

Offwell CofE Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Offwell C of E Primary School				
Academic Year	2018/2019	Total PPG Budget		Date of most recent PP Review	September 2018
Total number of pupils	75 + 1 Nursery = 76	Number of pupils eligible for PP	School age = 16 Nursery = 1	Date for next internal review of this strategy	September 2019

2. Current attainment
<p>In July 2018 there were 18 children registered on roll eligible for PPG plus 2 Nursery PPG. This number included 1 Services PPG, two CiC, 8 children who have SEND including 1 with a statement.</p> <ul style="list-style-type: none"> • 4/17 children in Y2 (end of KS1) are PPG, 1 of whom is SEND (K). Y2 3 did not attain in all areas. One attained Exs in one and GDS in two. One child WTS in all areas. Two children EXS in one area and WTS in two areas. None of these children had attained GLD at EYFS. • 3/12 children in Y6 (end KS2) are PPG, one is CiC, one is SEND (K). Y6 did not make expected at all of R,W,M. One of these did attain expected in two of three (W & M). One did not have KS1 data. <p>Of the PPG group not in Years R,2 or 6</p> <ul style="list-style-type: none"> • 8/10 children are working at or above their age-related expectations in at least one area (reading, writing, maths), having made expected or better than expected progress in at least one area. 4 of these are working at or above in all areas having made expected or better progress in all areas. • 2 children are working below their age-related expectations across all areas (reading, writing, maths). • One child in YR was PPG, this child did not attain GLD. • Four children in Y2 were PPG, three attained the expected standard in one area only, and are all identified as SEND. The other child attained the standard in one area and exceeded it in the other two. • Three children in Y6 were PPG, two did not attain the standard in any area, the other attained in one. <p>UPDATE Autumn Term 2018:</p> <ul style="list-style-type: none"> • We have 16 children on roll eligible for PPG: 1 of whom receives PPG+ / CiC, 1 child receives Services PPG. • There is one child of pre-school age who receives Nursery PPG. • We expect to receive funding for 16 children +1 Nursery. • PEPs are in place which identify the needs of CiC

- Progress of PPG group is monitored and tracked by staff and Governors.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A	Cognitive needs, such as processing difficulties identified by Educational Psychology assessment. This applies to a small number of individual children.
B	Speech and Language delay, leading to delay in development of phonic knowledge and wider learning delay. This applies to a small number of individual children.
C	Wellbeing of a small number of children whose mental health is supported. This applies to a small number of individual children.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D Individual needs and family circumstances known to school and the family/ies concerned.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Improve learning progress for children with identified cognitive needs through high quality teaching and targeted intervention support. Measured by attainment and progress data for individuals. Regularly and frequently reviewed by teaching teams.	Identified children who have made slower progress in KS2 close the gap. These children have developed good learning strategies which support their individual needs by the time they leave primary school.
B	Children with, or who have had, delay in speech and language have high quality targeted (and specialist where appropriate) support. Targeted phonics and early number support raises attainment. Measured by attainment and progress data for individuals, in the first instance through measuring Speech and Language, phonics and early number progress. Regularly and frequently reviewed by teaching teams.	Children with, or who have had delayed speech and language make good progress to close the gap. They have the skills and attainment to be working at or very close to national expectation by the end of KS1.
C	Children with identified mental health needs receive appropriate support from all	Identified children's wellbeing improves and their learning

	<p>adults in school because there is an agreed approach to high quality support. Targeted needs are closely co-ordinated by the school's EH4MH Champion and successful targeted and specialist support improves their wellbeing so they are ready to learn and close academic gaps. Measured by staff, parent and child views of the child's wellbeing and readiness to learn, and through monitoring of attainment and progress data for individuals. Regularly and frequently reviewed by teaching teams.</p>	<p>gaps close because their mental health needs are met and they are ready to learn.</p>
D	<p>Support for individual families through regular contact with identified school staff.</p>	<p>Parents identify the progress their child/ren are making, and the development of wider strategies to support them.</p>

