

## Pupil Premium Funding 2018/2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Summary information					
<b>School</b>	Osborne Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>		<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	290	<b>Number of pupils eligible for PP</b>	158 (54%)	<b>Date for next internal review of this strategy</b>	Dec 2019

Barriers to future attainment (for pupils eligible for PP including high ability)
1. The majority of PP children enter Reception well below other pupils in most of the 17 areas of the EYFS Profile but particularly reading, writing and number.
2. Oral language skills in Reception are low for pupils eligible for PP. This slows reading, writing and number progress in subsequent years.
3. Very few, if any PP children enter Reception at a high level of attainment. Thus the percentage of PP children exceeding at Age Related Expectation is minimal.
4. Social, emotional or safeguarding issues experienced by many children eligible for PP have detrimental effects on their behaviour and academic progress plus, that of their peers.
5. Average attendance rates for pupils eligible for PP are 94.25% (below the target for all children of 96.1% - national average). This reduces learning time in school and reduces progress.
6. Lack of parental interest, aspirations, knowledge and support for learning amongst PP children reduces progress.
7. Few, if any opportunities for many PP children to broaden their experiences eg going on holiday in UK or abroad, theatre, museum and places of interest visits.

1. Planned expenditure				
Quality of Teaching, Learning and Assessment for all				
Chosen action / approach	Desired outcome	What is the evidence and rationale for this choice?	Cost	Impact
<p><b>Reading</b> ‘Read aloud, think aloud’ strategy and guided reading timetable including coverage of all key reading skills implemented to improve reading.</p> <p>TAs and teachers support reading intervention groups using a theme to engage learners.</p>	<p>1.Greater percentage of PP children achieve age related expectation/above age related expectation by the end of the year, than in 2018 using Target Tracker.</p> <p>2.Greater percentage of PP children and groups achieve accelerated progress from intervention support.</p>	<p>EEF demonstrates high impact for low cost when using meta-cognition and self-regulation.</p> <p>Research demonstrates that use of ‘read aloud, think aloud’ during reading improves overall comprehension and reading skills which then impact on improvements in inference.</p> <p>Analysis of PIRA 2017-2018</p>	<p>NA</p> <p>TA £15 p/h X 7 p/w = £135 p/w</p>	

<p>Purchase of books for book corners in classes to promote love of reading.</p> <p>Additional 1:1 reading with PP pupils who are not making good progress.</p> <p>Prescribed fluency based reading intervention (echo reading) for pupils working just below ARE.</p> <p>Prescribed AMA reading interventions (to be 50% PP pupils) linked to high quality text.</p>		<p>showed that inference is a weakness for PP pupils in reading. Teacher assessment on TT also revealed that reading fluency was a weakness for PP pupils across the school.</p> <p>Analysis of reading interest survey of PP pupils revealed certain trends in types of texts they enjoy reading.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie. In 2018, PP HA/AMA pupils made more accelerated progress in reading/writing interventions than non-PP pupils.</p> <p>Hertfordshire schools data showed that 60% of pupils who participated in 'echo reading' fluency intervention and who were working below national expectations, then went on to achieve ARE in KS2.</p>	<p>NA – grant</p> <p>TA £15 p/h X 3 pw = £45pw</p> <p>TA £15 p/h X 6 pw = £90pw</p> <p>TA £15 p/h X 6 pw = £90pw</p>	
<p><b>Maths</b></p> <p>Use of White Rose maths</p>	<p>1.Greater percentage of PP children achieve age related expectation/above age</p>	<p>EEF demonstrates high impact for low cost when using meta-cognition and self-regulation.</p>	<p><b>NA</b></p>	

