical support, advice and guidance can you give to parents who are not confident in their ability to support their children's learning, such as simple strategies to help early readers?</p> <p>How can you support parents to encourage good habits for homework?</p>	SLT Core Curriculum Leads	Half Termly
Total budgeted cost						£52455.00

iii. Other approaches

Action		Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E	<p>Attendance support for pupils and families led by HSLW.</p> <p>To maintain reduce PP Persistent absence.</p>	<p>Increase attendance of PP pupils from 93% to 96%</p> <p>To build upon reduction of PA from 21% to 13% last year to maintain a level in line or below national for this group (15%).</p>	Whole school attendance clinics and close work with EWO have proved successful in the past in improving attendance. Processes to be applied to ensure Vulnerable groups are effectively targeted. Anything below 97% flags concerns.	Attendance data closely monitored. EWO informed where necessary. HSLW first day calling. HT to undertake first day calling for PA pupils.	HT HSLW	Through attendance data – Weekly.
D E	Targeted support for vulnerable pupils and families.	Parents and pupils are well supported and signposted to relevant help and support.	Working with parents and pupils to provide pastoral support and guidance has positive social and wellbeing outcomes, including raising self-esteem, promoting confidence and increased motivation.	Consultation to assess effectiveness of support. Track outcomes as direct result of signposted support.	HSLW HT	Half Termly

A B D	Subsidising extra-curricular activities and visits Uniform Grants	Extend pupils' life experiences. Raising self-esteem, promoting confidence and increasing motivation. Develop pupils' behaviours, social skills, attitudes to learning, knowledge and skills.	A broader outlook on the world and increased knowledge builds self-esteem and aspirations. Feeling part of a group develops social skills.	Effective tracking of participation in enrichment activities. Attainment tracking	SLT	Data tracking – Half Termly
Total budgeted cost						£12,675

7. Additional detail

After the number of disadvantaged pupils reduced in the previous academic year due to a high proportion leaving in Year 6 and with a reduction of disadvantaged pupils coming through the academy, this has seen a significant drop in the academy's PPG from £104,120 to £83,980. This reduction of £21,140 will have an impact on current interventions and resources.

Numbers of identified PP pupils fluctuate through the school and currently stand in September 2019 at –
 Recep = 2, Y1 = 6, Y2 = 7, Y3 = 8, Y4 = 16, Y5 = 14, Y6 = 12.