



# Pupil Premium Strategy Statement (Primary)

1. Summary information					
<b>School</b>	King Offa Primary Academy				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£165,000	<b>Date of most recent PP Review</b>	September 2019
<b>Total number of pupils</b>	444	<b>Number of pupils eligible for PP</b>	125	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	65.4%	70.7%
<b>Average progress score Reading</b>	+1.81	+0.32
<b>Average progress score Writing</b>	+1.07	+0.26
<b>Average progress score Maths</b>	+2.13	+0.36

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	The attainment and progress gap between Disadvantaged and Non-disadvantaged pupils, in Reading, decreases.
<b>B.</b>	The curriculum continues to evolve to best meet the needs of all pupils and provides opportunities for those pupils who are most disadvantaged.
<b>C.</b>	Cohesion of the school community.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Persistent absence of some Disadvantaged pupils is addressed.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

<b>A.</b>	Attainment, progress and standards in Reading for pupils entitled to Pupil Premium are high.	<ul style="list-style-type: none"> <li>• High quality teaching of Reading benefits all pupils.</li> <li>• High quality CPD supports teachers and support staff in delivering high quality reading to all pupils.</li> <li>• Research led strategies, help embed a whole school approach to the teaching and learning of reading.</li> <li>• Reading Leader role created to provide 'expertise' in the effective teaching and learning of Reading.</li> <li>• Focus groups support pupils with identified gaps in their reading to make progress and fill the gaps.</li> <li>• The attainment and progress of pupils entitled to PP is in line with school / LA pupils who do not receive PP entitlement.</li> </ul>
<b>B.</b>	<p>Pupils experience a broad and balanced curriculum, including wider studies of the world and relevant understanding of their local community.</p> <ul style="list-style-type: none"> <li>• Developing the curriculum offer available to all pupils, considering how this provides opportunities to pupils entitled to Pupil Premium.</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils experience memorable learning opportunities which enhance their understanding, knowledge and appreciation of the wider world in which they live.</li> <li>• Children make reference to and can talk about their memorable learning experiences through pupil voice / pupil statements on annual reports.</li> </ul>
<b>C.</b>	All pupils have a secure understanding of the school's four values.	<ul style="list-style-type: none"> <li>• All pupils are able to describe the school's vision and values and explain what the values mean to them, their local community and the wider world.</li> <li>• Parents report on the vision and values and how these are embedded across the school community.</li> </ul>
<b>D.</b>	Pupils entitled to Pupil Premium achieve attendance rates in-line with their non-disadvantaged peers.	<ul style="list-style-type: none"> <li>• The school is better equipped at using all sources of data and information to accurately identify pupils and their families that would benefit from Early Help services and support with attendance.</li> <li>• The school continues to liaise effectively with Level 2 key-work support staff; makes efficient and well-written referrals, based on fact; maintains and develops effective relationships with outside agencies, such as Children's Services / SPOA.</li> <li>• Attendance Officer is used effectively to provide rigorous support to the school's most disadvantaged pupils and their families.</li> </ul>

