

Ocean Academy Pupil Premium Strategy Statement 2019/20

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| 1. Summary information  |  |  |  |
| Academy  | Ocean Academy  |  |  |  |
| Academic Year  | 2019 - 20  | Total PP budget Total anticipated spend | £ 80,520£ 83,961 | Date of most recent PP Review  | SEP 2019 |
| Total number of pupils  | 357 (360 PAN) | Number of pupils eligible for PP  | 78 22% | Date for next internal review of this strategy  | Dec 2019/ March 2020/ July 2020  |
| Not Achieved |  | Actions in Place  |  | Achieved  |  |

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| 2. Current attainment  |  |  |
|   | *Pupils eligible for PPG (national comparison*  | *Pupils not eligible for PPG (yr 6 national comparison 2019)* |
|  | YR 3 | YR 4 | YR 5 | YR 6 | YR 3 | YR 4 | YR 5 | YR 6 |
| % meeting the expected standard in reading, writing and maths combined  | 52% | 33% | 30% | 47% (51%) | 55% | 40% | 36% | 61% ( 71%) |
| % meeting the higher standard in reading, writing and maths combined  | 5% | 4% | 0% | 16% (5%) | 10% | 11% | 4% | 9% (13%) |
| % meeting the expected standard in reading  | 62% | 48% | 45% | 74% (62%) | 64% | 68% | 61% | 73% (78%) |
| % meeting above the expected standard in reading  | 38% | 22% | 20% | 32% (17%) | 40% | 27% | 28% | 42% (31%) |
| % meeting the expected standard in writing  | 57% | 33% | 40% | 58% (68%) | 69% | 52% | 59% | 73% (84%) |
| % meeting above the expected standard in writing  | 10% | 4% | 0% | 21% (11%) | 13% | 13% | 6% | 12% (24%) |
| % meeting the expected standard in maths  | 67% | 59% | 45% | 53% (67%) | 75% | 60% | 61% | 71% (84%) |
| % meeting above the expected standard in maths  | 33% | 19% | 25% | 32% (16%) | 37% | 31% | 26% | 32% (31%) |

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|  | 3. Barriers to future attainment (for pupils eligible for PP, including high ability)  |
|  | Academic barriers *(issues to be addressed in school, such as poor oral language skills)*  |
|  | A.  | PPG children are gaining less well at ARE and GD in maths and reading across the school - Not having experiences which would promote quality and varied language is a barrier and fine motor skills. |
|  | B.  | Complex needs - 24 children have SEND needs also and 6 EAL with 16 having had or still having social care involvement or Family Outreach Worker.  |
|  | C.  | Greater depth attainment – where ARE can be converted to GD – more regular and varied interventions necessary |
| Additional barriers *(including issues to be addressed outside of school, such as low attendance rates)*  |
| D.  | Emotional resilience , anxiety, parental support , increased numbers of PPG across the school  |
| E.  | Parental capacity for change |
| 4. Intended outcomes *(specific outcomes and how they will be measured)*  |
|   | *Measure*  | *ACTION*  | *SUCCESS CRITERIA*  |
| A.  | * To diminish the difference between PPG/ NPPG across the school in reading and maths attainment at ARE and GD

PPG to be above National for GD* COST £48,955
 | * Fluid interventions in reading and maths
* TAs support PPG groups in RM daily £29,535
* Teacher input at GD level – PPG children reaching GD faster through Phased learning
* SALT TA to continue to support language development - teaching vocabulary and high level language in reading sessions daily £ 8000
* Challenge curriculum in place
* Solo taxonomy questioning - higher level questioning from all staff
* Ocean Academy Improvement Plan focus on PPG outcomes
* Performance Management targets focus on PPG outcomes
* CPD – emotional, behaviour, teaching and learning £10,000
* Processes for assessment of data tracking to ensure those that are below prior attainment are targeted
* Teacher action planning to ensure Quality First Teaching as initial interventions for all pupils not making sufficient progress
* Baseline assessments across the school give an earlier indication of gaps/vulnerabilities
* Twilight sessions for all teachers focus on PPG and accelerated progress
* AFL strategies used consistently across the school to ensure children can improve and be challenged quickly
* Continued excellent attendance monitoring ensures children are regularly in school
* Mixed ability groupings ensure high level modelling of language, reasoning and skill development
* Reading to be a whole school focus £1000
* Maths and English leads to track PPG and have as a focus group in their action plans
* Maintain attendance in line with national
* Purchase Classroom Secrets – interactive and visual planning and resource tool £420
 | * The difference will have diminished across the school as evidenced in pupil progress meetings in line with or above national
* Raised self-confidence ,obviously joining in and leading groups – less need for ELSA
* 85% of Intervention targets are met
* High level outcomes across all curriculum subjects as shown in work scrutiny and DATA
* Parents well informed about their child’s progress and how good attendance and punctuality supports this – 90% parents come to open evenings, parent / teacher consultations
* Attendance figures remain consistently high – compared to national
* Positive parent and pupil questionnaires - 90% parents feel support meets their child’s needs
* PPG children reach expected attainment by the end of the year
* Increased SALFORD scores, x tables scores and PIXL scores from Baseline to end of term
* Successful and robust monitoring and tracking by all middle and senior leaders
* Attendance remains excellent – national level
* Children are engaged with learning through the Classroom Secrets tool
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| B.  | * To ensure all PPG children make at least expected progress from their starting point.
* COST £12471
 | * As above +
* High expectations in all curriculum areas – monitored by year leaders and SLT every 6 weeks
* Work scrutiny compares PPG / NPPG as standard
* Subject leaders monitor challenge and PPG accessing GD through phased learning
* Robust attendance audits
* Tracking and monitoring / pupil progress meetings identify those not meeting expected progress and interventions are in place
* Homework support £3000
* PPA teacher to support in small groups x 3 week £3471
* Additional reading support – focus on PPG children as a priority £6000
* Vocabulary as a focus has been added to the teaching of reading (half hour daily)
* Vocabulary rich texts have been purchased for each classroom – children’s choice as well as teacher choice
* Bournemouth Uni staff – Books and Stories led initiative working with PPG -

