

Pupil Premium Summary 2019-20 and 2018-19 Review

1. Summary information					
School	Ombersley Endowed First School				
Academic Year	2019-20	Total PP budget 2019-20	£7,920	Most recent PP Review	Autumn 2019
Total number of pupils	114	Number of pupils eligible for PP	6	Date for next internal review of this strategy	November 2019

2. 2018-19 End of Year Progress	Pupils eligible for PP				Pupils not eligible for PP			
	No. of pupils	Reading	Writing	Maths	No. of pupils	Reading	Writing	Maths
% making expected progress (school tracker 6 points)	7	100%	86%	100%	105	88.4%	87.1%	86.1%

3. Current attainment (End of 2018-19 data)	EYFS (1)		Year 1 (2)		Year 2 (1)		Pupils not eligible for PP (national average) – 2017 – 2018 data
	PP (1)	Other	PP	Other	PP	Other	
% achieving ARE in reading, writing and maths					0%	76.9%	70%
% achieving ARE + in reading					0%	84.6%	80%
% achieving ARE + in writing					0%	76.9%	83%
% achieving ARE + in maths					100%	80.7%	81%
% achieving GLD	0	83.3%					
% passing Year 1 phonic screening			100%	95.6%			

3. Barriers to future attainment for pupils eligible for Pupil Premium 2018-19

In-school barriers		
A.	The cross over for those children who have SEND and are also in receipt of pupil premium (2/6 pupils = 33%)	
B.	Some of the Pupil Premium children have social and emotional difficulties that impact upon their readiness to learn.	
C.	Some of our most vulnerable pupils lack resilience when challenged/ fear of failure	
D.	Inconsistency of support from home for a proportion of our families	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance of FSM pupils can impact upon the continuity of their learning.	
4. Desired outcomes 2019-20		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the attainment gap between the pupil premium children and non-pupil premium children. Each child will be considered on an individual basis and low attainment will be addressed with appropriate support. TA to work alongside pupils in class. Half termly meetings to be held with parents. Barriers to learning identified and addressed. Role of pupil voice to be enhanced. The progress and attainment of pupils will be discussed at half termly pupil progress meetings.	An increased percentage of pupil premium children will reach ARE in reading, writing and maths by the end of their current Key Stage.
B.	The most vulnerable pupils will be supported with Social and Emotional development through Lego Therapy activities, Nurture Club and Wrap-Around Care. The outcomes will be measured by discussions with class teachers, ASC staff and Nurture Club leader, Records of behaviour and attendance records.	Pupils will have good attendance at school; will make good progress from their baselines and the number of exclusions will reduce and behaviour notification letters sent home will reduce.
C.	Disadvantaged pupils to make progress in line with non-disadvantaged pupils. The progress of this group will monitored through half termly pupil progress discussions.	The in school data will demonstrate that this group of children are making equal or better progress than non-disadvantaged pupils.
D.	See an improvement in FSM pupils' attendance over the year to ensure continuity of learning. Attendance monitoring weekly by Headteacher/Attendance Officer will ensure that there is an even or upward trend of improvement for this group of pupils.	Weekly attendance monitoring demonstrates an improvement. If attendance is low individual families will be contacted by school and referred to EWS.

5. Planned expenditure

Academic year **2019-20**

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?
All pupils, including the most disadvantaged can achieve well and make rapid progress. Parents fully informed of pupil progress and targets set For those children in receipt of PP funding and flagged as having an SEND need progress will be clearly demonstrated through their IEPs and reviews.	1-1 support alongside pupils in class Half termly meetings with parents	Pupils should not be removed from quality first teaching to work out of the room as the pupils may miss key concepts. All children should have access to the best quality teaching and learning.	Through the school's rigorous approach to monitoring and evaluation – Lesson observations, pupil voice and Learning walks, analysis of progress data throughout the year by key staff. TA intervention time. Analysis of IEP outcomes.	CM	Termly review Dec 2019 Throughout the year key data collection/ analysis points and then at the end of the year.
Total budgeted cost 20 minutes TA support x5 per week					Total= £3,777

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?
Promote children's readiness to learn and provide a safe and secure environment to develop the confidence to mix with other children in social situations.	Staff and resources to support the social and emotional development of children through Lego therapy, vulnerable play and Nurture Club lunchtime provision. Trips and visits paid for.	Thrive evidence: this provision has a moderate impact on pupils' well-being when consistently applied across school and staff are trained in the specific programme.	Pupil voice throughout the year. Soft monitoring of pupils interactions and engagement with others in larger groups.	CM DP DS	Throughout the year and full review in Summer 2020.