<p>planning documents to ensure an effective sequence of teaching and learning as well as challenge.</p> <p>Maths catch up sessions daily to quickly intervene with struggling learners.</p> <p>Maths fluency sessions daily to improve fluency.</p> <p>Prescribed AMA maths intervention.</p> <p>Additional, AHT support in classes with lower PP attainment – Y3 and Y4.</p>	<p>related expectation by the end of the year, than in 2018 using Target Tracker.</p> <p>2.Greater percentage of PP children and groups achieve accelerated progress from intervention support.</p> <p>3.School maths progress score improves from -6.3</p>	<p>Data shows that for PP pupils, fluency of number facts is an issue. In Y6 SATs 2018, PP pupils achieved less in arithmetic than in reasoning demonstrating non-fluent number facts. This is a trend shown for PP pupils across the school.</p>	<p><b>NA</b></p> <p><b>NA</b></p> <p>Teacher: £30 p/h X 2 5hours p/w= £300 p/w</p>	
<p><b><u>Writing</u></b></p> <p>Use of colourful grammar word banks in blue, red and yellow writes to embed use of high level of language and include spelling patterns within.</p> <p>Prescribed AMA writing intervention linked to reading of high quality text.</p> <p>Use of guidelines for neater presentation – books purchased.</p> <p>Allocated GaPS time in the</p>	<p>1.Greater percentage of PP children achieve age related expectation/above age related expectation by the end of the year, than in 2018 using Target Tracker.</p> <p>2.Greater percentage of PP children and groups achieve accelerated progress from intervention support.</p> <p>3.School writing progress score improves from -2.8</p>	<p>Analysis of KS1 and KS2 writing through moderation in Summer 2018 identified that level of language and use of all spelling patterns was an issue for pupils in achieving ARE/GDS.</p> <p>% of PP achieving GDS in writing is low.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p> <p>In 2018, PP HA/AMA pupils made more accelerated</p>	<p><b>NA</b></p> <p><b>NA</b></p> <p><b>NA</b></p> <p>Teacher: £30 p/h X 2 5hours p/w= £300 p/w</p>	

<p>timetable to ensure coverage of spelling patterns in KS2. Use of grammar skills in cross curricular writing.</p> <p>Additional, AHT support in classes with lower PP attainment – Y3 and Y4.</p>		<p>progress in reading/writing interventions than non-PP pupils.</p>		
<p><b><u>Phonics</u></b> Phonics is taught by teachers and TA's in distinct Letters and Sounds Phase groups from Reception to Y2.</p> <p>Phonics lead to have release time of 1.5 hours weekly to ensure planning and assessment meet individual needs of the children and training of staff where needed.</p> <p>Phonics sounds to be linked to MTP for literacy to ensure coverage in whole class learning. Phonics gaps to be covered in modelled and guided writes.</p>	<p>Equal national figure for all Y1 children in 2019 and improve 2018 figure for PP children in Y1.</p> <p>Equal national figure in 2019 for all Y2 children and lessen gap for PP children in Y2 to less than 5%.</p>	<p>As evidenced on ASP 2017; The percentage of pupils achieving the expected standard in phonics, remained stable at 77%.</p> <p>97% of Y2 children and 94% of PP have achieved expected standard in school (better than school 2016 figure and exceeding national figure.)</p> <p>In 2018, the phonics Y1 figure dropped to 34%.</p>	<p><b>NA</b></p> <p><b>PL cover</b> Teacher: £30 p/h 1.5 p/w= 45p/w</p> <p><b>NA</b></p>	
<p>Targeted children given an individualised ICT learning Plan to complete at home or in Lunchtime Club with TA Software (eg Mathletics, Reading Eggs,</p>	<p>Children improve targeted basic skills in reading, grammar, spelling and maths improving progress and self esteem</p>	<p>EEF demonstrates moderate impact for moderate cost when using IT. Has proved effective with our children.</p>		

