

# ORE VILLAGE PRIMARY ACADEMY



**Expectation, Opportunity, Success**

## **Pupil Premium and Pupil Premium Plus Expenditure Report 2016/17**

## 2016/17 Pupil Premium and Pupil Premium Plus Expenditure:

We have high aspirations for all of our pupils at Ore Village Primary Academy and we believe that every child should have high expectations of themselves and every opportunity to succeed within their education. We strongly believe that it is not about where you come from but your dedication and commitment to learning that makes the difference between success and failure. We are determined to ensure that every pupil is given the chance to reach their full potential through an exciting curriculum and teaching which is motivating and engaging.

Pupil Premium Funding is funding given to schools by the Government to support the progress of pupils vulnerable to under-achievement as identified by the Government, such as:

- Children entitled to Free School Meals or those who have been entitled in the last 6 years (Ever 6);
- Children of Armed Service Personnel.

From April 2014, looked after children (LAC), children adopted from care and those who leave care under a special guardianship order attract a higher rate of pupil premium funding - the 'pupil premium plus' Pupil Premium Plus include:

- Looked After Children;
- Children who have been adopted since 2008;
- Children with a Special Guardianship Order or residence order.

The amount of money, the school receives, is based on the number of pupils eligible. The money is used to fund initiatives that will help those pupils reach their full potential, both academically and socially. Breakdown for the 2016-2017:

Number of pupils and Pupil Premium grant received 2016-17	
Total number of pupils on roll	312 (01 Sep 2016)
Total number of pupils eligible for PP	187 pupils (60%) PP (Jan census 2016)
Amount of Pupil Premium received per pupil	£1320 per FSM/Ever FSM pupil
Amount of Pupil Premium Plus received per pupil	£1900 (Virtual Schools receive this funding)
Amount of Pupil Premium received per Service Child	£300 (Jan census 2016)
Total amount of Pupil Premium received.	£1320 x 187 = £246840

When making decisions about using the Pupil Premium funding it is important to think about the individual pupils and how to support them and their families. Barriers for Pupil Premium children are varied and there is not one simple solution.

A key objective in using the allocated funding is to narrow the gap between pupil groups, ensuring that children from low income backgrounds do not let their learning fall behind that of their peer groups. Through targeted intervention and school development we aim to close the gap in progress and attainment. For children who start school with low attainment, we aim to ensure that they make

accelerated progress as they move up through the school to close the gap between themselves and others.

### Tracking progress

Tracking of progress over time is used to quickly identify any patterns in children's learning. It helps us to develop strategies and interventions to promote improvements:

- We use a wide range of data - achievement data, pupil's work, observations, learning walks and staff and pupil voice.
- We use Raise Online, KS1 SATs results, KS2 SATs results, phonics screening assessments, EYFS GLD outcomes as well as whole school data using Target Tracker to evaluate impact in terms of attainment and progress.
- Assessment data is collected 6 times per year (once per term) so that impact of interventions can be monitored regularly.
- Assessments are monitored to ensure accuracy. Periodically, we use assessment tests to ensure continuity with Teacher's Assessments.
- Teaching staff and support staff attend and contribute to pupil progress meetings and the identification of children for the next interventions are discussed.
- Parents receive feedback and levels for their children twice year.
- Interventions are adapted and changed if they are not working. Groupings are also changed where necessary.
- A designated member of the Senior Leadership Team maintains an overview of Pupil Premium spending.
- A governor is given responsibility for Pupil Premium.

### Current attainment

Teacher Assessment data - % at End of Year Age Related Expectations (July 2016)

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Year 1	77	96	58	75	77	96
Year 2	10	15	33	31	14	23
Year 3	52	81	48	62	55	81
Year 4	63	65	58	65	54	65
Year 5	57	60	50	53	57	73
Year 6	77	83	68	75	77	83

Y6 Test data - PP and non-PP pupils achieving EXS+

	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Year 6	7	50	50	70	43	70

# IMPACT

## Current attainment

Teacher Assessment data - % at End of Year Age Related Expectations (July 2017)

End of Key Stage Test data - PP and non-PP pupils achieving EXS+

Across the school PP attainment is still lower than Non PP although there are areas where the gap is less pronounced. In Year 2, Attainment for PP was higher for PP in R(+10%), W(+4%) and M(+16%), reversing a trend from the previous year in that year group. A gap has opened in Year 6 in reading where Non outperform PP significantly. An engagement in more complex texts and the introduction of reciprocal reading will address this gap in advanced vocabulary and reading comprehension skills.

