



Frances Olive Anderson C of E Primary School



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Pupil premium strategy statement: Frances Olive Anderson C of E Primary School

Statement regarding 2015-16 spend and plans for 2016-17

| 1. Summary information | | | | | |
|-------------------------------|--|---|--------------|---|----------|
| School | Frances Olive Anderson C of E Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £70,000 | Date of most recent PP Review | n/a |
| Total number of pupils | 180 | Number of pupils eligible for PP | 33 - 2015-16 | Date for next internal review of this strategy | Jan 2017 |

| 2. Current attainment | | |
|---|---|--|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving ARE in Maths at the end of KS2 | (7 pupils) 29% | Our school – 52% national not available yet |
| % achieving ARE in SPaG at the end of KS2 | 43% | 76% |
| % achieving ARE in Writing at the end of KS2 | 29% | 72% |
| % achieving ARE in Reading at the end of KS2 | 29% | 72% |
| % achieving combined ARE in Maths, Writing and Reading at the end of KS2 | 29% | 40% |



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| % achieving ARE in Maths at the end of KS1 | (6 pupils, 2 with SEN also) 67% | 86% |
| % achieving ARE in Writing at the end of KS1 | 67% | 86% |
| % achieving ARE in Reading at the end of KS1 | 67% | 80% |
| % achieving ARE in Phonics at the end of Year 1 | 100% | 3% |
| % making at least expected progress in reading KS 2 – taken from start of yr 6 | 57% | 92% |
| % making at least expected progress in writing KS 2 – taken from start of yr 6 | 71% | |
| % making at least expected progress in maths KS 2 – taken from start of yr 6 | 86% | 96% |
| % making at least expected progress in reading KS 1 yr 2 | 67% | 74% |
| % making at least expected progress in writing KS 1 yr 2 | 67% | 100% |
| % making at least expected progress in maths KS 1 yr 2 | 67% | 96% |

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*)

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| A. | Self – confidence and wellbeing of some PP children impacts on their attainment. |
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| B. | Pupils who have a special educational need in addition to PP make less progress and their attainment is lower than non PP and non SEN |
| C. | Gaps in mathematical knowledge and skills |
| D | Gaps in SPaG knowledge and oral language, such as range of vocabulary |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance rates for some families pupils eligible for PP. |

| 4. Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|---|----|---------|----|---------|----|---------|--|--|----|---|----|---|----|---|---|----|----|----|----|----|----|--|--|--|---|--|--|--|---|----|----|----|----|----|----|
| | <i>Desired outcomes and how they will be measured</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. | <p>The gap in attainment for pupils in receipt of PP and those who are not is closed due to the children being supported in their well being</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p><i>Success criteria</i></p> <p>The gaps are narrowed in ARE from the starting points in September 2016.</p> <p>Pupil premium (Pp) attainment % ARE Non Pupil Premium (n) attainment % ARE Yr 2 – 3 pupils PP Yr 3 – 7 pupils PP Year 4 – 6 pupils PP Year 5 – 10 pupils PP Year 6 - non</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Math</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th></th> <th>Pp</th> <th>n</th> <th>Pp</th> <th>n</th> <th>Pp</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>33</td> <td>78</td> <td>10</td> <td>78</td> <td>33</td> <td>81</td> </tr> <tr> <td></td> <td></td> <td></td> <td>0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>71</td> <td>86</td> <td>71</td> <td>71</td> <td>71</td> <td>81</td> </tr> </tbody> </table> | | Math | | Reading | | Writing | | | Pp | n | Pp | n | Pp | n | 2 | 33 | 78 | 10 | 78 | 33 | 81 | | | | 0 | | | | 3 | 71 | 86 | 71 | 71 | 71 | 81 |
| | Math | | Reading | | Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Pp | n | Pp | n | Pp | n | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 33 | 78 | 10 | 78 | 33 | 81 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 71 | 86 | 71 | 71 | 71 | 81 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| | | 4 | 50 | 70 | 100 | 70 | 83 | 61 |
| | | 5 | 20 | 81 | 30 | 81 | 20 | 67 |
| | | 6 | | | | | | |
| B. | Progress of pupils in receipt of PP is equal to progress of non PP pupils | Pupils eligible for PP make as much progress as 'other' pupils identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. Measured by teacher assessments, progress tests (in house) and successful moderation practices established across our collaboration and mentor school | | | | | | |
| C. | Increased attendance rates for pupils eligible for PP. | The gap closes between the attendance of our PPF pupils – 95.47% compared to 97.08% for non PPF pupils | | | | | | |