5. Planned expenditure		
Academic year	2018/2019	
	<p>In the financial year 2018/2019 the school will receive</p> <ul style="list-style-type: none"> • This vulnerable group will be specifically tracked through the year. • Support staff to deliver carefully targeted intervention group work and targeted support to close the identified gap/s. • Release teachers to conference vulnerable children in their class once a week. • Weekly team planning meetings – 1 hour Ensure every teaching team (class teacher/s and TA/s) to meet for an hour each week to review and share planning, to discuss progress for vulnerable children. • Funding towards the school’s Educational Psychology service agreement, EP to visit classes and provide Solution Focussed Coaching support for teaching teams. • Financial support for educational activities incurring voluntary contribution costs. • Attendance of key staff at planning and review meetings with parents and other professionals supporting individually identified vulnerable children. • Financial support for musical instrument tuition for PPG children. • Provision of milk • Purchase of resources particularly for use by PPG children • Other expenditure as appropriate throughout the year not specifically mentioned above. <p>EY Support – Targeted intervention with vulnerable children to close the gap.</p>	<p>£27,101</p> <p>£11000</p> <p>£2300</p> <p>£2400</p> <p>£3000</p> <p>£3021</p> <p>£2000</p> <p>£1200</p> <p>£200</p> <p>£700</p> <p>£1280</p> <p>Total £27,101</p> <p>£300</p>
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.		
i. Quality of teaching for all		

Desired outcome	Chosen action / approach	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 Cognitive needs met in all teaching	Peer support through year, focused peer support at point of transition. Ensure planning meets needs of all children, identify opportunities to empower independent learning.	Children make more rapid progress when they are able to work independently at the level appropriate to their age and stage of development. Teachers provide appropriate support to empower children to learn independently, with appropriate adult support to become independent.	Teachers and TAs meet weekly to review and plan. Discussion and development of strategies. Regular review of progress for identified children.	Teachers	Ongoing in weekly teaching team meetings. Termly whole school review of progress.
B Speech and Language needs, Phonics and early number	Staff peer support across EYFS and KS1 to share and further develop best practice.	It is essential that the universal provision 'uses every opportunity' to immerse children in high quality text, frequent use of phonics and number skills	School Improvement plan identifies the need to ensure high quality transition and, following a change to the KS1 teaching team, support from expert EYFS leader in providing peer support.	Shu, CK,	Ongoing, team meetings. Staff and Governor monitoring. Assessment updates termly.
C Wellbeing of all children	Wellbeing Curriculum Team focus to ensure the wellbeing of all children through high quality universal provision.	It is essential that there is a culture of placing the wellbeing of children as a high priority. The culture and ethos of the school must clearly and universally reflect staff understanding and promotion of positive mental health.	EH4MH – through Devon link. School has a Mental Health Champion who co-ordinates support and CPD. Supervision available for staff termly. Engagement in PSP (local) CPD around Mental Health needs.	SHO SENDCO	Staff meeting cycle identifies opportunities regularly within each term. See also Wellbeing Curriculum Team Action Plan.
ii. Targeted support					
Desired outcome	Chosen action/approach	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 Cognitive needs met in all teaching	Identified individuals to receive Educational Psychology Assessment to clarify strengths and weaknesses. EP, SENDCo & peer support for teaching team in ensuring planning for specific needs.	Children make more rapid progress when they are able to work independently at the level appropriate to their age and stage of development. Teachers provide appropriate support to empower children to learn independently, with appropriate adult support to become independent.	Teachers and TAs meet weekly to review and plan, vulnerable children's needs are discussed and adaptations made. Regular review of progress for identified children.	Teachers SENDCo/HT	Ongoing in weekly teaching team meetings. Termly whole school review of progress.
B Speech and Language, Phonics and early number needs of identified children supported	Early identification of needs, targeted support to meet needs regularly and frequently through the day.	Research shows that children need to repeat core skills such as these regularly and frequently through each day in order to develop fluency.	Teachers and TAs meet weekly to review and plan, vulnerable children's needs are discussed and adaptations made. Regular review of progress for identified children.	Teachers SENDCo / HT	Ongoing in weekly teaching team meetings. Termly whole school review of progress.
C Wellbeing of identified individual children.	Individual needs identified within wider vulnerable children's needs. Skilled TA co-ordinates support across school.	Devon's EH4MH (Early Help for Mental Health) strategy supports schools in identifying and meeting need early on. CPD is provided to upskill staff and ensure there is good understanding of needs and impact of high quality provision.	Identified co-ordinator in school. Monitoring of targeted support for individuals. Close relationships with parents help identify what is working well and adapt support as necessary.	SHO teachers	Within teaching team meetings. Within staff meeting cycle. Termly update of vulnerable children's support.

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D Individual families are listened to and offered support around identified needs	Individually arranged. Includes promotion of Solihul Approach parenting classes locally.	Locally support available is derived from local agreements. School has been involved in this decision making process and have staff who have received a degree of training around the local strategies.	High quality relationships with our families. Good quality communication with local external providers.	HT	On an individual basis, ongoing.