### Barriers to future attainment

#### In-school barriers

A. Gap between PP children and others - PP children making less progress in both English and Maths than non PP children.

**IMPACT** - This gap remains. The high level of staffing attributed to PP funding has been directed at PP nurture group provision rather than academic groups. This has resulted in improved engagement of high needs PP children but not yet the overall closing of the gap that was required.

B. EYFS Baseline - The level of oral literacy in nursery and Reception children is low.

**IMPACT - GLD in EYFS has improved from 62% in 2015/16 (7% below National) to 78% in 2016/17 (7% above National)**

**External barriers**

**C. Expectations of achievement** - Negative past experiences of education systems may result in low expectations for children of PP families. Families may not engage with school life through lack of confidence or fear of failure.

**IMPACT - Engagement has improved across the school. Family groups run with the support of the Education Futures Trust have increased the number of parents engaging with the school. The PTFA is functioning again and parents are increasingly volunteering to support learning activities.**

**D. Attendance** - attendance rates for pupils eligible for PP are below non PP children. This reduces their school hours and therefore can cause pupils to fall behind their peers.

**2015/16**

	PP	Non PP
Attendance (%)	91.98	92.39
Lateness (%)	2.85	0.9

**IMPACT - Attendance for PP chn has gone down. Non PP has gone up. Lateness for OPP chn has reduced and is now closer to Non PP which has remained static.**

**2016/17**

	PP	Non PP
Attendance (%)	90.15	94.44
Lateness (%)	2.14	0.9

**E. Experiences** - PP groups need to participate in rich and informative experiences that enable them to understanding a broader range of language, contexts and settings.

**IMPACT - The use of the minibus and embracing of the International Primary Curriculum has meant children have had greater exposure in a wide range of experiences. UKS2 took part in 2 residential trips and a teacher has been trained to lead Forest Schools.**

**Desired Outcomes and Success Criteria**

	Outcomes	Success Criteria
<b>A</b>	Close the gap for maths and English for PP and other children	Closing gap - Current PP children close gap with peers in RWM. All targeted writers making expected or more than expected progress.
<b>B</b>	Improve EYFS oral English skills.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.

C	Raise expectations of children's achievements by increased parental engagement with families with PP children	PP families are more readily engaged in workshops, open sessions and school life. Make aspiration at the heart of the key messages.
D	Increase attendance rates for PP children. Reduce number of late arrivals.	Overall PP attendance improves from 91.98% to being in line with 'other' pupils. Percentage of late marks in line with other pupils.
E	Broadening experiences PP children have to further develop language and contextual understanding	Pupils have rich and informative experiences that enable them to understanding a broader range of language, contexts and settings.

**2016-17 Plan for Pupil Premium expenditure**





Quality teaching and interventions

Engagement with pupil premium families

2016/17  
Our priorities

Broadening experiences of PP children

Attendance of PP children



## Quality teaching and Intervention

### Desired outcomes:

- A. Close the gap for maths and English for PP and other children
- B. Improve EYFS oral literacy skills
- D. Increase attendance rates for PP children. Reduce number of late arrivals.

### Chosen action and rationale:

- **Staff training**

We are offering staff enhanced training linked to quality feedback and accurate assessment processes. We want to invest some of our PP funding in longer term change which will help and support all pupils. Many different evidence sources, including the EEF toolkit suggest that high quality feedback is an effective way to improve attainment and is a suitable approach to embed across the school. To further support EYFS language skills, we will train further staff to access language link and speech link and to carry out intervention and specialist small group and 1:1 work.

- **Staffing & Pupil Premium Champions**

We aim to provide each phase within the school (EYFS, KS1, LKS2, UKS2) with 3/4 TAs (7 in EYFS) and 1 HLTA in order that they can have 1 per class. This will increase the opportunity for 1:1 tuition and for increased number of interventions in afternoon sessions. The school therefore has staff to support the specific needs of our disadvantaged pupils. This includes academic support such as daily reading, weekly academic meetings with selected pupils and also emotional support through the Place to Be counselling service. Daily reading with a select group of PP children allows children access to texts which they may not otherwise be able to access on a regular basis. Key learning intervention groups are accessed by many of our PP children to support their learning and help to close the gap between PP and Non-PP children. These are run by trained staff. Maths interventions using specific programmes such as 'Number Counts' and 'One more, one less' enable pupils to address gaps or misconceptions in their understanding. Interventions and support for small groups and individuals is closely monitored to assess impact and progress by our SENCO.

