



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

Statement regarding 2017/18 spend and plans for 2018/ 2019

1. Summary information					
School	Frances Olive Anderson C of E Primary School				
Academic Year	2017/18 – review 2018/19 plans	Total PP budget (*financial year) 2017/18 2018/19	£85,222 £83,063	Date of most recent PP Review	08.05.17
Total number of pupils	2017/18 =180 2018/19 = 201	Number of pupils eligible for PP	35 – 2017/18 53 – 2018/19	Date for next internal review of this strategy	September 2019
*Pupil Premium budget runs with the financial year not the academic year					

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i> 8/29 PP pupils in Year 6 2017-18	<i>Pupils not eligible for PP (in school – national data not available yet)</i> 21/29 non PP in Year 6 2017-18
% achieving ARE in Maths at the end of KS2	7/8 = 88%	13/21 = 62%
% achieving ARE in SPaG at the end of KS2	6/8 = 75%	19/21 = 90%
% achieving ARE in Writing at the end of KS2	7/8 = 88%	18/21 = 86%
% achieving ARE in Reading at the end of KS2	5/8 = 63%	16/21 = 76%



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% achieving combined ARE in Maths, Writing and Reading at the end of KS2	5/8 = 63%	13/21 = 62%
	<i>Pupils eligible for PP (your school)</i> 10/30 PP pupils in Year 2 2017-18	<i>Pupils not eligible for PP (in school – national data not available yet)</i> 20/30 non PP in Year 2 2017-18
% achieving ARE in Maths at the end of KS1	8/10 = 80%	18/20 = 90%
% achieving ARE in Writing at the end of KS1	9/10 = 90%	17 / 20= 85%
% achieving ARE in Reading at the end of KS1	8/10 = 80%	17 / 20 = 85%
% achieving ARE in Phonics at the end of Year 1	10/10 = 100%	19/20 = 95%
% making at least expected progress in reading KS 2 <ul style="list-style-type: none"> • from KS 1 data • from end of yr 5 	4/8 = 50% 75%	13/21 = 62% 95%
% making at least expected progress in writing KS 2 <ul style="list-style-type: none"> • from KS 1 data • from end of yr 5 	7/8 = 88% 100%	19/21 = 90% 95%
% making at least expected progress in maths KS 2 <ul style="list-style-type: none"> • from KS 1 data • from end of yr 5 	6/8 = 75% 100%	12/21 = 57% 86%
% making at least expected progress in reading KS 1 yr 2	9/10 = 90%	17/20 = 85%
% making at least expected progress in writing KS 1 yr 2	8/10 = 80%	18/20 = 90%
% making at least expected progress in maths KS 1 yr 2	9/10 = 90%	18/20 = 90%



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	Wellbeing and self-belief
B	Pupils who have a special educational need in addition to PP tend to be below ARE.
C	Lack of parental support with homework due to time, confidence and subject knowledge
D	Exposure to high level vocabulary in day to day interactions which impacts on access to some reading materials and the vocabulary used in writing
E	Lack of high quality text, resources to support learning at home and completion of homework

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

F	Attendance and punctuality for some families pupils eligible for PP.
G	Family circumstances such as bereavement and illness in the immediate family.

4. Outcomes

<i>Desired outcomes and how they will be measured</i>	Success criteria																					
<p>The gap in achievement (attainment and progress) for pupils in receipt of PP and those who are not is closed due to the children being supported in their individual need such as:</p> <ul style="list-style-type: none"> • Well being • Lateness • Attendance • SEN <p>Measured by formative and summative assessment. Submitted and analysed at data points 3 x a year.</p>	<p>The gaps are narrowed in ARE from the starting points in September 2018. Progress made by pupils in receipt of PP is at least as good as non PP, or accelerated to close the gap in attainment if no other barrier to learning has been identified and addressed. September 2018 baseline</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th colspan="2">Reading %</th> <th colspan="2">Writing %</th> <th colspan="2">Mathematics%</th> </tr> <tr> <th></th> <th>Exp + progress</th> <th>Exp+ attmt</th> <th>Exp + progress</th> <th>Exp+ attmt</th> <th>Exp + progress</th> <th>Exp+ attmt</th> </tr> </thead> <tbody> <tr> <td colspan="7">Disadvantaged vs non disadvantaged (school)</td> </tr> </tbody> </table>		Reading %		Writing %		Mathematics%			Exp + progress	Exp+ attmt	Exp + progress	Exp+ attmt	Exp + progress	Exp+ attmt	Disadvantaged vs non disadvantaged (school)						
	Reading %		Writing %		Mathematics%																	
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	Year 1	86%	79%	62%	89%	86%	85%	62%	89%	57%	84%	38%	89%
	Year 2	80%	80%	80%	80%	90%	85%	90%	85%	80%	95%	80%	90%
	Year 3	100%	100%	50%	78%	100%	96%	50%	81%	100%	97%	75%	70%
	Year 4	88%	89%	75%	89%	88%	84%	75%	72%	100%	94%	75%	83%
	Year 5	100%	74%	67%	79%	88%	84%	56%	74%	88%	90%	56%	79%
	Year 6	75%	95%	62%	77%	100%	95%	88%	86%	100%	86%	88%	72%
Increased attendance rates for pupils eligible for PP.	<p>The gap closes between the attendance of our PPF pupils –2017 -18 Attendance 05.09.18 – 06.07.18 PP pupils 58 pupils 94.78% Non PP pupils 144 pupils 96.39%</p>												