To improve reading and writing outcomes for specific children in order to move their learning forward.	1-1 and small group support focusing on basic skills closing the gap.	1-1 tuition supports that this provision has a moderate impact on pupils learning overtime. Small group support highlights that this provision has a moderate impact on pupils learning especially if the staff are trained in delivering the intervention accurately.	Through careful monitoring of pupils progress who are in receipt of 1-1 tuition (Book looks, pupil data tracking overtime)		Each half term during 2019 – 2020 with full review in Summer 2020 when end of year data will be collected and analysed.
Additional TA support 2x 3hrs 15 mins per week Total budgeted cost					Total=£2,388
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?
Continue to maintain/improve school attendance for the most vulnerable learners in school.	Pastoral support and a single point of reference for families/ children. EWO SLA Attendance rewards Close monitoring of attendance.	The impact overtime on school attendance Increased parental engagement with the more hard to reach parents/ families.	Monitor attendance monthly and analyse trends/ dips and address immediately. EWO visits	CM AP	Summer 2020 – Full review with termly interim reviews linked to monitoring of attendance records in school (monthly)
Children will be confident in making mistakes and seeing them as learning opportunities rather than as failure. Children will continue to put in effort when they meet challenges.	Growth mindset culture	Pupils sometimes lack resilience and persistence in the face of challenges.	Teacher's reports on improved learning behaviours and evidence visible during learning walks will be used to measure success.	All teachers	Summer 2020 – Full review with termly interim reviews linked to outcomes from learning walks
All parents feel comfortable to approach school to discuss how they can best support their child/ children. Staff work well with parents to improve outcomes in combined areas of learning.	Half termly meetings with parents Open door policy Workshops for parents	The impact of low parental support and engagement for some families.	Parent questionnaire Parental engagement	CM	Summer 2020 – Full review with termly interim reviews linked to feedback from questionnaires, parental engagement with school.
To facilitate all children accessing the same opportunities on offer	Trips and visits paid for Y4 residential visit paid for Uniform provided Wrap around care offered	Equal opportunity for all pupils	Discussion with parents to allocate resources where needed	CM AP	Termly – analyse take up by parents and budgets remaining.
EWO visits, trips, visits, residential, uniform, other resources					£1,755
Total Planned Expenditure 2019-20					£7,920
Total PP Budget available 2019-20					£7,920

Review of Pupil premium strategy 2018-19			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Next Steps/ lessons learned
Pupils make at least expected progress in Reading, Writing and Maths	Increase Quality First Teaching opportunities by improving staffing ratio – weekly 1-1 support for PP pupils	100%of pupils eligible for Pupil Premium made at least expected progress in Reading and Maths, 86% in Writing.	Continue working alongside pupils in class to ensure pupils do not miss quality first teaching. PP pupils will continue to be a focus group re progress. The ongoing attainment of pupils will be discussed at termly pupil progress meetings. Each child will be considered on an individual basis and low attainment will be addressed with appropriate support. Discussing PP children first at Pupil progress meetings throughout the year and targeting for additional support. Additional TA support in Key year groups across school is a valuable resource. Staff will continue to reflect on reading texts that match the learning/ children’s interests in order to hook them in and support quality writing opportunities.
To enrich pupils’ experiences and improve social skills	Trips/visits paid for and residential Wrap around care	Pupils experienced a termly trip and Y4 pupils attended a residential trip also. Pupils’ experiences were widened. Pupils’ responses to visits observed as very positive. Wrap around care has impacted on social skills and behaviour of pupils.	Continue to offer Wrap around care sessions, Nurture, Lego Therapy. One trip per term paid for and residential trip.
Attendance in line with national expectations	Attendance Officer visit once per term and regular school monitoring of attendance	Attendance of Pupils in Receipt of Pupil Premium: aim for 96% Monitored monthly	Continue in next academic year to ensure attendance is maintained Weekly monitoring of attendance of PP pupils EWO visits to continue

<p>Support children's personal and social, emotional development</p>	<p>Thrive training and resources. Interventions to support the social, emotional and mental well-being of children in school including Wrap around care, Nurture Club, Lego club, Thrive.</p>	<p>Those children who were in receipt of this provision were able to engage more readily in their classroom learning. The sessions provided them with strategies that they could draw on if needed. Exclusion rate reduced to zero. The interventions also had an impact on non pp children as it meant they had a more settled start to the school day without the impact of any possible disruption.</p>	<p>Continue in next academic year Pupils to come straight into school for calming activities.</p>
<p>To increase engagement with hard to reach families and support them in accessing all opportunities.</p>	<p>Individual family support: Uniform Support with accessing extra-curricular activities where a cost is involved. Wrap around care</p>	<p>Pupils accessed clubs including Wrap-around care, after school sports clubs including Tennis and Multi skills, cookery club. Pupils were able to engage with a wider range of opportunities and develop skills in these areas. Pupils started the school day with breakfast. Pupils attended school with correct uniform.</p>	<p>Continue with half termly meetings with parents, offer of WAC and extra-curricular activities. Set up range of subject based workshops to engage parents.</p>

6. Additional detail

This pupil premium strategy statement was written using 2018-9 data. It has also taken on board the information provided by our in school data and pupil progress meetings. We believe that all children at OEFS have an entitlement to a good education and as a school we are continually outward looking as to how we can ensure this for all.