Books & Stories is a reading intervention programme which is run for ten consecutive weeks. Each session runs within school for between 50 minutes to an hour.* SP within NPQSL is leading reading improvements with PPG across the school
 | * Performance management and AIP targets met
* Data shows differences are diminished and all PPG make expected progress from their starting point (Year 6 predictions can be found in 2019/20 SEF)
* 85% Intervention targets met
* 85% SALT targets met
* 85% IEP targets met where there are SEND needs also

(Although targets are SMART – they can take time to reach. We anticipate 100% of targets to be reached on most occasions, however we recognise that some children will need longer to reach those targets).Quote from Bournemouth Uni Books and Stories:*In 2018/19, reading tests conducted before and after the ten weeks showed that the reading age of the participant increased by 15 months on average. Just under a quarter of participants demonstrated an improvement of over three years (24%).* |
| C.  | * To widen the world of PPG children (cultural capital) through enrichment, extra-curricular opportunity, homework club, foundation subjects – assisted opportunities.

COST £8135 | * Extra-curricular activities and trips paid for – enrichment £1,000
* Widen contacts with the outside world (education, business)
* Invite ‘heroes’ into school
* Change for life activities offered
* Tesco food share breakfast and snacks opportunities weekly
* Active play and lunch times – PPG children taking part
* Music equipment and lessons paid for – all children having weekly Ukulele lessons £500
* Develop talents – cooking, gardening, STEM opportunities weekly within school time £1000 resources
* Readiness to learn – emotional, social needs supported through ELSA, Pastoral £4000
* SALT practices to filter into class
* Introduce a Change For Life club on Friday £1635
 | * Increases numbers in extra-curricular / enrichment activities by 25%
* More pupils involved in performances, presentations as leaders
* 85% Homework completed to a good standard consistently
* Talents are supported outside of school – record of more children accessing clubs and new experiences
* Curriculum offers wider opportunities – monitored by curriculum lead
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| D.  | * To build resilience through increased pastoral, ELSA support and parental involvement
* COST £5800
 | * ELSA support where appropriate – available x 5 week £2000
* Pastoral lead available x 5 days per week
* Environment is sensitive to opening up opportunity to play, speak, ask questions.
* Develop Growth Mindset ethos
* CPD and supervision for ELSA £600
* Dog Therapy x 1 week x 10 weeks £1200
* Teacher focus on parental involvement – all staff to drive this
* Outside agency support is accessed regularly
* Marvellous Me – to communicate with parents £2000
* Parent workshops and study guides sent to parents to support home learning
 | * Boxall Profile targets met
* ELSA support targets are met
* Children spend less time in support groups
* All staff are aware of PPG needs and can focus on support
* Parents support learning – homework completed 85%
* Children are ready to learn and emotional need is not a barrier to learning – less SLT involvement in behaviour (Dashboard records this)
* 75% Parent workshops attended
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| 5. Planned expenditure  |  |  |  |
| Academic year  | 2019-20  |  |  |  |
| 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?  |
| * To diminish the difference between PPG/ NPPG across the school in reading and maths attainment at ARE and GD

COST £5000 | * Targeted teaching and interventions weekly - Rapid read £4000
* Additional reading support
* CPD by maths lead to access challenge more quickly
* Comprehensive ELSA support to aid readiness to learn
* Focused coaching / mentoring for weaker teaching £1,000
 | * Education Endowment Foundation research
* John Dunford highlights that quality first teaching has the most significant effect on disadvantaged pupils
* Research suggests regular verbal feedback is the most powerful tool for facilitating individual progress and overall improvements to learning (John Hattie; Black et al).
* The EEF ranks feedback as having an impact of +8 months
 | * Learning walks.
* Budget reviews
* **Strategy review**
* Data analysis
* Book looks
* Monitoring of planning, marking
* Attainment and progress data is improving
 | * All teachers SLT
* JQ/LT
 | * Every 6 weeks
 |
| * To ensure all PPG children make at least expected progress from their starting point.