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?
Attainment, progress and standards in Reading for pupils entitled to Pupil Premium are high.	<p>Daily Support Reader in Key Stage 1. Whole class / group.</p> <p>Reading Leader, as the expert, teaches the most vulnerable pupils.</p> <p>Focus group and individual sessions support the most vulnerable children who have gaps in their reading knowledge.</p> <p>Destination Reader in Key Stage 2. Whole class / group.</p> <p>'Reading Leader' role developed to provide focused expertise on the teaching and learning of early reading.</p> <p>CPD opportunities for all staff, including using consultancy expertise to provide leadership at all levels.</p> <p>High-quality texts / reading spine.</p> <p>Reading booster groups.</p>	<p>We believe that Reading is the most important skill that a child will need if they are to go out into the wider world and be successful.</p> <p>We want to ensure that all of our pupils are taught how to read in a carefully sequenced approach that helps them make progress and allows staff to identify and fill any gaps that appear.</p> <p>A whole school approach to the teaching of early reading is required; this includes a rational approach to early reading in EYS, Year 1 and 2, ensuring that all pupils enter Key Stage 2 reading at the expected standard. A follow-on approach in Key Stage 2 supports pupils in building upon their skills.</p> <p>'Daily Support Reader' is the focused approach for the teaching of reading in EYFS / Key Stage 1. 'Destination Reader' is the approach for Key Stage 2. Both of these are products licensed by the Hackney Learning Trust.</p> <p>In 2018/19, in Reading, 69% of disadvantaged pupils achieved the EXS at the end of Key Stage 2. Although this is higher than the average for similar pupils nationally (62%), there is an in-school gap to their non-disadvantaged peers of 19%, and this needs to be closed.</p>	<p>'Reading Leader' is the expert in leading Destination Reader, and supports the lowest attainers.</p> <p>Reading Leader receives appropriate CPD opportunities.</p> <p>Effective benchmarking of all Year 1 pupils on entry to Year 1, ensures pupils are assessed at the correct reading level.</p> <p>Pupils who leave Year 1 not working at the expected standard access DSR through focus groups in Year 2 and, where necessary, in Year 3.</p> <p>CPD opportunities through weekly DSR meetings, led by the Reading Leader – the meeting focuses on children who are 'stuck' and the barriers to them moving on and looking at those pupils who need to be pushed.</p> <p>AAT Assessment Calendar is adhered to.</p> <p>SENCo to monitor reading attainment and progress of Pupil Premium pupils accessing Nurture</p>	<p>SLT</p> <p>'Reading Leader' (MS)</p> <p>'Reading Consultant' (LZ)</p> <p>'Destination Reader' Leads (NB / CD)</p>	<p>DSR is reviewed weekly.</p> <p>Reading data will be analysed at the end of each of the three assessment periods.</p> <p>CPD calendars are reviewed termly, to evaluate whether further training is required.</p> <p>DSR Annual Subscription - £500</p> <p>DR Annual Subscription - £500</p> <p>DSR / DR resources - £4000</p> <p>Reading Leader salary - £31,500</p> <p>Reading Consultant costs - £10,000</p> <p>12 staff leading DSR, daily - £40,000</p> <p><b>£86,500</b></p>

	'Kevin Grah' Story telling workshops	DSR requires 12 adults for each session.  Pupils entitled to Pupil Premium have access to Nurture led resources and opportunities.			'Kevin Grah' workshops - £5,000  Nurture practitioners - £15,000
<b>Total budgeted cost</b>					<b>£106,500</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