- **Engaging curriculum**

Our curriculum must engage and excite our children in order that they want to learn and achieve well. We plan to purchase the International Primary Curriculum and link this with our current use of the Power of Reading in English. This will create a fully cross-curricular, topic based curriculum in order that our PP children are ready for life in the 21<sup>st</sup> Century. We also plan to buy the Collins 'Busy Ants' maths scheme and 'Mathletics' so children can deepen their experiences of Maths at home. It will also ensure the teaching of Maths is never less than good.

- **Nurture Provision**

For the pupils in school that find education in the classroom too difficult, we plan to have nurture provision where they can receive 1:1 or 2:1 support, depending on their needs. This will be in a



dedicated classroom but use areas around the school to ensure calm and safe environments. The staff will be permanently based within the nurture group and a consultant nurture specialist will be employed to line manage these staff members.

Evidence and objectives	Accountability	Staff lead	Review
<p>Sutton Trust / EEF:  <i>Feedback + 8 months;</i>  <i>One-to-one tuition + 5 months;</i>  <i>Individualised instruction + 2 months.</i></p> <ul style="list-style-type: none"> <li>To close the gap in PP and Non-PP children</li> <li>To individualise support for key-pupils who are either: not making expected progress or need to make rapid progress to meet age related expectations.</li> <li>To address misconceptions, gaps and weaknesses in their learning.</li> <li>To ensure wave 1 teaching to PP children is never less than good.</li> <li>To provide an engaging and stimulating curriculum to children based upon a contemporary 21<sup>st</sup> Century vision.</li> </ul>	<p>Staff training assessed for evidence of effectiveness.</p> <p>PPM will be used to analyse data and select the wave 2 teaching groups.</p> <p>Timetables will be carefully organised to ensure staff have time for high quality delivery.</p> <p>Monitoring of teacher assessments for accuracy and sampling of PP and non-PP work.</p> <p>To ensure EYFS pupils are making above average progress using language link.</p>	<p>SENCO/Dep Head and Asst Head</p>	<p>Jul 2017</p>
			<p>Estimated cost</p> <ul style="list-style-type: none"> <li>- IPC £7,000</li> <li>- Staff Trg £4,000</li> <li>- Maths scheme £8,000</li> <li>-Mathletics £1,500</li> <li>- Staffing (TA3x3, TA2x2, TA4x1) £101,000</li> <li>- Place to Be £22,000</li> <li>- Nurture set up £3,000</li> <li>- Nurture Group Consultant £10,000</li> </ul> <hr/> <p>£156,500</p>
Impact	Lessons learned	Cost	
<ul style="list-style-type: none"> <li>- The % of lessons assessed as good across the school has increased.</li> <li>- The IPC has increased the level of engagement in the curriculum as evidenced by homework produced.</li> <li>- Individualised support has been successful for higher needs pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- In the future PPMs will consist of clear PP grouping analysis and this will feed into targets setting for PM.</li> <li>- Analysis of staff deployment will be undertaken to ensure individualised support has maximum impact.</li> </ul>	<p>£156,500</p>	

### Engagement with pupil premium families

#### Desired outcomes:

- B. Improve EYFS oral literacy skills.
- C. Raise expectations of children's achievements by increased parental engagement with families with PP children
- D. Increase attendance rates for PP children. Reduce number of late arrivals.
- E. Broadening experiences PP children have to further develop language and contextual understanding

#### Chosen action and rationale:

- **Family Support**

Often family issues and behaviours demonstrated at home impact on our pupils immensely. We cannot improve attainment for children if they are not in the school and we find it challenging to keep them focussed if they are distracted by problems at home. We have found that children that are supported at home and have access to support from other groups, have increased self-esteem and confidence. Keyworkers support both the children and the families. They advise parents about support available to them. Our keyworkers meets with children in the school setting every week. Keyworkers run parenting groups, allowing parents to support each other, gaining skills and ideas. Our SENCO meets regularly with the Keyworker to ensure support continues throughout the school and to monitor progress made.

The school is part of the 'Hastings Thrives' network of schools and is a centre for the 'Mini Egg tooth' project aimed at targeting families in receipt of Free School Meals. Students that are at risk of under achieving due to a variety of reasons are selected by the school. The course is therapeutically led and includes a huge range of fun, engaging and challenging activities.

- **The school as a community**

In collaboration with the Education Futures Trust (EFT), the school hosts parenting workshops that include communication skills, cookery clubs, craft clubs and the 'Power of Parenting' course. These aim to draw parents into the school for positive reasons and empower them as parents. The courses are designed to be fun and engaging and are hosted, but not necessarily run by, school staff. These generally take place in our community Café which hosts parents for after school events such as cake sales or Café open afternoons.