5. Planned expenditure

Academic year	2018/19
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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?
Progress of pupils in receipt of PP is equal to progress of non PP pupils	Use of in cornerstones progress tests in maths, reading and SPaG termly. Assessment of writing in house and with other schools / advisors	To identify gaps in knowledge early in order for these to be plugged before gaps widen.	Subject leader analysis of progress tests to identify gaps for learning. Evidence that gaps have been filled through book review and data	Subject leaders	Data point X 3 a year
	Interventions put in place to accelerate progress <ul style="list-style-type: none"> - Active English - Read, Write, Inc - 1st class at numbers 1 and 2 - magical maths workshop 	We want to invest some of the PP funding 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.	SEND lead to analyse impact of interventions used to ensure they are effective for the individual pupils or groups	SEND lead	Pupil progress 6 x year
	Engagement in mobilise project with partner schools in Lincolnshire	Shared good practice. Knowledge of quality interventions. EEF study into the effectiveness of teaching assistants informs development	Evaluation of action planning and analysis of various data	RB – TA leader	On going
					Ongoing



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	<p>Wow days/ enrichment activities/ trips and visitors for topics</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>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>To engage pupils in their learning. 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>Staff plans show planning for enrichment. Teachers will have high expectations for the activities / visitors / trips and will ensure that sessions do in fact inspire and motivate the majority of pupils.</p> <p>Learning walks will show that strategies are being used to promote active engagement and co-operative learning. HT to support individual teachers to improve use of this approach.</p>	<p>CT – HT to review experiences</p> <p>HT</p>	<p>Formally 6 x year in curriculum staff meeting</p> <p>Ongoing</p>
<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Weekly attendance celebrated for all through achievement assembly,</p>	<p>Attendance at school directly impacts attainment and progress</p>	<p>Any families who have issues with attendance are effectively supported by school.</p>	<p>HT</p>	<p>Reviewed weekly for celebration</p>



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	<p>snippets and on the website</p> <p>Termly attendance celebrated each term.</p> <p>Update on current attendance rates as part of reporting system to parents.</p> <p>Report to governors and actions planned in light of these are carried out</p> <p>Implement the revised attendance policy rigorously.</p> <p>Continue to have direct conversations with individual families to offer appropriate support to ensure their child attends regularly.</p>		<p>Governors will challenge leadership team regarding support given to individual families.</p>		<p>If concerns raised about individual, then action taken immediately</p> <p>Tracked and reported to P&S governor committee 3 x year.</p> <p>On going</p> <p>As required</p>
<p>Improved levels of self – esteem and well being</p>	<p>Review PHSE provision.</p> <p>Research and purchase resources to enable PHSE curriculum development.- Jigsaw – the mindful approach to PSHE.</p>	<p>Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time.</p> <p>Note from Jan Lever</p>	<p>PHSE subject leader will monitor delivery of lessons.</p> <p>Ensure PHSE is timetabled weekly and is taught every week</p> <p>Celebration of end product display – one class per short term. (SMSC focus)</p> <p>Conversations with pupils will show impact</p>	<p>PHSE lead</p>	<p>termly</p>



