

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 |
| 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 |
| 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 |
|  |  |  | 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 |