- **SENCO Support**

Our SENCO supports individual pupils and families. This involves being our Parent Information Contact and liaising with different agencies. Our SENCO attends termly Early Intervention Groups (EIGs) to support families at Level 1 and 2 on the Continuum of Needs; this enables us to work with different agencies to support many of our families.

- **Resources for Learning**

We are able to purchase resources to support home learning; this may be key books, stationery or loaning of equipment. The school promotes an exciting, creative curriculum which involves a range of school based trips and visits. Parents are requested to make voluntary contributions towards these trips, in line with our Charging Policy. Pupil Premium funding can be used to ensure certain pupils access this learning opportunity. Residential trips are partially funded through Pupil Premium in order that these pupils access this very valuable opportunity. The school offers a range of clubs to provide opportunities for Pupil Premium children to access the wider curriculum. All children are able to participate in our clubs and currently a significant number of Pupil Premium children access these clubs through PP funding.

- **Extended School Provision**

The school provides a before and after school club to support parents with extended school child-care. Breakfast and afternoon snacks are provided. These clubs support improving attendance and increased engagement with families. Play and a familial approach to mealtimes' support children with low self-esteem while promoting talk and social skills. These clubs are run by school staff to ensure consistency bridging home and school. Although all pupils can attend, set funded places are allocated for PP children where need is greatest.

<p>Sutton Trust / EEF: <i>Social and Emotional Learning + 4 months</i> <i>Extending school time + 2 months</i></p> <ul style="list-style-type: none"> <li>• Providing additional support for identified pupils / families, with regard to emotional, social or behavioural needs; this may also include attendance and punctuality.</li> <li>• To build self -confidence and self-belief</li> <li>• To support pupils and build relationships</li> <li>• To provide wider-curriculum learning opportunities</li> <li>• To increase opportunities for club participation</li> <li>• To increase attendance, independence and collaborative skills</li> </ul>	<p>Thorough briefing and referral processes between keyworkers and school staff about key issues will support our joint collaboration and ensure that provision is identified and accurate. Clear discussions between school staff and the inclusion lead will enable us to match support with need.</p>	<p>SENCO/Dep Head and Asst Head</p>	<p>Jul 2017</p> <hr/> <p>Estimated cost</p> <ul style="list-style-type: none"> <li>- Education Support, Attendance and Welfare Service £5,000</li> <li>- Mini Eggtooth £5,000</li> <li>- Extended provision £10,000</li> <li>- Trip funding £2,000</li> <li>- EFT membership £1,000</li> <li>- Education Psychologist £3,000</li> <li>- Community Café upkeep £1,000</li> <li>- Club funding £1,000</li> <li>-EYFS consultant £10,000</li> <li>-EYFS environments £300</li> </ul> <hr/> <p>£38,000</p>
<p>Impact</p>	<p>Lessons learned</p>	<p>Cost</p>	
<ul style="list-style-type: none"> <li>- EFT membership has enabled the broadening of educational opportunities and community engagement.</li> <li>- ESBAS and EP units have enabled thorough analysis of provision for high needs children.</li> </ul>	<ul style="list-style-type: none"> <li>- A FLO has been appointed to continue programme of parental engagement alongside EFT and ESCC.</li> <li>- A full parental engagement programme has been written in order that it is fully coordinated and reviewed.</li> </ul>	<p>£38,000</p>	

**Broadening experiences of PP children**

**Desired outcomes:**

- D. Increase attendance rates for PP children. Reduce number of late arrivals.
- E. Broadening experiences PP children have to further develop language and contextual understanding.

Chosen action and rationale:

● **Learning opportunities**

Through offering specialist learning opportunities we aim to motivate and inspire our pupils. We offer days out of school and other opportunities whenever we can to support understanding of key texts and messages. We do this in conjunction with the International Primary Curriculum (IPC) and the 'Exit Points' which celebrate learning within a topic. We plan to lease a minibus to extend the frequency of these opportunities and bring down the cost to the parents of these trips. We will train another member of staff in Forest Schools so that children can engage with our surroundings more regularly in order to inspire learning. We plan to run Forest schools as an integral part of our curriculum and extend this to include 'Beach' schools to maximise the school's proximity to the coast.

● **Improving play, social and communication at lunchtimes**

The school has increased the level of supervision to ensure play is supported and there is a positive impact on wellbeing at lunchtimes. Resources are regularly renewed to support play and the School Council have input in making these decisions. Buddies are trained and lead play alongside the TAs to support the social interaction of all pupils but their specific work is targeted with EYFS and their social interaction at play.