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| 5. Planned expenditure | | | | | |
|--|--|--|--|------------|--------------------------------------|
| Academic year | | 2016/17 | | | |
| 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? |
| The gap in attainment for pupils in receipt of PP and those who are not is closed due to the children being supported in their well being | <p>Think 2 Speak to provide CPD for staff to deliver PHSE lessons.</p> <p>Parent and staff survey on how well PHSE is taught in school.</p> <p>PHSE consultant to develop scheme of work bespoke to our pupils.</p> <p>Counselling service available for those who require support.</p> <p>Meeting with parents to discuss needs of individual pupils in addition to academic support.</p> | Some children find it a challenge to focus on academic work if they have a range of worries and concerns out of the school environment. Happy children progress and learn. | <p>Assessment on school's needs for PHSE curriculum through consultancy.</p> <p>Monitoring by leadership of PHSE curriculum delivery.</p> <p>Feedback from pupils and parents.</p> | Head | March 2017 |



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| | <p>Contributions towards trip costs and uniform.</p> <p>To provide support to attend before and after school provision – either school run or on site wrap around care.</p> <p>To provide music lessons</p> <p>Development of early language, communication and Physical development in early years</p> | <p>Real life experiences to enhance development of core English and Maths skills.</p> | | | |
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| <p>Progress of pupils in receipt of PP is equal to progress of non PP pupils</p> | <p>Use of in house progress tests in maths, reading and SPaG termly.</p> <p>Interventions put in place to accelerate progress</p> <ul style="list-style-type: none"> - Active English - Read, Write, Inc - 1st class at numbers 1 and 2 <p>Engagement in mobilise project with partner schools in Lincolnshire</p> <p>Wow days for Maths.</p> <p>Active engagement and co-operative learning training undertaken and strategies adapted to ensure highest possible engagement at all times, therefore improved progress</p> | <p>To identify gaps in knowledge early in order for these to be plugged before gaps widen.</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality TA intervention is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Capture the children's interest in a variety of ways – high profile for core subjects. Promotes team work and encouraged all to be involved.</p> <p>Higher % pupils actively engaged = improved progress and therefore attainment for individuals. Children become accountable for learning and cannot sit back to allow other to take over.</p> <p>EEF - Evidence about the benefits of collaborative learning has been found consistently for over 40 years and a number of systematic reviews and meta-analyses of research studies have been completed. In addition to direct evidence from research into collaborative learning approaches, there is also indirect evidence where collaboration has been shown to increase the effectiveness of other approaches such as mastery learning or digital technology. It appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum.</p> | <p>Course selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Peer observation of attendees' classes after the course, to embed learning (no assessment).</p> | <p>Headteacher</p> |
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| Increased attendance rates for pupils eligible for PP. | Weekly attendance celebrated for all through achievement assembly. Termly attendance celebrated each term. Update on current attendance rates as part of reporting system to parents. | Attendance at school directly impacts attainment and progress | | | |
| Total budgeted cost | | | | | £17,314 |

| 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. Improved attainment in areas the individual is not ARE or making at least expected progress. | 121 and small group provision according to needs identified at pupil progress meetings which occur 6 x a year | Some of the students need targeted support in order to close the attainment gap or make at least expected progress from their starting point. The interventions being used have proven track records either in other schools or our own tracking has shown a positive impact. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. | All teachers | Jun 2017 |
| Total budgeted cost | | | | | £2,100 |



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| 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? |
| Improved attainment in areas the individual is not ARE or making at least expected progress. | Supply teacher to release leadership team and subject leaders to carry out learning walks, book scrutiny and planning scrutiny to monitor quality of teaching and learning | To ensure that the children are receiving teaching in the classroom which matches their needs. To ensure that feedback is moving the pupils on with their learning. To monitor quality of interventions and teaching when children are out of class for small group and 1:1 support | Monitoring reports to HT and Governors. Data shows improvement Time given | | |
| Pupils entitled to free school meals receive these | Actively promote take up of FSM where entitlement lies. | Studies have shown that a hot school meal in the middle of the day has direct impact on ability to concentrate and therefore make progress with learning. | Uptake of FSM is high. | | |
| Children have space to sit and be calm outdoors | Repair / or replace outdoor classroom to be used during un structured times. Also as an outdoor classroom | Children like to have somewhere to be quiet at break times and to carry out activities such as colouring, writing or reading. | Children are ready to learn after break times and had a positive experience at breaks. | | Not costed yet |
| Space for intervention work | As part of the development of the outdoor area, look into the cost of a 'log cabin' type building which can be used for small group interventions. | Lack of space has hindered the impact of some interventions due to areas being used as a thorough fare. Hall not ideal as a space for group work due to the acoustics. | Timetables effectively, resourced well for use of intervention packages. | | Not costed yet |



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| Identify barriers to learning. | Use of Educational psychologist service and STAPS in school to assess need and provide support in strategies to use for individual children. | If the barrier to learning can be identified accurately, the gap will close. | Use advice and assessments to provide bespoke curriculum support for those who require it. Behaviour at unstructured times is good. Impact – no learning time lost following a break. | | Not costed yet May lead to employment of 1:1 or 1:2 support for unstructured times and intervention depending on outcome of assessments. |
| Total budgeted cost | | | | | £8,000 |

| 6. Review of expenditure | | | | |
|--------------------------------|------------------------|--|--|------|
| Previous Academic Year | | 2015-16 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| | | | | |



