

Offwell CofE Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Offwell C of E Primary School				
Academic Year	2019/2020	Total PPG Budget (financial year 2019/20)	£22,920	Date of most recent PP Review	September 2019
Total number of pupils	76 + 8 Nursery = 84	Number of pupils eligible for PP	7 School age	Date for next internal review of this strategy	September 2020

2. Current attainment
<p>September 2019: 7 children are registered as being eligible for Pupil Premium (PP) Grant. This number includes 1 child in receipt of Services PP, and 4 children who have SEND.</p> <p>2018/2019 KS2 Data for last year's PP group (5 children):</p> <ul style="list-style-type: none"> • Reading: 60% attained National average; • SPAG: 40% attained National average; • Maths: 80% attained National average.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Emotional barriers to learning - e.g: anxiety – leading to poor emotional regulation and difficulty engaging in and retaining learning.
B	Poor vocabulary, causing limited engagement in aural learning, with impact on reading comprehension and access to wider learning.
C	Specific Learning difficulties in either Reading and Writing or Maths, impacting on wider achievement and self-esteem.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D	Family circumstances which impact on a child's ability to thrive.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	Children develop emotional resilience and can manage their anxiety and engage in their learning. As a result, their achievement improves and their attitude to learning is positive.	<ul style="list-style-type: none"> • Identified children show improvements in behaviour: being generally more calm, cooperative and caring, with more rewards and fewer negative consequences. • This group make progress from their starting points, as shown in their work (improvements can be seen from start to finish) and from the knowledge and skills they can demonstrate. • Identified children show improved attainment in key subjects, at least in line with National average. • Their sense of achievement is clear in their positive attitude to learning e.g: see SHEU survey results.
B	Children develop a rich and varied vocabulary, enabling them to: absorb and understand new information, both spoken, or in print. As a result, their achievement improves and their attitude to learning is positive.	
C	Children's gaps in basic knowledge are addressed, so that they can show progress in the specific areas of Reading and Writing or Maths, where their gaps had been identified. As a result, their achievement improves and their attitude to learning is positive.	
D	Support for all families through regular parent information sessions, as well as supportive contact with identified school staff, or help from external agencies for more specific needs. As a result, their child's achievement improves and their attitude to learning is positive.	<ul style="list-style-type: none"> • Parents understand more about their child's development • They feel more positive about their child's behaviour. • They use effective strategies and routines to support their child.

5. Planned expenditure		
Academic year	In the financial year 2019 – 2020 the school will receive:	£22,920
	<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. • Training relating to provision for disadvantaged children. • Funding towards the school’s Educational Psychology service agreement. • Financial support for educational activities incurring voluntary contribution costs. • Financial support for musical instrument tuition for PPG children. • Purchase of resources particularly for use by PPG children 	9,000 4,700 1,000 3,000 4,000 220 1,000

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) Children develop emotional resilience and can manage their anxiety and engage in their learning. As a result, their achievement improves and their attitude to learning is positive.	Personal, Social and Health Education (PSHE) and Religious Education lessons address how to: <ul style="list-style-type: none"> • identify our own feelings, thoughts and beliefs about ourselves; • learn to share our thoughts, feelings and beliefs positively (say, rather than show); • develop our understanding of the thoughts, feelings and beliefs of others; • value and maintain healthy relationships; • act in line with our values, so we learn to be 	There is a wealth of evidence demonstrating that the knowledge, skills and attributes taught in PSHE have a positive impact in: emotional wellbeing, academic attainment, and preparation for the world of work. https://www.pshe-association.org.uk/what-	SHEU survey, Talking to children , work scrutinies.	Head/ SENDCo PSHE Lead RE Lead Teachers	Termly whole school review of progress.

	<p>honest, loyal, share, care, forgive and show compassion;</p> <ul style="list-style-type: none"> accept and value difference, and challenge fear, hatred and prejudice. <p>Sharing our School's Behaviour Procedure with children and parents, so that boundaries are clear, children have every chance to make better choices and consequences are positive, proportionate and appropriate.</p>	<p><u>we-do/evidence-and-research</u></p> <p>See Education Endowment's report: <u>EEF_Improving_behaviour_in_schools_Report.pdf</u></p>			
<p>B) Children develop a rich and varied vocabulary, enabling them to: absorb and understand new information, both spoken, or in print. As a result, their achievement improves and their attitude to learning is positive.</p>	<p>Creation of a language rich environment in every classroom:</p> <ul style="list-style-type: none"> Teachers use and celebrate varied language – alongside more common terms – to broaden children's experience of spoken language; Teachers provide word lists and word walls where vocabulary is shared, celebrated and made accessible. Classroom libraries are upgraded, to store a wider range of exciting and challenging books in an attractive setting; Teachers read to their classes, offering then the chance to access good quality literature which may be just beyond their reading ability; Teachers hear each child read, at least every half term, engaging them in discussion or conversation about their reading; The teaching of reading and spelling is secure and based in a love of language, which is shared with children. 	<p>'Socioeconomic status affects language development... disparities in the development of language processing are arguably among the most consistently found— with decreases in vocabulary, phonological awareness, and syntax at many different developmental stages.' (Perkins, Finegood and Swain 2013)</p>	<p>Vocabulary analysis of tier 2 words used in speech and written work.</p> <p>Spelling and reading results</p>	<p>Head/ SENDCo EYFS Lead and Teachers</p>	<p>Termly whole school review of progress.</p>
<p>C) Children's gaps in basic knowledge are addressed, so that they can show progress in the specific</p>	<p>Regular Assessments are used diagnostically by teachers e.g: cold/hot tasks to identify gaps and groups for teaching.</p>	<p>'...research has showed that differentiated teaching is a very effective teaching method which supports all learners to build new knowledge, be actively</p>		<p>Head/ SENDCo Maths Lead and</p>	

