



# Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	King Offa Primary Academy				
Academic Year	2017	Total PP budget	£166,320	Date of most recent PP Review	N/A
Total number of pupils	410	Number of pupils eligible for PP	126	Date for next internal review of this strategy	March 2018
2. Current attainment					
		Pupils eligible for PP (your school)		Pupils not eligible for PP (national average) LA	
% achieving in reading, writing and maths		67%		67%	
Average progress score		+2.36		+0.33	
Average progress score		+2.49		+0.17	
Average progress score		+3.03		+0.28	
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.	Lower starting points in English compared with Maths (pupils entering EYFS)				
B.	Pupils are lacking broad and balanced experiences of the wider world.				
External barriers (issues which also require action outside school, such as low attendance rates)					
D.	The percentage of Pupil Premium pupils identified as 'persistent absentees'. (Pupil Premium 15/108 – 13.9% compared to 12.4% whole-school. Nationally – 8.2% (2014/15))				
4. Desired outcomes					
	Desired outcomes and how they will be measured			Success criteria	
A.	Developing the curriculum offer available to all pupils, considering how this provides opportunities to pupils entitled to Pupil Premium.			<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> </ul>	

		<ul style="list-style-type: none"> <li>Children make reference to and can talk about their memorable learning experiences through pupil voice / pupil statements on annual reports.</li> </ul>
<b>B.</b>	The percentage of persistent absentees decreases.	<ul style="list-style-type: none"> <li>Rates of persistent absentees become in-line with national statistics.</li> <li>Improved attendance helps to contribute to the improved outcomes for pupils.</li> </ul>
<b>C.</b>	Standards for pupils entitled to Pupil Premium are maintained.	<ul style="list-style-type: none"> <li>End of year attainment figures for Pupil Premium pupils remains in-line with the school's achievement compared to 2017.</li> <li>Pupil Premium pupils outperform fellow pupils locally and nationally.</li> </ul>

5. Planned expenditure					
Academic year		2017/18			
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?
A. Develop the curriculum offer available to all pupils.	Ongoing curriculum development for all pupils.	The school's academic attainment and progress over the past three years has continued to rise, ensuring that all pupils make expected rates of progress or better. This has been due to a rigorous focus on the approaches to the teaching of Reading (through Accelerated Reader), Writing (Primary Writing Project) and Maths (The Wroxham School's 'Challenge Model'). The shift in priority should now be targeted on providing the best wider curriculum possible for all pupils.	<ul style="list-style-type: none"> <li>• Effective monitoring of the Pupil Premium register.</li> <li>• Curriculum development has been identified as a key SIP development point.</li> <li>• Planned, termly professional development meetings.</li> <li>• Focused SLT meetings to evaluate curriculum provision.</li> <li>• Whole-school INSET to focus on the reviewed curriculum aims and vision of the school.</li> <li>• Unique Paragon opportunities.</li> <li>• All pupils have the opportunity to experience off-site visits and in-school visits.</li> <li>• Teacher and TA CPD.</li> <li>• Quality Wave 1 teaching is rigorously monitored.</li> </ul>	SLT	T3 curriculum review during PD sessions T4 Pupil Progress T6 Pupil Progress
C. The standards of pupils entitled to Pupil Premium is maintained.	<p>'First Class @ Number sessions.'</p> <p>Nurture group provision to be implemented.</p> <p>Whole-school approach to 'Greater Depth' standard and thinking skills.</p>	<p>Pupils entitled to Pupil Premium achieve well. The gap between pupils entitled to Pupil Premium, and their peers is closing.</p> <p>The school is striving towards all pupils achieving equally.</p>	<ul style="list-style-type: none"> <li>• Effective monitoring of the Pupil Premium register.</li> <li>• Termly professional development opportunities focus on providing 'Greater Depth' opportunities for all pupils.</li> <li>• Professional development opportunities focus on teachers promoting higher-</li> </ul>	<p>NB – AHT</p> <p>NB – AHT</p>	T4 Pupil Progress T6 Pupil Progress

			<p>level thinking skills for all pupils.</p> <ul style="list-style-type: none"> <li>• Pupil Premium pupils to have access to Nurture provision, ensuring that the needs of all pupils are being met.</li> <li>• The workbooks / pupil voice of Pupil Premium pupils are always included within book scrutinies / monitoring of learning.</li> </ul>	RL – DHT	
<b>Total budgeted cost</b>					<b>£95,867</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>
C. The standards of pupils entitled to Pupil Premium is maintained.	<p>'First Class @ Number'</p> <p>'Key Stage 1 – Basic Skills teacher</p> <p>'Reading Recovery'</p> <p>Triple-P program</p>	<p>The choice of interventions used in school to support pupils at risk of underachievement, are recognised interventions / programs of support, where research illustrates that pupils who take part in these make progress.</p> <p>These interventions / programs of support are tried-and-tested in school. Data suggests that they have an impact on pupils' attainment and the progress that they make.</p>	<ul style="list-style-type: none"> <li>• Effective monitoring of the Pupil Premium register.</li> <li>• Pupil Premium pupils are signposted and assessed as a priority.</li> <li>• Termly Pupil Progress meetings evaluate the rates of progress achieved by Pupil Premium.</li> <li>• Entry and exit data is collected for all pupils at the start and end of each intervention program.</li> </ul>	SLT	<p>T4 Pupil Progress</p> <p>T6 Pupil Progress</p>