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| <p>To identify what the barrier to learning may be and to plan appropriate provision in light of this.</p> | <p>Releasing teachers to support assessment and break down barriers to learning through Pupil Progress Meeting.</p> | <p>Majority of pupils made at least expected progress from their starting points for the year. Success criteria – partly met.</p> | <p>Early identification of barrier to learning is crucial – need to look further into why some pupils who are PP and SEN did not make as much progress as others.</p> <p>Monitor interventions and quality of delivery through mobilise project.</p> <p>Research options for mathematical interventions</p> | <p>£1000</p> |
| <p>To broaden the experiences of the pupils – to excite and engage pupils.</p> | <p>Curriculum Enrichment Activities</p> | <p>Children enjoy learning and the range of experiences offered to widen the curriculum. Success criteria- met.</p> | <p>Plan more Wow days – Maths, theatre productions, trips to support and enhance new cornerstone curriculum</p> | <p>£1000</p> |



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| <p>To have access to STAPS to support us with closing the gap for PP learners (and others) with Special Educational Needs. To have access to the PSA to support PP families in need.</p> | <p>Access to Specialist Teaching and Applied Psychology Services (STAPS) and Parents Support Advisor (PSA)</p> | <p>Barriers successfully identified in some cases and progress from starting points being made. Success criteria – partly met.</p> | <p>Buy into the service again. Staff to question the findings more rigorously and plan with expert the provision and timings most effectively.</p> | <p>£1700</p> |
| <p>Precision Teaching for reading & Writing.</p> | <p>To use the proven method of precision teaching to ensure that every child leaves a reader.</p> | <p>Reading results good this year, majority of children made at least expected progress from their starting point in September 2014. Success criteria - met</p> | <p>Continue high quality TA and teacher support to deliver interventions – involvement in mobilise project.</p> | <p>£20,506</p> |
| <p>ii. Targeted support</p> | | | | |



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| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|---|--|---|---|--|
| Improved Year 6 literacy results | One to one tuition delivered by qualified teacher using planned programme. | High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in SPaG test. Success criteria: met. | This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year. | £1550 per pupil for 13 pupils. £20,150. |
| To improve attendance of PP learners | Provide resources to support learning opportunities across the curriculum Offer before and after school care. | Children liked having own resources at home. Attendance for most PP was above national average for 2014-15. Success criteria – met. | Meeting with parent/carers successful in identifying how we could support the children further and with the type of resource required at home. Will continue meetings to identify need and receive feedback. | £1000 |
| Funding to attend after school sports clubs | To provide an equal opportunity to participate. | High take up of opportunities given. Success criteria – met. | Will continue next year and look at offering a wider range of extracurricular activity – such as archery | £300 |



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| To ensure PP learners are not disadvantaged by being able to access residential trips. To ensure that PP learners in need have the same uniform as all others to boost self- | Uniform and Trip subsidies | High take up of subsidies available. Success criteria – partly met. | Will promote the support we can give regarding uniform and trip contributions more proactively | £800 |
| To boost self-confidence and ensure PP learners are not disadvantaged through being unable to access music tuition. | Lincolnshire Music Service | At least half pupils entitled to PP took up music lessons. Feedback from parents positive. Success criteria – met. | Will continue and look at raising the profile through taster sessions. | £1000 |
| To improve self-esteem and well-being. | Counselling for individuals as required | Positive feedback from pupils and parents in most cases. Success criteria – partly met. | Will continue offering counselling to pupils, parents and staff who request it. | £1000 |



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| Close the gap between PP and non pupil in attainment and progress | Small group work for the teaching of Reading, Writing, Phonics and Maths for selected pupils to close the gap between them and their peers. To fill the gaps through bespoke interventions for groups of learners. | Varied success depending on intervention and consistency in delivery. Success criteria – partly met | Stop the use of TA for PPA to enable regular intervention to take priority. | £12,000 |
| To develop mathematical understanding, social skills and language development through Physical Activity. | MSP sports coaching | Some success in early years with development of mathematical understanding and language through PE activity. Success criteria – partly met. | Continue with MSP, develop skills and knowledge of own teachers in delivery PE. | £360 |

| iii. Other approaches | | | | |
|-----------------------------------|-------------------------------|---|---|---|
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Prepare pupils for SATS testing . | Easter School | Medium-low: positive impact for students who attended but some did not. Success criteria: partly met. | Next year we will try plan the Easter school and promote with parents sooner/ we will offer to Year 2 also. | £1260 per pupil for 21 pupils. £26,460 |



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7. Additional detail