<p>areas of Reading and Writing or Maths, where their gaps had been identified. As a result, their achievement improves and their attitude to learning is positive.</p>	<p>Teaching is differentiated to meet the needs of each group, scaffolding their learning so any child who can is challenged, and any child who can't is supported.</p> <p>Progress relative to starting points is monitored by teachers and Head in termly meetings, so that appropriate, early intervention can be initiated as soon as necessary.</p> <p>Hearing and sight are checked (via parents) to rule out any physiological basis for difficulties.</p>	<p>engaged in teaching practice and cultivate their self-esteem in a constructive learning environment (Tomlinson, 1999).</p> <p>Fluency and knowledge of number are equally important (See Fluency without Fear 2015) 'knowing how a number can be composed and decomposed and using that information to be flexible and efficient with solving problems.' (Parish 2014, p 159).</p> <p>Teaching early literacy skills through talking, reading and encouraging fine motor skills tasks supports wider academic development. http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/early-reading-and-writing-development</p>		<p>Teachers</p>	
---	---	--	--	-----------------	--

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?
<p>A) Children develop emotional resilience and can manage their anxiety and engage in their learning. As a result, their achievement improves and</p>	<ul style="list-style-type: none"> • Development of our Mental Health Strategy has led to applications for mental health ambassador training for staff and pupil leads; • Our strategy includes teaching and modelling the Incredible 5-point scale to all children, so they can see, describe and explain emotional 	<p>The Incredible 5 point Scale is a Cognitive Behavior Intervention that makes abstract concepts and feelings visual to support self-regulation. https://www.flexiblemindtherapy.com/uploads/6/5/5/2/655208</p>	<p>SHEU survey results</p>	<p>Head/ SENDCo PSHE Lead Teachers and Parents.</p>	<p>Termly whole school review of progress.</p>

<p>their attitude to learning is positive</p>	<p>changes in response to a range of environmental factors e.g: spiders, sunlight, writing etc ;</p> <ul style="list-style-type: none"> • Behaviour Care Plans are created with parents, child and teacher in response to children’s behaviours requiring further understanding and support. • External agency support e.g: via Social and Emotional Mental Health (SEMH) Team, when required. 	<p>23/the_incredible_5_point_scale.pdf</p>			
<p>B) Children develop a rich and varied vocabulary, enabling them to: absorb and understand new information, both spoken, or in print. As a result, their achievement improves and their attitude to learning is positive.</p>	<p>Vocabulary Development training for a lead staff member to share with the whole school.</p> <p>Specific interventions to meet limited vocabulary issues: Active Listening for Active Learning, TRUGS.</p> <p>Referral can be made to Speech and Language Therapy (SALT) for assessment where either expressive (sound production) or receptive (understanding) may be causing issues with learning.</p>	<p>Good early literacy skills impact positively on achievement in all areas of the curriculum. ‘The frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of their family background and home environment.’ https://www.education.vic.gov.au/Documents/about/research/readtoyoungchild.pdf</p>	<p>Assessment outcomes for reading, writing and spelling</p>	<p>Head/ SENDCo EYFS Lead, Teaching Assistants and Teachers</p>	<p>Termly whole school review of progress.</p>
<p>C) Children’s gaps in basic knowledge are addressed, so that they can show progress in the specific areas of Reading and Writing or Maths, where their gaps had been identified. As a result, their achievement improves and their attitude to learning is positive.</p>	<p>Staff training this year includes: Counting to Calculating; Re-think Reading and Teaching Spelling Effectively</p> <p>Identified individuals receive specific assessment to clarify gaps in knowledge e.g.: The Sandwell Test, or Phonics tests.</p> <p>Intervention (frequent and targeted) is timetabled and evaluated termly e.g: Precision teaching of phonics or number facts</p> <p>Ongoing low achievement, despite frequent and</p>	<p>Research shows that children need opportunities to revisit and repeat core skills such as these regularly and frequently through each day in order to develop fluency and confidence.</p>	<p>Regular review of progress for identified children in targeted areas.</p>	<p>Head/ SENDCo Teaching Assistants and Teachers</p>	<p>Termly whole school review of progress.</p>

	targeted intervention, requires a meeting with parents to design an individual learning plan (My Plan), with clear needs, actions and targets. Persistent low achievement, as evidenced in My Plan review meetings, may require referral for external agency support, e.g: Specific Learning Difficulty (SpLD) Advice, Educational Psychologist etc.				
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) Support for all families through regular parent information sessions, as well as supportive contact with identified school staff, or help from external agencies for more specific needs. As a result, their child's achievement improves and their attitude to learning is positive.	<p>Parents are kept informed about their child's progress on a regular basis.</p> <p>Parent sessions arranged each term, to address child development, emotional development and support for learning.</p> <p>School Nurse drop-in sessions based in school for ease of access.</p> <p>Promotion and signposting to local parenting classes, or other sources of support e.g: Bis-Net, adult literacy classes etc.</p> <p>Referral for external agency support via Early Help or Home-Start.</p>	<p>'The frequency of reading to children at a young age has a direct causal effect on their schooling outcomes regardless of their family background and home environment.'</p> <p>https://www.education.vic.gov.au/Documents/about/research/readtoyoungchild.pdf</p>	Feedback from parents regarding sessions attended.	Head/SENDCo Teaching Assistants and Teachers	Termly whole school review of progress.