

2018/19 Pupil Premium and Pupil Premium Plus Expenditure:

We have high aspirations for all of our pupils at Ore Village Primary Academy and are committed to ensuring that every child is encouraged to have high expectations of themselves and given every opportunity to succeed. 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:

- 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 - Pupil Premium Plus
- 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.

Number of pupils and Pupil Premium grant received 2018-19	
Total number of pupils on roll	307 (Jan census 2018)
Total number of pupils eligible for PP	169 pupils (55%) PP (Jan census 2018)
Amount of Pupil Premium received per pupil	165 x £1320 per FSM/Ever 6 pupil
Amount of Pupil Premium Plus received per pupil	4 x £1900 (Virtual Schools hold this funding)
Total amount of Pupil Premium received for 2018-19	£215,480

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 fall behind their peers in terms of learning, behaviour and attendance. 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, pupils' work, observations, learning walks and staff and pupil voice.

- We use ongoing teacher assessment and tracking 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 teachers' 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

Summary information					
School	Ore Village Primary Academy				
Academic year	2018/19	Total PP budget	£215,480	Date of most recent PP Review	September 2018
Total number of pupils	307	Number of pupils	169 - 55%	Date for internal review of this strategy	April 2019

End of Key Stage 2 Statutory Assessment 2017-18 academic year				
Age related expectations (ARE)	Pupils eligible for PP at OVPA	Pupils not eligible for PP at OVPA	Gap	Pupils eligible for PP Nationally (gap)
% achieving ARE in reading, writing and maths combined	35.7%	57.1%	21.4% (National 19.8%)	50.2% (-14.5%)
% achieving ARE in reading	42.9%	71.4%	28.5%	63.8% (-20.9%)
% achieving ARE in writing	67.9%	78.6%	10.7%	67.2% (+.7%)
% achieving ARE in spelling, punctuation and grammar	42.9%	78.6%	35.7%	66.5% (-23.6%)
% achieving ARE in maths	39.3%	71.4%	32.1%	63.5% (-24.2%)

End of Key Stage 1 Statutory Assessment 2017-18 academic year			
Age related expectations (ARE)	Pupils eligible for PP at OVPA	Pupils not eligible for PP at OVPA	Pupils eligible for PP Nationally
% achieving ARE in phonics	58.8%	75%	71.1% (-12.3%)
% achieving ARE in reading	50%	94.4%	62.2% (-12.2%)
% achieving ARE in writing	40.9%	88.9%	55.1% (-15.8%)
% achieving ARE in maths	59.1%	88.9%	62.7% (-3.6%)

End of EYFS GLD Assessment 2017-18 academic year			
Age related expectations (ARE)	Pupils eligible for PP at OVPA	Pupils not eligible for PP at OVPA	Pupils eligible for PP Nationally
% achieving GLD	90%	78.1%	56.5% (+24.5%)

	Pupils eligible for PP at OVPA	Pupils not eligible for PP at OVPA
Attendance 2017-18	92.64%	95.21%
Lateness 2017-18	2.19%	0.98%

Summary of strategies for closing the gap 2018-2019

Curriculum changes

Mastery learning +5 months

Collaborative learning +5 months

Peer tutoring +5 months

Reading comprehension strategies +6

We will continue the work begun in 2017 to revise the maths curriculum and providing staff training on Singapore maths and maths mastery approaches. Research from the EEF shows that mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress – therefore the emphasis will be upon developing approaches such as coaching threes. In English we will be continuing to implement and develop our use of Reciprocal Reading and will devote further time and resources to staff training as we implement this as a cross curricular approach.

Research shows that collaborative (or cooperative) learning approaches are most effective when they involve pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Reciprocal reading involves allocating each member of a small group a distinct role and responsibility to feedback to other group members. Reciprocal reading is a structured oral approach to improving reading comprehension skills. Research from the EEF shows that approaches which promote talk and interaction between learners tend to result in the best gains. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.

All of these approaches are intended to ensure that there is a clear focus on collaborative learning.

Arts participation +2 months

Dedicated teaching spaces have now been created and this will now be supported through further investment in resources for art, music, dance and drama. Three whole school assemblies a week will include live music from the school band to motivate children to sing and to learn instruments. Music lessons and after school clubs will target disadvantaged children. Research from the EEF has shown improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.

Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.

CPD for staff around teaching and learning

Metacognition and self-regulation +7 months

Oral language interventions +5 months

Feedback +8 months

Social and emotional learning +5 months

Alongside development of the curriculum, we will continue a programme of CPD for all staff on metacognitive approaches aimed at building children's engagement and resilience and approaches to strengthening feedback. Teachers will learn how to implement metacognition and self-regulation approaches to help pupils think about their own learning more explicitly, by teaching specific strategies for planning, monitoring and evaluating their learning. Research from the EEF shows that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies will then be employed through planned and structured collaborative group work so that learners can support each other and make their thinking explicit through discussion.