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	<p>CPD for teachers in high quality PHSE teaching and learning</p>	<p>Jigsaw is the culmination of over 33 years' experience as a teacher, local authority adviser and psychotherapist. It has taken many hundreds of hours to write and much dedication and commitment from all those involved. Its mission is to support very busy teachers to deliver high quality Personal, Social and Health Education (as well as all the other things Jigsaw aims to bring to children) to the children in their schools; to bring fun and creativity into PSHE whilst ensuring a developmental and progressive curriculum. At the heart of our motivation for Jigsaw is always making things better for children both now and in their futures.</p>			
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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>Improved attainment in areas the individual is not ARE unless a specific barrier to learning has been identified. All pupils to make at least expected progress.</p>	<p>121 and small group provision according to needs identified at pupil progress meetings which occur 6 x a year Mid short term reviews of provision in key stages.</p> <p>Most mornings, each class has TA support in order to enable:</p> <p>High quality differentiation, targeting specific learning needs</p> <p>Feedback from both teacher and TA has immediate impact.</p> <p>At times teacher takes LA whilst TA teaches the rest.</p> <p>TA hours increased to allow for planning time with class teacher</p>	<p>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.</p> <p>Teaching matching the needs of the groups will ensure they make progress. Groups can be split.</p> <p>Feedback can be immediate at the point of learning</p> <p>Most qualified work with less able</p> <p>TA clear on role and expected outcome for pupils</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Review at pupil progress meetings with class teacher.</p> <p>Learning walks and book scrutiny</p> <p>TA view</p> <p>Pupil view</p>	<p>All teachers RB overall</p>	<p>Each data point. 3 times a year. Pupil progress meetings with LT x 6</p> <p>Pupil progress meetings in KS mid way through each short term (every 3 weeks)</p> <p>ongoing</p>



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	PP lead	Subject leader reports to governors.
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.	office	<u>Each census point</u>
Children have space to sit and be calm outdoors	Bid submitted to develop derelict area of grounds for climbing equipment suitable for KS 1 and an outdoor space for reflection and friendship. Especially aimed towards supporting families who have suffered bereavements	Children like to have somewhere to be quiet at break times and to carry out activities such as colouring, writing or reading. A space for private reflection and somewhere to put memories of loved ones	Children are ready to learn after break times and had a positive experience at breaks. Children and families use the space for remembrance Pupil and parent voice to evidence	PP lead	April 2018
Identify barriers to learning.	Use of Educational psychologist service and STAPS in school to assess need and provide support	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.		6 times a year – PP meeting



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	in strategies to use for individual children.		Impact – no learning time lost following a break.		
All pupils have equal access to school trips	Subsidise school trips on an individual needs basis	Experiences outside of the school environment enhances engagement, motivation, excitement and life skills.	All pupils participate in school trips/outings.	PP lead	Following each trip
All children have access to school uniform	Contributions made to the purchase of uniform.	Children's self esteem, well being and academic achievement is not a barrier due to feeling different to peers.	All pupils have appropriate uniform	PP lead	Review July 18
Families receive support with before and after school care	Provide support towards the cost of before and after school care on an individual needs basis.	Children do better at school if they have had breakfast. Opportunities to mix with peers of different ages support social development, confidence and wellbeing.	Those who request support receive it.	PP lead	Review July 18
All pupils have equal access to music tuition	Provide contributions towards the cost of music lessons in school from the Lincolnshire Music Service.	Music contributes greatly to the development of the whole child.	Those who wish to access music lessons do so.	PP lead	Review July 18



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Total Budget Cost based on 2018-2019 financial year	Staffing	Resources	Other hired services/Uniform & trips
	£59,796.00	£10,000.00	£6000.00

6. Review of expenditure			
Previous Academic Year		2017-18	
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)



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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 topics / enrichment activities / trips and visitors</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>Gaps were identified quickly and addressed with follow up work.</p> <p>SPaG scores continue to improve and this is reflected in childrens’ writing. July 2018 = 83% at ARE and SPaG SATS = 83% at ARE</p> <p>% ARE across year groups in maths continues to be in line with or above national in almost all year groups.</p> <p>TA and teachers highly effective in giving useful feedback at the point of learning in most cases.</p> <p>TAs more confident in subject knowledge which has led to improved feedback and therefore more children making progress more of the time.</p> <p>In classes where this is strong, relationships between pupils are good and a culture of supporting one another is apparent. If tasks are shared equally, all pupils are actively engaged for more of the lesson time.</p> <p>Success criteria mostly 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>Unsure of accuracy of tests used last year – use of cornerstones termly assessments this year.</p> <p>Monitor interventions and quality of delivery through mobilise project.</p> <p>Continue in house CPD for TAs to ensure subject knowledge and feedback are as they should be.</p> <p>Plan sooner for the whole year to allow budgeting. Aim for at least 2 trips or visitors a year for each class linked to topics.</p> <p>Train new teachers in the approach, regular reminders to existing staff.</p>
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<p>Increased attendance rates for pupils eligible for PP.</p>	<p>Weekly attendance celebrated for all through achievement assembly.</p> <p>Termly attendance celebrated each term.</p> <p>Update on current attendance rates as part of reporting system to parents.</p> <p>Report to governors and actions planned in light of these are carried out</p>	<p>Improvement in attendance for majority of families identified.</p> <p>Reasons for poor attendance identified and school has worked very successfully with individual families to overcome the challenges they face.</p> <p>Success criteria partly met.</p>	<p>Improving attendance will still be high profile.</p> <p>Since the strategy was written a new attendance policy has been implemented which will be used.</p> <p>Continue to support families on an individual basis and ensure lines of communication are kept open and supportive in nature.</p>
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ii. Targeted support