	<p>Pupils entitled to Pupil Premium have access to the same opportunities as their non-disadvantaged peers.</p> <p>Funding to include:</p> <p>Access to after school clubs, paid for by the school.</p> <p>Access to music lessons / opportunities to learn musical instruments, paid for by the school.</p> <p>Access to residential trips and offsite visits, paid for by the school.</p> <p>Pupils entitled to Pupil Premium are considered first for clubs / school projects etc.</p>	<p>We want to ensure that all pupils, regardless of background or privilege have equal access to the opportunities on offer at school. We know that for our most disadvantaged pupils, take-up at clubs and joining classes on mid-week residential trips is low, in part to the attributed costs required for these activities to take place – this creates a barrier for our most vulnerable pupils who are then at risk of underachievement.</p> <p>We want all pupils to be respected citizens of the community and to develop a range of skills that will equip them for the wider world. We want our children to be inspired to be aspirational and to challenge them to try something new.</p>	<p>Register of pupils attending after school clubs is collated termly.</p> <p>Pupils entitled to Pupil Premium funding are considered first before club lists are agreed.</p> <p>Agreement with East Sussex Music School to ensure that pupils entitled to Pupil Premium are accessing music lessons.</p> <p>The school commits to funding school trips and offsite visits for pupils entitled to Pupil Premium.</p> <p>The school participates in community projects and identifies pupils entitled to Pupil Premium to be part of these.</p> <p>All pupils represent the school across an academic year.</p>	<p>HoS – RL</p> <p>Administrative Assistant - CL</p>	<p>£10,000</p>
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	<p>Phonics Boosters led by the Reading Leader and Assistant Headteacher.</p> <p>Year 1 Phonics Boosters</p> <p>Year 2 Phonics Boosters</p> <p>Year 3 Phonics Boosters</p> <p>Parent workshops</p> <p>Phonics Tracker to assess pupil progress</p>	<p>As part of the school's SIP, the teaching of phonics is a focus, and the rationale and programme of study will be reviewed this year.</p> <p>The Assistant Headteacher is tasked with ensuring that all pupils have a secure understanding of phonics, enabling them to pass the Phonics Screening Test (PST), including the lowest 20% of pupils in any cohort.</p> <p>Where pupils do not pass the test, highly focused group work will enable any gaps in sounds to be filled, using expertise of the Assistant Headteacher.</p> <p>Empowering parents to support their child with early reading and an understanding of phonics is essential, and the school needs to engage with parents so that they can best support their child.</p>	<p>Weekly monitoring of phonics, using Phonics Tracker, helps evaluate progress and identify gaps.</p> <p>Frequent phonics boosters for those pupils in Year 1, at risk of underachievement, and in Years 2 and 3, where the PST benchmark has not been achieved.</p> <p>All pupils pass the PST.</p> <p>Parent surveys demonstrate an improved understanding of how to support their child with phonics / early reading.</p> <p>Assessment periods clearly show pupils on track to pass the PST in Year 1.</p>	<p>AHT – RI</p> <p>'Reading Leader'</p>	<p>£27,000</p>
<b>Total budgeted cost</b>					<b>£37,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>All pupils have a secure understanding of the school's four values.</p> <p>Pupils entitled to Pupil Premium achieve attendance rates in-line with their Non-disadvantaged peers.</p>	<p>Whole school initiative – vision and values / Class Heroes.</p> <p>'Pupil Character Challenge'</p> <p>Attendance Officer to challenge falling attendance for the school's most vulnerable pupils – meetings with parents.</p>	<p>The school has implemented its four values – these need to be embedded with the expectation that all pupils, staff, parents and the school community know them, understand them and adhere to them.</p> <p>The school has created a cohesive theme for its class names, focusing on inspirational figures in history, technology and politics. The school will use these to inspire pupils and provide opportunities to learn more about these figures.</p> <p>The school will implement a 'Pupil Character Challenge'; a set of key skills / knowledge and experiences which are age appropriate and where opportunities are provided for all children to achieve them. Pupils entitled to Pupil Premium funding will be supported.</p> <p>When children are not in school, they cannot learn. We all so know that children at home become more vulnerable and are more at risk of underachievement, being unsettled and at risk of low aspiration. Poor attendance has to be challenged. The school has appointed an Attendance Officer to do this. in 2018/19, pupils entitled to Pupil Premium was a school group with one of the highest percentages of persistent absence.</p>	<p>Weekly assemblies with vision and values shared as the key message.</p> <p>Pupil Character Challenge implemented in Term 3.</p> <p>Pupils talk confidently and coherently about the Pupil Character Challenge.</p> <p>All pupils can describe the four values.</p> <p>The HoS and Attendance Officer met termly to review attendance, set targets and to monitor pupils/families at risk.</p> <p>The attendance of pupils entitled to Pupil Premium is in-line with their non-disadvantaged peers.</p>	<p>HoS</p> <p>Attendance Officer</p>	<p>£10,000</p> <p>£12,500</p>
<b>Total budgeted cost</b>					<p><b>£22,500</b></p> <p><b>£106,500</b></p> <p><b>£37,000</b></p> <p><b>£22,500</b></p> <p><b>£166,000</b></p>

6. Review of expenditure				
Previous Academic Year		2018/19		
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

A.