<b>Total budgeted cost</b>					<b>£62,453</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>
C. The percentage of persistent absentees decreases.	In-school 'Attendance Officer' to provide targeted support to children entitled to Pupil Premium, and their families, so that attendance for these pupils improves.	The persistent absence of pupils entitled to Pupil Premium is currently at 13.9% analysed January 2018). Although this is not the highest percentage for a group of pupils it is higher than the average of all pupils in school which is 12.4%. Both figures are higher than national figures – the last recorded report states that the percentage of primary-aged pupils identified as 'persistent absentees' was 8.2% (2014/15).	<ul style="list-style-type: none"> <li>• A new Administrative Assistant has been employed and this has allowed the Attendance Officer to focus, more rigorously, on the attendance of all pupils.</li> <li>• The attendance of Pupil Premium pupils to be highlighted as a priority, recognising the barriers to their attendance and signposting the appropriate support to families.</li> <li>• Termly attendance / trigger reports will support the Attendance Officer in effectively managing the attendance of pupils entitled to Pupil Premium.</li> <li>• 'Attendance Officer' to meet regularly with the Trust's Safeguarding Lead.</li> </ul>	Lisa Smith – this will be monitored by James Freeston (H/teacher)	March 2018
<b>Total budgeted cost</b>					<b>£8,000</b>

6. Review of expenditure				
Previous Academic Year		2016/17		
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
<p>To improve pupils' outcomes in Reading.</p> <p>To develop an ethos and a love of Reading, by all pupils and staff, across the school.</p>	'Accelerated Reader' program.	Accelerated Reader was a purchased product through Renaissance Learning, which was being used to support our termly approach to the assessment of Reading and Maths. Accelerated Reader was implemented, to better support pupils with the choices they made about books whilst tracking their progress through a book-level system.	<p>The implementation of Accelerated Reader has been great value for money – all children in Key Stage 2 are enrolled as are all pupils in Year 2. Termly, pupils work towards individual and class targets, gaining points for the books that they read and the quizzes they pass. Pupils collect the number of words within each book for every successful quiz that they take. In 2016/17, a total of 22 pupils were 'Word Millionaires' (pupils who had read more than 1,000,000 words). Pupils have a love of reading and Accelerated Reader is a fundamental value of the school. In 2016/17, at the end of Key Stage 2, 71% of disadvantaged pupils achieved the expected standard. This is compared to 56% of similar pupils nationally.</p>	<b>£813</b> (subscription to the Accelerated Reader program)
	Increased budget for library book provision.	To support the implementation of AR, a significant budget was allocated for the purchasing of new books to enhance the quality and provision of books within the library.		<b>£6000</b> (library books)
	Reading Recovery teacher and Better Reading Partners Intervention	Where significant progress is required, pupils who are entitled to Pupil Premium receive reading support through Better Reading Partners and 'Reading Recovery', who is employed to work 0.8 across a week, focusing purely on the teaching and learning of reading.		<b>£35,953</b>

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To develop highly effective home-school links.</p> <p>To maintain standards in Reading and Maths.</p>	<p>'Home-School Tutors'. Teacher employed on a p/t basis to provide training and support for parents so that they can better improve the learning outcomes for their pupils. Parents were invited into school to work with their children and develop a better understanding of how children learn.</p>	<p>The support was targeted to parents of pupils across Key Stage 2.</p> <p>As a benchmark, 67% of pupils entitled to Pupil Premium met the expected standard in RWM at the end of KS2 (2017/18). This is in-line with NON Pupil Premium pupils locally.</p> <p>The chosen approach helped the outcomes to be achieved.</p>	<p>This level of support would prove invaluable for a greater number of parents than those who have attended, but the capacity from just one teacher would never support this to work effectively.</p> <p>We have established essential links with Triple-P who will provide a program of support, through workshops and open-events, to parents to better support them to support their child. The management of the Triple-P sessions will be overseen by the Attendance Officer.</p>	<b>£6,000</b>
	<p>Family key-work support.</p>	<p>Family key-work support was provided at Level 2, for families requiring support with attendance / organisation / strategies for behaviour etc. This work was targeted at some of our families entitled to Pupil Premium.</p>	<p>Family key-work support had impact on attendance. Although the keyworker was employed by the Trust, communication channels were not always effective and it was difficult to have a complete overview of the work and its progress. The work will continue, but with a new member of the team, and school staff will discuss possible families as a standing agenda item at SLT meetings.</p>	<b>£10,000</b>
	<p>'Numbers Count' teacher</p>	<p>'Numbers Count' is a recognised intervention, providing targeted Maths support. An experienced teacher was employed, full-time, to support pupils entitled to Pupil Premium in Key Stage 1.</p>	<p>We were able to increase the number of 'First Class @ Number' sessions. In Maths, 88% of disadvantaged pupils in achieved the expected standard at the end of Key Stage 1, compared to 80% locally and 61% nationally.</p>	<b>£46,939</b>

**iii. Other approaches**

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
To support pupils' understanding of a wider curriculum.	Kevin Graal story-telling workshop for pupils in Key Stage 1	Inspirational story-teller, Kevin Graal, was invited into school, over a week, to work with pupils in Key Stage 1. Delivered a range of oral stories and supported with the teaching and learning of writing in class. All pupils were inspired to listen and retell stories. Kevin also worked with smaller groups, focusing on pupils entitled to Pupil Premium.	This was a highly effective experience for pupils and supported the learning that currently existed within the provision. The school has considered widening this experience for pupils in Key Stage 2	<b>£1,250</b>
	Oliver Twist touring production to all pupils in Key Stage 2.	Pupils were given the experience of theatre in their own school. This touring production shared a famous literary story and demonstrated the skills and qualities of performers.	The Oliver Twist touring production was well enjoyed by pupils. To include additional workshops significantly inflates costings and will be something we will consider in the future but has not been budgeted this year.	<b>£900</b>