There will be an emphasis across the curriculum upon learners' articulation of ideas, spoken expression and talk about learning in classroom. Upper Key Stage 2 will implement question boards and approaches from Philosophy for Children and to Collaborative Learning approaches, which promote pupils' talk and interaction in groups.

Teachers and teaching Assistants will receive CPD around questioning and providing feedback that deepens understanding through graduated approaches using eg. Bloom's taxonomy.

"Developing the social and emotional skills which give young people the resilience, persistence and motivation to deal with the stresses and the rebufs of everyday life, are key to being able to move up the social ladder" (The Pupil Premium Making it work in your School-Oxford Press)

Early years intervention

+5 months

Communication and Language +6 months

Early Numeracy +6 months

"Children benefit from having a wider range of experiences with a wide range of interested adults, more opportunities to consolidate and refine skills and concepts or develop their ideas further, more opportunities to explore and be supported by an interested adult. They are also better able to see the connections between their home life and their life in the setting"

"...Common language is built up between the families and the setting and parents feel more involved in their child's learning. Families feel more engaged and feel valued which in turn impacts on how well children do through their educational "

(Practical Tips on Allocating Early Years Pupil Premium Funding) Research based support for Nursery

There will be a strong emphasis on early years as a priority to ensure children have the best possible start to their schooling and that any additional needs are swiftly identified and addressed. Key staff with experience and training in SEND, Nurture and Thrive will now be based within this key stage. Additional training and opportunities to visit and liaise with highly effective early years settings will be made available to all

EYFS staff. OVPA will participate in the Hastings Area Opportunity Fund project on early years communication and language approaches; self-regulation strategies.

All children will be screened on entry using Language Link and support programmes such as Parents Matter and Eat, Sleep, Play, Learn will be used to support and promote home learning and to ensure families have access to support networks and basic essentials etc. On average, The EEF research indicates that early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.

Outdoor adventure learning

+4 months

“The outdoors provides excellent opportunities to use a wide range of skills and abilities not always visible in the classroom. Becoming aware of such skills can fundamentally change personal, peer and staff perceptions and lead to profound changes in life expectations and success.”
(Curriculum for Excellence-Education Scotland)

Our trained practitioner will provide forest school sessions for children from Nursery to Year 6 across the year . Two dedicated areas of the school grounds will be used and a minibus will be leased to facilitate use of nearby resources such as Mallydams. The focus will again be on collaborative learning experiences. Practical problem-solving, explicit reflection and discussion of thinking and emotion will also be involved.

Parental engagement

+5 months

Homework +2 months

“In the early years, parental involvement has a significant impact on children’s cognitive development and literacy and number skills. Parental involvement in a child’s schooling for a child between the ages of 7 and 16 is a more powerful force than family background, size of family and level of parental education .Parental involvement has a significant effect on pupil achievement throughout the years of schooling. Educational failure is increased by lack of parental interest in schooling. In particular, a father’s interest in a child’s schooling is strongly linked to educational outcomes for the child.”

(The Impact of Parental Involvement on Children’s Education-DFE)

“Parental aspirations and attitudes to education varied strongly by socio-economic position, with 81% of the richest mothers saying they hoped their nine-year-old would go to university, compared with only 37% of the poorest mothers. Such adverse attitudes to education are one of the single most important factors associated with lower educational attainment at age eleven.”

(Poorer children’s educational attainment 27)

We recognise in particular the huge impact parental engagement can have on children’s progress. We implement a range of strategies to increase parental engagement and involvement in their child’s learning, for example through identification and training of key staff to run programmes such as Parents’ Matter and Families Connect. There will also be programmes aimed at supporting wider skills such as cooking.

There will also be a big push on encouraging parents into the school through events such as our weekly ‘Funky Friday’ assemblies, music evenings, productions and initiatives aimed at celebrating improving attendance. We also aim to work with other agencies to put programmes in place which aim to develop parental skills such as literacy or IT skills will work with Early Help and CAMHs to provide more intensive programmes for families in crisis.

Conclusion

We know that what happens in the classroom makes the biggest difference. Good teaching for all pupils has a particular benefit for disadvantaged pupils. There is particularly good evidence around the potential impact of teacher professional development therefore will be a particular priority over the coming months.

We recognise that sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap. We are committed to professional development for all staff that is rooted in sound academic research. But we know that research on its own is not enough; applying the findings to the classroom is a real challenge.