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<p>B. In Reading, termly data analysis demonstrates that pupils with PP entitlement achieve and progress well, in-line with their non-PP peers.</p>	<p>Professional Development for all staff;</p> <ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• Primary Writing Project</li> <li>• Reading Recovery</li> </ul>	<p>Reading outcomes at the end of KS2 exceed National / LA outcomes for all pupils. Reading progress at the end of KS2 exceeds +0.</p> <ul style="list-style-type: none"> <li>• Standards in Reading at the end of Key Stage 2 were higher in 2019 compared to those in 2018.</li> <li>• 80% of all Year 6 pupils achieved the expected standard in the Reading test, compared to ****% of all Year 6 pupils nationally</li> <li>• Overall progress score – Reading progress score for Disadvantaged pupils at KOPA is 0.23 points more than Non-Disadvantaged pupils (1.81 vs 1.58)</li> <li>• The national average progress score for Disadvantaged pupils was -0.62.</li> <li>• This means that Disadvantaged KOPA pupils average 2.43 points more than the national Disadvantaged average.</li> <li>• In 2018/19, Disadvantaged pupils made more progress in Reading than the 2017 cohort.</li> <li>• In RWM, 65% of Disadvantaged pupils achieved the triple score, compared to 51% of Disadvantaged pupils nationally.</li> <li>• The percentage of Disadvantaged pupils at KOPA achieving the GDS in RWM was 15% - this is 6% higher than Non-Disadvantaged pupils at KOPA and 11% higher than similar Disadvantaged pupils nationally.</li> <li>• Disadvantaged pupils at KOPA achieving GDS in RWM was higher than Non-Disadvantaged pupils nationally.</li> <li>• 15% of Disadvantaged pupils achieved GDS in RWM in 2018/19, compared to 7% in 2017/18 and 0% in 2016/17.</li> <li>• In Reading, 69% of Disadvantaged pupils achieved the expected standard at KOPA at the end of Key Stage 2. This is compared to 62% of pupils nationally (+7%).</li> <li>• In Reading, the average scaled score for Disadvantaged pupils was 105.2. This is compared to 105.5 for Non-Disadvantaged pupils. The average scaled score for Disadvantaged pupils, nationally, was 101.9. The KOPA average is 3.3% higher.</li> <li>• The school has narrowed the gap by 2.5 points since 2016/17.</li> </ul>	<ul style="list-style-type: none"> <li>• The school should focus on increasing the number of Disadvantaged pupils achieving the triple score in 2019/20.</li> <li>• The school needs to continue to focus on reducing the gap in Reading, between Disadvantaged pupils and their Non-Disadvantaged peers.</li> <li>• Further need to embed the pedagogy of Daily Support Reader and Destination Reader</li> </ul>	<p><b>£90,502</b></p>
<p>C. Pupils are lacking broad and balanced experiences of the wider world.</p> <p>Developing the curriculum offer available to all pupils, considering how this provides opportunities to pupils entitled to Pupil Premium.</p>	<p>Ongoing curriculum development for all pupils.</p>	<ul style="list-style-type: none"> <li>• Whole school approach to the teaching of reading – Daily Support Reader in Key Stage 1 and Destination Reader in Key Stage 2.</li> <li>• Appropriate spine of texts / assessment resources.</li> <li>• 81% of pupils passed the Phonics Screening test.</li> </ul>		<p><b>£10,000</b> (+£500 annual subscription)</p>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
C. The standards of pupils entitled to Pupil Premium is maintained.	'First Class @ Number' 'Second Class @ Number' 'Better Reading Partners' 'Reading Recovery' 'Triple-P' program Nurture	<ul style="list-style-type: none"> <li>The overall progress score for Disadvantaged pupils in Writing is 1.07. This is higher than similar pupils, nationally (0.26) but lower than Non-Disadvantaged pupils at KOPA (1.65).</li> <li>The overall progress score for Disadvantaged pupils in Maths is 2.13. This is 1.39 points higher than their Non-Disadvantaged peers and a significant 2.84 points more than Disadvantaged pupils, nationally.</li> <li>In Writing, 77% of Disadvantaged pupils at KOPA achieved the expected standard in writing, compared to 68% of similar pupils nationally. The three year average for Disadvantaged pupils is 72.5%.</li> <li>In Maths, the average scaled score for Disadvantaged pupils was 106.0. This was identical to the average scaled score for Non-Disadvantaged pupils and 3.5 points more than Disadvantaged pupils, nationally. The school gap has narrowed since 2016/17.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils do not make similar progress to their Non-Disadvantaged peers – monitoring of writing must be more rigorous when focusing on Disadvantaged pupils.</li> </ul>	<b>£64,222</b>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<p>D) Pupils and their families in need of, or at risk of, requiring 'Early Help' are identified.</p> <p>'Early Help' resources are used effectively to support families at risk.</p>	<p>Targeted approach</p> <p>1:1 support</p> <p>Effective referral process</p> <p>AAT Safeguarding and Training Manager support</p>	<ul style="list-style-type: none"> <li>• A new Attendance Officer was appointed and provided greater focus and rigor, on the attendance of all pupils, but, more noticeably the school's Disadvantaged pupils and their families.</li> <li>• The attendance of pupils entitled to Pupil Premium for the 2018/19 academic year was 94.2%. This is compared to the school's attendance of 95.9%</li> <li>• Attendance Officer kept detailed records of termly attendance and trigger reports. Where triggers identified Pupil Premium pupils, these pupils were targeted by the Attendance Officer; support included meeting with parents / child rewards and acknowledgements.</li> <li>• All pupils with concerning attendance were targeted.</li> <li>• AAT Safeguarding and Attendance Manager provided effective training, including supporting the school's writing of the suite of attendance documents; providing in-depth analytics of the school's management system's attendance module; managing challenging conversations with parents.</li> <li>• School successfully achieved referrals at Level 3, through effective writing of SORs.</li> <li>• Level 2 key-work team deployed effectively – the team worked with seven families entitled to Pupil Premium, across the academic year.</li> <li>• *** pupils entitled to Pupil Premium pupils accessed Nurture provision in 2018/19, ensuring that the needs of all pupils are being met. *** of these pupils were unenrolled.</li> </ul>	<ul style="list-style-type: none"> <li>• Add Pupil Premium entitlement to the school's Attendance Tracker</li> </ul>	<b>£9,042</b>