Spellodrome)				
<p>Maintain all teaching to be at least good, resulting in more than expected progress using the Quality Framework for Learning and Teaching as a Performance Management tool for teachers and TA's including joint practice development.</p> <p>Reviewing progress in books for PP and non PP children, half termly.</p> <p>Complete PP specific pupil questionnaires to explore preferred learning strategies/styles.</p> <p>Additional, AHT support in class with targeted year groups.</p> <p>Additional experienced Teaching Assistant support for specific targeted children in intervention groups.</p>	<p>1.Higher percentage of children working at Age Related Expectation (s or s+ on Target Tracker) in June 2019 than in 2018.</p> <p>Improve maths, reading and writing progress for PP, non PP and higher attaining children in KS2 and KS1.</p> <p>Increase percentage of disadvantaged KS1 and KS2 children achieving Age Related Expectation.</p> <p>Close the gap within school and to national average between PP and non PP children</p>	<p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie.</p> <p>Last year, PP pupil progress was evenly matched to all pupils in all subjects in Y1 and Y3; in Reading and Writing in Y2 and Y4; in maths and writing in Y5; in maths in Y6.</p> <p>In intervention, PP accelerated progress was evenly matched to non-PP pupils. Inadequate progress for PP pupils had been reduced from 8% to 2% compared to Sum 2017.</p> <p>EEF demonstrates: high impact for low cost when using meta-cognition and self-regulation; moderate impact for very low cost when using collaborative learning and high impact for very low cost when using feedback.</p>	<p>JPD cover: £200 p/d</p> <p><b>NA</b></p> <p>TA: £26,000</p> <p>Teacher: £30 p/h X 2 5hours p/w= £300 p/w</p>	
<b>Personal, Development, Behaviour and Welfare</b>				
<b>Chosen action / approach</b>	<b>Desired outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Cost</b>	<b>Impact</b>
Achievement for All structured conversations with parents of AMA, SEN and PP children.	Improve behaviour, learning and progress for the children.	Well evidenced that children cannot learn effectively unless they are emotionally secure.	AFA cover 7 x ½ day: £750 per term =	

<p>AfA families to receive resources to take home to support with learning.</p>	<p>Build productive, supportive relationships with parents.</p> <p>Improve self-confidence and use of personalised learning strategies for both children and parents.</p>	<p>In 2018, AfA pupils made an average of 48% accelerated progress in reading, 40% in writing and 45% in maths.</p>	<p>£2250 p</p> <p>Photocopying: £30</p>	
<p>Parent lesson observations and workshops to engage parents and provide information on ways of supporting learning.</p> <p>Parent pack with resources to be used at home to support in maths and reading.</p> <p>Library to be open after school to allow parents to support children with reading and homework (ICT to be available)</p>	<p>Improve parents' knowledge of the curriculum so they are better able to support pupils at home.</p> <p>Increase progress of PP pupils in reading, writing and maths.</p>	<p>EEF demonstrates moderate impact for moderate cost when employing parental involvement.</p>	<p>NA</p> <p>Photocopying: £100</p> <p>TA 15 p/h x 2 p/w = £30 p/w.</p>	
<p>Learning Mentor (LM)</p> <p>Pastoral Manager (PM)</p> <p>Educational Psychologist Student Support Services (EP)</p> <p>Pupil Support Services</p> <p>Malaci Counselling</p> <p>PATHS PHSE scheme to enable the most vulnerable pupils to articulate concerns</p>	<p>Increase children's and parents resilience to setbacks, recognise and believe in their strengths and have a sense of self-worth</p> <p>PATHS scheme results in school being able to direct immediate support and prevent harm to vulnerable pupils and increase their capacity to make progress.</p> <p>Build strong productive</p>	<p>School data evidenced in Inclusion Meetings that over 50% children make accelerated progress when receiving targeted support from LM, PSA and EP.</p> <p>Evidence from Marvellous Me showed there was 53% increase in positives given. In Spring 61% parents were engaged with MM. This is now in the 70%.</p>	<p>LM: £31,426</p> <p>PM: £35,968</p> <p>EP: £2,238</p> <p>Malachi:</p> <p>Marvellou</p>	