Barriers to future attainment for pupils eligible for PP

Priority areas		
A	Parental engagement and support for home learning	Identified through analysis of attendance at events, class home/school activity monitoring 2017-18
B	Attendance	Analysis of school attendance patterns 2017-18
C	Social emotional and behavioural/mental health needs	Identified through behaviour analysis, welfare records of concern, pupil voice
D	Metacognition and self-regulation	Identified through teaching and learning reviews 2017-18
E	SEND/able disadvantaged pupil overlap	Identified through data analysis September 2018
F	Enrichment and extra-curricular opportunities	Identified through pupil survey and analysis of participation data
G	Early language skills	Identified through Language Link screening on entry to YR

A. Parental Engagement		
<p>Strategies</p> <ul style="list-style-type: none"> • Teacher release time for ½ hour collaboration sessions twice a year to set up a systematic processes to work in partnership with parents and carers. • Triple P parenting-seminars and discussion workshops run in conjunction with Early Help Team from Children’s Services • Two staff trained and released to run Parents Matter and Families Connect programmes • CDP for staff on parental engagement and attendance • Providing funded parent pupil clubs such as cooking, Wild in the Garden, craft and fitness including training and release for staff • Increase phonics awareness session for parents and how they can support their child at home to enable the school to diminish the gap between setting and national data • Improvements in parent/ carer communication and feedback including establishing parent/carer forums, golden tickets, gold awards, Oscars and good news letters home • Newly appointed SENCO to focus on identifying and engaging parents of vulnerable pupils with programmes above³ • Parent information worker to engage target families to enable them to overcome barriers such as attendance and family support issues. 	<p>Expenditure</p> <ul style="list-style-type: none"> • Supply costs for release £3776¹ • 16 days release for nursery manager and assistant SENCO £1084.20² • 5 days release for SENCO £518.30³ • 0.4 TA2 release £6428.00 <p>Total £11806.50</p>	<p>Outcome Measures</p> <ul style="list-style-type: none"> • % increase in pupils completing homework • % increase in number of parents attending assemblies, celebration events, music evenings etc • % increase in numbers of parents participating in school parents’ evenings or equivalent events • closing the gap in terms of attendance between PP and non PP

B. Attendance		
Strategies <ul style="list-style-type: none"> • Social and emotional support strategies to help pupils in need of additional support, including through working with PMHW David Haywood • Collaboration with Early Help to provide Triple P Parenting courses • Rapid response systems to address poor attendance and pilot project work with ESBAS . 	Expenditure <ul style="list-style-type: none"> • ESBAS Service : £6000 Total £6000	Outcome Measures <ul style="list-style-type: none"> • improved attendance to be in line with national target of 96%. • % improvement in attendance/punctuality • % reduction in recorded incidents related to behaviour

C. Pupil Wellbeing		
Strategies <ul style="list-style-type: none"> • Targeted and bespoke support to overcome emotional and social barriers to learning as well as to support pupil wellbeing. • Nurture training for two TAs to support in the alternative provision • Nurture group • Positive friendship groups – Peer to Peer Programme with Anna Freud Centre – training and release for two members of staff¹ • Social skills groups/team building sessions two afternoons a week for targeted pupils • Lunchtime clubs • Outdoor learning for high risk exclusion pupils • Work with CAMHS PMHW re programmes for OVPA 	Expenditure <ul style="list-style-type: none"> • 3.6 x TA2 (3.6 x14,077) = £50,677.20¹ • 2 x 0.4 TA3 (£6050.80 + £6309.20) £12,560 • 1 x 0.4 TA £6050.80 Total £69,288	Outcome Measures <ul style="list-style-type: none"> • % reduction in recorded incidents related to behaviour

D. Metacognition and self-regulation		
<p>Strategies</p> <ul style="list-style-type: none"> • Staff training to focus on feedback and marking procedures, effective questioning, deep learning and curriculum design. • Metacognition strategies will be taught to pupils -peer to peer/self-assessment skills will enhance pupils to understanding the pedagogy 	<p>Expenditure</p> <ul style="list-style-type: none"> • Overtime for support staff to attend all twilight training session £514.70 <p>Total £514.70</p>	<p>Outcome Measures</p> <ul style="list-style-type: none"> • Learning walks and developmental drop-ins show improved engagement and resilience in target groups of underachieving PP children • % reduction in the numbers of PP pupils making less than expected progress • % increase in the number of PP pupils exceeding expectations