COST £300 | * Pupil progress meetings focus on PPG groups
* More regular work scrutiny
* Challenge / Greater Depth learning offered every session
* Improved teaching of reading across the school CPD £ 300
 | * Keeping the lid off: continuing to avoid putting a ‘ceiling’ on learning raises the bar for all pupils, including disadvantaged (Sir John Jones)
* EEF ranks metacognition and self-regulation as having +8 months impact
 | * Attainment and progress data is improving
* Intervention targets are met
* Phases of learning GD stages are met
* **SP within NPQSL is leading reading improvements with PPG across the school**
 | * All teachers SLT
* JQ/LT
 | * Termly
 |
|  |  | Total budgeted cost  | £ |
| 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? |
| * Fluid and responsive interventions in place at all levels

COST £800 | * Intervention time planned weekly
* Information sharing with

teachers / TAs regularly * Intervention record sheet measures entrance and exit skills
* SALT to support language development £800 resources
* Vocab focus every English lesson
* Reading teaching includes improving vocab and enriching language choices
 | * The Communication Trust Feb 2017 Research aspects from ReflectED – meta cognition
* EEF ranks reading intervention strategies as having +5 months impact
 | * Teacher led planning and impact monitoring of intervention
* Learning walks
* Attainment and progress data is improving - Pupil Progress meetings
* SALT TA x 5 pms per week
* Checking intervention records are accurate and fluid
 | * LT
* JK
 | * Every 6 weeks
 |
| * PPG Children will be resilient in their learning and make expected progress

£1500 | * ELSA training and support daily
* Pastoral lead – full time
* Growth MIndset across the school
* Resources to support emotional literacy in each classroom £1000
* Dog therapy sessions
* Wellness Curriculum
* Give breakfast / snacks as needed

£500* Access external support
* Learning behaviours encourage resilience
 | * Education Endowment Foundation research
* The Communication Trust Feb 2017 Research aspects from ReflectED – meta cognition
* Carole Dweck – Growth Mindset
 | * Attainment and progress data is improving as pupils are ready to learn
* Boxall Profile scores improve
* Pupil conferencing – 90% positive attitude
* ELSA checklist – targets are met
* Attendance remains high in line with national
* School reports are positive
* Awards given out
* Parental involvement – attendance at parent consultations 75%
* PPG lead monitoring – VP now in role
 | * All staff
* ELSA
* Pastoral
* Care
* LT – PPG lead

  | * Every 6 weeks
 |
| * Increase parental involvement
 | * Marvellous Me
* Staff connecting with PPG parents – a focused approach for those who do not engage
* Maths sessions / workshops for parents
* Homework is checked and parents spoken to / supported if homework not completed. Record the reasons for homework not being completed and support given
 | * Support from home shown to have an effect on pupil’s learning (Deforges).
* EEF ranks the effect of parental involvement as having +5 months impact
 | * Attendance improves for those pupils who are falling below 95%
* Attendance at parent consultations remains high
* Learning support networks attended
* Pupils in school on time
* Homework completion improves to 85%
 | * LT
* RR
* CY
 | * Every 6 weeks
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|  |  |  | Total budgeted cost  | £ |
| 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?  |
| * ‘Widen the world’ for PPG children – develop Cultural Capital

COST £1000 | * School payment of enrichment activities £500
* Offer a wider variety of activities within the curriculum : sport, music, art, drama , gardening, STEM
* Additional Sports Coach employed Sep 2018 to give greater opportunity – this will continue
* Musical instrument tuition paid for £500
* Ukulele tuition paid for all PPG children
 | * Pupil Premium : A Practical Guide To the Pupil Premium - Marc Rowland
 | * Teacher now has responsibility for monitoring enrichment activities
* Widened No Limits Curriculum – ATL planning and phased learning
* Curriculum includes opportunities to widen cultural experiences – planning monitored by SLT
* Extra-curricular activities / change for life clubs are signposting PPG and numbers tracked
* All staff aware of PPG children and participation in attendance of activities tracked
 | * All
* CY

LT | * Every 6 weeks
 |
| * Maintain excellent attendance and punctuality in line with national
 | * Monthly print out (JB) of attendance below 96% (all pupils and PP pupils); Analysis (RR); Discussion (Pastoral team); standard letters to targeted families re missed learning etc. (JB).
* Meetings set with RR, ACS and School Attendance Worker (BCP). Fast Track system in place. Provide taxi transport when needed
 | * Education Endowment Foundation research
 | * School attendance lead meets with attendance officer from BCP x every 4 weeks and monitors in school attendance
* FAST TRACK system in place
* Attendance figures remain high
 | * RR JB
 | * Every 4 weeks
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