<p>and fears.</p> <p>Marvellous Me to be used across school to promote self-esteem and parental engagement.</p> <p>Embed the Thrive Approach to provide effective ways to support the learning of the less engaged pupils.</p>	<p>relationships, increase self – confidence and self – evaluation of areas for development.</p>	<p>Welfare survey found that Majority of children feel safe at home and school and are happy at school. Majority of children feel their efforts are valued and are happy the way they look and are. Majority of children care about other children’s feelings, try hard, know it’s ok to make mistakes and feel that a career/higher education is important.</p>	<p>s Me: £608.60</p> <p>Thrive: £1432.23</p>	
<p>Provide broader experiences to engage &amp; motivate children in their learning and promote well-being.</p> <p>Use PP money to subsidise visits and residential.</p> <p>Attendance tea parties, tokens and shop.</p> <p>Reduced residential fees for attendance above given %.</p> <p>Attendance officer and lead to intervene with persistent absence of PP pupils at earlier stage.</p> <p>PP pupils with low attendance on Thursday/Friday to be offered place in Friday</p>	<p>Increase attendance, reduce persistent absenteeism and improve punctuality.</p>	<p>NfER briefing for school leaders identifies addressing attendance as a key step to improving progress and attainment.</p> <p>The gap between % PP pupils and % all pupil attendance narrowed last year evidencing the impact of tea parties, tokens and shop.</p> <p>HMI commented that attendance had risen due to engaging curriculum. School evidence (SMSC Audit) demonstrates children enjoy visits and always want more.</p>	<p>Visits: £4,000</p> <p>Attendance shop/Tea parties: £1800</p>	

afternoon club.				
PPG HA pupils to participate in the Brilliant Club – university led learning programme.	Improve the aspirations of PP pupils and therefore increase accelerated progress.	2018 data shows there is an entrenched link between household income and educational success. Pupils from low-income backgrounds are far less likely than their wealthier peers to attain five good GCSE grades, progress to higher education or secure a high-income job.	<b>£1800</b>	
Electronic recording of behaviour incidents on Progresso. Sharing of weekly print outs with parents.	Improve behaviour of targeted children.  Understand and effectively support the emotional developmental needs signalled by children's behaviour.	EEF demonstrates moderate impact for moderate cost when using behaviour interventions or social and emotional learning.  Negatives reduced by 35% in Summer 2018 compared to Summer 2017.	Progresso: £1930	
<b>The Effectiveness of Early Years Provision</b>				
<b>Chosen action / approach</b>	<b>Desired outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Cost</b>	<b>Impact</b>
Assess and provide support for children to increase their level of speaking and listening using WELLCOMM.  Provide an outdoor area with resources to support fine motor skills and opportunities to write.  Provide fine motor skill packs and pencils for	Increased attainment and progress for PP, non - PP and high attaining children on EYFS profile, particularly in reading, writing and number.  Improve WELLCOMM scores from baseline.  Improve BPVS scores to more than chronological age.	EEF demonstrates moderate impact for very low cost when using oral language interventions.  Baseline results 2018 show that only 29% of PP pupils in reception are working at the correct stage of WELLCOMM for their age demonstrating that 71% have a low level of speech	-  £7991.30  £50	

<p>parents to practise fine motor skills at home.</p> <p>Provide resources for pupils to record sentences to support with writing.</p> <p>Assess and provide support for children to increase their vocabulary using BPVS; especially PP, EAL, WB, boys &amp; SEND groups.</p> <p>Assess and provide support for children to increase their basic maths skills using Early Years Sandwell Assessment especially PP, EAL, WB, boys &amp; SEND groups.</p>	<p>Improve Sandwell Assessment scores to more than chronological age (new curriculum measures.)</p> <p>Match PP and non PP progress in all reading, maths and number.</p> <p>Increase % of PP pupils achieving GLD and reading, writing and maths ELG.</p>	<p>and language.</p> <p>TT baselines demonstrate that only 5% of PP pupils are at age related expectations for reading, writing and number when they enter reception.</p> <p>Assessment of writing and ELG, demonstrated that PP pupils had issues with fine motor control.</p>	<p>£100</p>	
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