E. Intervention /Outside Agencies		
<p>Strategies</p> <ul style="list-style-type: none"> • Small group intervention work such as Sensory Circuits, social skills groups, pre-teaching and corrective teaching, and phonics etc. • Designate and maintain two dedicated sensory rooms • Continued provision of additional TA/INA support for disadvantaged children including delivering strategies advised by outside agencies. • The school will ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. • Train a specialist dyslexia TA to provide support to pupils and train other staff 	<p>Expenditure</p> <ul style="list-style-type: none"> • Education Futures Trust £1000 • Additional EP time £5000 • Sensory rooms £7000 • 0.4 HLTA £8260.40 <p>Total £21260.40</p>	<p>Outcome Measures</p> <ul style="list-style-type: none"> • % improvement in performance in national/teacher assessments -increases in reading/number age or standardised test scores as a result of structured interventions • % reduction in the numbers of PP pupils making less than expected progress • % increase in the number of PP pupils exceeding expectations

E. Identification of Talented/Able Disadvantaged Pupils Provision		
<p>To maximise learning for children receiving pupil premium this year who are entrepreneurial activities and music etc. to ensure that no missing talent goes unnoticed</p> <ul style="list-style-type: none"> • Learning Ambassadors Programme (EFT) • Leading Edge College Primary (EFT) 	<p>Expenditure</p> <ul style="list-style-type: none"> • 6 x 0.5 days supply cover to release teacher £708 • 6 x days supply cover to release teacher £1416 <p>Total £2124</p>	<p>Outcome Measures</p> <ul style="list-style-type: none"> • % reduction in the numbers of FSM pupils making less than expected progress See above • % increase in the number of FSM pupils exceeding expectations
F. Wider Opportunities		
<p>Strategies</p> <ul style="list-style-type: none"> • Curriculum working party to continue to develop a curriculum for OVPA that is a broad, rich, relevant and meaningful which ensures all children are able to participate and are given the opportunity to experience new cultural, social, educational and challenging activities, including after school clubs, trips, residential and visitors. • The school has trained and employed a dedicated Forest School and Outdoor Learning teacher and designated and equipped two dedicated areas of school grounds as Forest School. • The school has leased a minibus to facilitate curriculum enrichment through trips to the White Rock Theatre, Jerwood Gallery, Mallydams etc • Continue Break Out afternoons that offer the opportunity to all for extra-curricular experiences on and off site: fishing, canoeing etc • Extend after school provision to include homework support, cooking, art, computer club, table tennis, parachute, film club etc • Families will be assisted financially in accessing after school clubs, educational visits and residential trips • Computing HLTA to promote and support digital learning outside school hours for target children who lack IT access at home 	<p>Expenditure</p> <ul style="list-style-type: none"> • Outdoor learning and curriculum enrichment £4200 • Forest School Teacher £19455 (.5) • Minibus leasing £6400 • Taxis £600 • Club funding £1000 • Subsidies for PP educational visits £2500 • Breakout afternoons £6000 • Subsidies for PP residential trips £3200 • iPads £11307 • Athletics £1500 • 0.4 HLTA £2623.40 • After school club staff (37.5 hours of TA3 time) £21,670 • Radio station £1155 <p>Total £81,610.40</p>	<p>Outcome Measures</p> <ul style="list-style-type: none"> • % reduction in the numbers of FSM pupils making less than expected progress See above • % increase in the number of FSM pupils exceeding expectations

G.Early Years Foundation Stage/Nursery		
<p>Research based support for Nursery and EYFS to develop early intervention for pupils.</p> <ul style="list-style-type: none"> • Early identification of language skills and targeted support for vulnerable children • Visiting other Early Years facilities/developing networks and cross nursery school and preschool collaboration/CPD for Nursery staff • Planning for increased parental engagement e.g. healthy eating/reading/early maths games maths/ school home lending library • Supporting the home learning environment - Parents Matter programme run by two members of EYFS staff • Broadening knowledge and understanding of the world through external visits and visitors, practical life experiences and imaginative, creative, risk taking learning through play experiences • Speech and language specialist TAs based within Early Years 	<p>Expenditure</p> <ul style="list-style-type: none"> • Language Link assessments and programme £1000 • 0.4 x TA2 £6050.80 • 0.4 x PSW £15828.40 <p>Total £22,879.20</p>	<p>Outcome Measures</p> <ul style="list-style-type: none"> • Language Link reassessment in May-June 2018 shows closing gap between PP and non-PP pupils • Engagement and attendance at meetings monitored for parents of PP children matches nonPP. • Continuation of no gap re GLD for PP pupils and non PP.

A	Parental engagement and support for home learning	£11806.50
B	Attendance	£6000
C	Social emotional and behavioural/mental health needs	£69,288
D	Metacognition and self-regulation	£514.70
E	Intervention /Outside Agencies	£21260.40
E	SEND/able disadvantaged pupil overlap	£2124
F	Enrichment and extra-curricular opportunities	£81,610.40
G	Early language skills	£22,879.20
	Total	£215,480