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)
<p>Improved attainment in areas the individual is not ARE unless a specific barrier to learning has been identified.</p> <p>All pupils to make at least expected progress.</p>	<p>121 and small group provision according to needs identified at pupil progress meetings which occur 6 x a year</p> <p>Mid short term reviews of provision in key stages.</p>	<p>Gaps identified quickly and pupil progress meeting led to appropriate intervention and staff to deliver these. SEN leader reported to governors 3 times in the year on the value each intervention gave in terms of progress VS pupils not receiving the intervention. The majority of interventions matched the needs of individuals and/or groups.</p> <p>Success criteria – mostly 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 reading interventions based on specific barrier to reading being experienced by learners – use of Scarborough reading rope strands.</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.</p> <p>Success criteria – 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>Improve outcomes in reading and writing</p>	<p>Since the strategy was written, the school became engaged with the LEAP project 2017 - 18 had a reading focus 2018 - 19 will be a writing focus</p>	<p>The gap between learners is closed OR all learners make faster progress, gap may be the same but attainment of both groups is improved.</p>	<p>The importance of identifying the barrier to make progress in reading. The breakdown of reading skills using the Scarborough reading rope.</p> <p>Excellent professional development for English subject leader and networking opportunities. HT support is part of the project which ensures the pace of improvement is sustained and whole school.</p>
<p>iii. Other approaches</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>



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<p>Improved attainment in areas the individual is not ARE or making at least expected progress.</p>	<p>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</p>	<p>Expectations in all classes across the subjects is high and maintained.</p> <p>Use of TAs is more effective. Immediate and quality feedback is moving learning on quickly.</p> <p>Leaders are driving improvement.</p> <p>Success criteria met</p>	<p>Continue regular learning walks/ work scrutiny. Buy in high quality supply to release leaders to observe teaching and learning and to analyse test papers and data.</p> <p>Quality supply to release leaders to meet with teachers to carry out work scrutiny and moderate work with the class teacher.</p>
<p>Pupils entitled to free school meals receive these</p>	<p>Actively promote take up of FSM where entitlement lies.</p>	<p>Success criteria – met.</p>	<p>Will continue and look at raising the profile through taster sessions.</p>
<p>Children have space to sit and be calm outdoors</p>	<p>Bid submitted to develop derelict area of grounds for climbing equipment suitable for KS 1 and an outdoor space for reflection and friendship. Especially aimed towards supporting families who have suffered bereavements</p>	<p>Bid successful, reflective area built.</p> <p>Children enjoy sitting in area and sharing books, playing board games and colouring.</p> <p>Success criteria - met</p>	<p>Provide more activities such as colouring and board games.</p> <p>Replace worn out resources.</p> <p>Monitors to keep area well kept.</p> <p>Add some pots of plants</p>
<p>All pupils have equal access to school trips</p>	<p>Subsidise school trips on an individual needs basis</p>	<p>No children have been unable to attend trips for financial reasons associated with PP.</p> <p>Success criteria - met</p>	<p>Review regularly to ensure no over spend.</p> <p>Look at other sources of income to subsidise trips</p> <p>Ensure cost of trips are realistic for all families to be able to afford – eg PGL needs to be reviewed</p>



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All children have access to school uniform	Contributions made to the purchase of uniform.	High take up of subsidies available. Success criteria – partly met.	Will promote the support we can give regarding uniform contributions more proactively
Families receive support with before and after school care	Provide support towards the cost of before and after school care on an individual needs basis.	Success criteria - met	To analyse whether this is value for money in terms of improving outcomes for the PP pupils or is it purely convenient for child care.
All pupils have equal access to music tuition	Provide contributions towards the cost of music lessons in school from the Lincolnshire Music Service.	Those who would like music lessons do receive financial support to allow them to do so. Success criteria - met	Continue – unless guidance on how to spend the funding changes.

Total Budget Cost based on 2017 - 2018 financial year	Staffing	Resources & training	Other hired services/Uniform & trips
	£62,760.00	£3853.00	£5772.00