Evidence and objectives	Accountability	Staff lead	Review
<p>Sutton Trust / EEF: <i>Social and Emotional Learning + 4 months</i> <i>Individualised instruction + 2 months.</i> <i>Extending school time + 2 months</i></p> <ul style="list-style-type: none"> <li>To increase the range of experiences that our children have in order that their contextual understanding improves. This will impact upon language development and oral fluency.</li> <li>To build self-confidence and self-belief</li> <li>To provide wider-curriculum learning opportunities</li> <li>To increase opportunities for club participation</li> <li>To increase attendance, independence and collaborative skills</li> </ul>	<p>Pupil voice will give us indications of the activities children enjoyed / valued the most.</p> <p>Club attendances will be monitored.</p>	<p>SENCO/Dep Head and Asst Head</p>	Feb 2017
			<p>Estimated cost</p> <ul style="list-style-type: none"> <li>- Minibus £10,000</li> <li>- Staff Training £4,000</li> <li>- IPC Exit point funding £10,000</li> <li>-Lunchtime improvements £10,000</li> <li>-Residential trip funding £2,000</li> </ul> <hr/> <p>£36,000</p>
Impact	Lessons learned		Cost

<ul style="list-style-type: none"> <li>- The number of 'Red Card' incidents declined rapidly from 299 in Term 1 to 144 in Term 6.</li> <li>- Late arrivals have decreased for PP pupils from 2.85% of PP pupils per day to 2.14% of PP pupils.</li> </ul>	<ul style="list-style-type: none"> <li>- Club attendances have increased in accordance with the range of clubs on offer.</li> <li>- Structured play at lunchtimes alongside KS2 children viewing 'Newsround' at the end of lunch has reduced behavioural incidents.</li> </ul>	<p>£36,000</p>
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**Attendance of PP children**

**Desired outcomes:**

D. Increase attendance rates for PP children. Reduce number of late arrivals.

**Chosen action and rationale:**

- **Attendance monitoring, advice and support**  
Attendance is carefully monitored and intervention put in place as necessary. The Headteacher monitors attendance closely and analyses vulnerable groups; key families at risk of falling below 90% have regular meetings to offer advice, support and guidance. ESBAS units are purchased to support attendance issues further. This involves an Attendance Officer analysing individual cases, organising meetings with the families and setting targets. This is a supportive process and guidance and support is offered at all stages to improve attendance and therefore the welfare and education opportunities for the children.
- **Attendance Project**  
To motivate pupils, a project will be launched this year to set high aspirations and expectations for both attendance and punctuality. The school rewards pupils with outstanding attendance, motivating them and setting high expectations for all of our pupils. We plan to give a bike away in a raffle for those that have achieved 100% attendance throughout the year and have not been late. We have a weekly attendance cup for the class that has achieved the highest percentage attendance each week.

Evidence and objectives	Accountability	Staff lead	Review
<p>Sutton Trust / EEF: <i>Social and Emotional Learning + 4 months</i></p> <ul style="list-style-type: none"> <li>● Providing additional support for identified pupils / families, with regard to emotional, social or behavioural needs include attendance and punctuality.</li> <li>● To ensure children make progression through learning</li> <li>● To enable children to attend regularly</li> </ul>	<ul style="list-style-type: none"> <li>- Briefing for attendance lead in Office about existing absence issues and procedures.</li> <li>- Collaboration between Office, HT and ESBAS to ensure provision in place and procedures followed.</li> <li>- Daily first response calls.</li> <li>- Weekly attendance monitoring</li> <li>- Daily late swoops and recording</li> </ul>	<p>SENCO/Dep Head and Asst Head</p>	<p>Feb 2017</p> <hr/> <p>Estimated cost</p>

<ul style="list-style-type: none"> <li>To build confidence and capacity for learning</li> </ul>			<ul style="list-style-type: none"> <li>- Staffing £8,000</li> <li>- Attendance prizes £5,000</li> <li>-ESBAS units £3,000</li> </ul> <hr/> <p>£16,000</p>
Impact	Lessons learned		Cost
<ul style="list-style-type: none"> <li>- Late arrivals have decreased for PP pupils from 2.85% of PP pupils per day to 2.14% of PP pupils.</li> <li>- Attendance for PP is yet to improve.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration with ESBAS on a pilot attendance monitoring prg has established benchmark for attendance monitoring.</li> <li>- Slow transition of children transferring between schools has resulted in coding that has increased absences reported.</li> <li>- Weekly attendance monitoring has reduced the number of Pas.</li> </ul>		£16,000
Estimated Total			£246,800
Actual Total			£246,800