



# Pupil Premium Strategy Statement (Primary)

1. Summary information					
School	King Offa Primary Academy				
Academic Year	2018	Total PP budget	£163,680	Date of most recent PP Review	March 2018
Total number of pupils	446	Number of pupils eligible for PP	124	Date for next internal review of this strategy	March 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) LA
% achieving in reading, writing and maths	67%	64%
Average progress score Reading	-0.8	0.2
Average progress score Writing	-0.3	-0.3
Average progress score Maths	+4.1	-0.5

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> )	
A.	Attainment and progress in Reading is lower than in Writing and Maths.
B.	Pupils are lacking broad and balanced experiences of the wider world.
C.	The standards of pupils entitled to Pupil Premium is maintained.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Pupils and their families in need of, or at risk of, requiring 'Early Help', fail to thrive.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Attainment and progress in Reading is lower than in Writing and Maths. <ul style="list-style-type: none"> <li>To refine the use of the Primary Writing Project with a particular focus on using it as a vehicle</li> </ul>	<ul style="list-style-type: none"> <li>Reading outcomes at the end of KS2 exceed National / LA outcomes for all pupils.</li> <li>Reading progress at the end of KS2 exceeds +0.</li> </ul>

	<p>to improve pupils' reading.</p> <ul style="list-style-type: none"> <li>• To improve the quality of teaching of phonics.</li> <li>• Termly data analysis demonstrates that pupils with PP entitlement achieve and progress well, in-line with their non-PP peers.</li> </ul>	
<b>B.</b>	<p>Pupils are lacking broad and balanced experiences of the wider world.</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>	<p>The standards of pupils entitled to Pupil Premium is maintained.</p>	<ul style="list-style-type: none"> <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>D.</b>	<p>Pupils and their families in need of, or at risk of, requiring 'Early Help'.</p> <ul style="list-style-type: none"> <li>• 'Early Help' resources are used effectively to support families at risk.</li> </ul>	<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.</li> <li>• The school continues to signpost the Triple P support on offer to parents/carers.</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>• The attainment and progress of pupils entitled to PP is in line with school / LA pupils who do not receive PP entitlement.</li> </ul>

5. Planned expenditure					
Academic year	2018/19				
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. In Reading, termly data analysis demonstrates that pupils with PP entitlement achieve and progress well, in-line with their non-PP peers.	Professional development Accelerated Reader Primary Writing Project Reading Recovery	<p>For the past three years, attainment in Reading (at the end of Key Stage 2) has been lower than that of Writing and Maths.</p> <p>The school has invested in 'Accelerated Reader' and this has had a positive impact on the attitudes and reading behaviours of all pupils across Key Stage 2. The library has received significant investment and there really is something for every child to read; where books are recommended, these are quickly added to the library. Pupils work towards individual and class targets.</p> <p>The school has also invested in the 'Primary Writing Project' – this has been a two year, whole-school project. Standards in writing have improved and there are some great opportunities to develop reading skills.</p> <p>Accelerated Reader has had an impact on attitudes and behaviours and the Primary Writing Project has had a positive impact on writing outcomes. It is important that the school now utilises the strengths of both tools to improve reading outcomes for all pupils, particularly those with PP entitlement.</p>	<ul style="list-style-type: none"> <li>• High-quality planned professional development opportunities for all staff.</li> <li>• Effective monitoring of data for PP pupils.</li> <li>• Investment into the school library.</li> <li>• SIP priority with key milestones to evaluate impact.</li> <li>• Termly data analysis.</li> <li>• Termly pupil progress meetings.</li> <li>• Focused reading booster groups</li> </ul>	SLT	<p>T3 curriculum review during PD sessions</p> <p>T4 Pupil Progress</p> <p>T6 Pupil Progress</p> <p><b>£37,068</b></p>
B. Pupils are lacking broad and balanced experiences of the wider world.  Developing the	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	<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</li> </ul>	RL – HoS	<p>Termly data captures</p> <p>Performance management and KIT meetings with teachers</p>

<p>curriculum offer available to all pupils, considering how this provides opportunities to pupils entitled to Pupil Premium.</p>		<p>(through Accelerated Reader), Writing (Primary Writing Project) and Maths (The Wroxham School's 'Challenge Model').</p> <p>The school should continue to develop the curriculum and opportunities available, providing the best wider curriculum possible for all pupils.</p>	<ul style="list-style-type: none"> <li>• development meetings.</li> <li>• Focused SLT meetings to evaluate curriculum provision.</li> <li>• Unique Paragon opportunities, as identified within the curriculum map.</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 through drop-ins, external visits and lesson observations.</li> <li>• Work scrutinies and learning walks demonstrate a high quality curriculum offer to all pupils - The workbooks / pupil voice of Pupil Premium pupils are always included</li> <li>• Effective monitoring of the Pupil Premium register.</li> <li>• Pupil voice to take place.</li> <li>• Parent feedback through a questionnaire.</li> </ul>		<p>Pupil progress meetings</p>
<b>Total budgeted cost</b>					<b>£90,502</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>'Second Class @ Number'</p> <p>'Better Reading Partners'</p> <p>'Reading Recovery'</p> <p>Triple-P program</p> <p>Nurture clubs</p>	<p>The school has invested heavily in an adapted Nurture facility, led by two trained Nurture specialists.</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.</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> <li>• Pupils to take Boxall profiles.</li> <li>• Intervention drop-ins focus on the pupils entitled to PP.</li> <li>• 2x Nurture staff employed and trained.</li> </ul>	SLT	<p>SEND drop-ins</p> <p>SEND Pupil Progress meetings (bi-termly)</p> <p>Pupil Progress meetings</p>
<b>Total budgeted cost</b>					<b>£64,222</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>D) Pupils and their families in need of, or at risk of, requiring 'Early Help'.</p> <ul style="list-style-type: none"> <li>• 'Early Help' resources are used effectively to support families at risk.</li> </ul>	<p>Targeted approach</p> <p>1:1 support</p> <p>Referral process</p>	<p>Changes to updates in KCSiE, 2018, explicitly demands schools to support its families who require Early Help or who would benefit from being signposted to support families.</p> <p>Those families who are disadvantaged are most at risk of underachievement, slow progress rates and poor attendance. This may impact on pupils' behaviour and their overall health and well-being.</p>	<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</li> </ul>	DSL / DDSL / SLT / Attendance Officer / Administrative Assistant	March 2019

			<p>signposting the appropriate support to families.</p> <ul style="list-style-type: none"> <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> <li>• Pupil Premium pupils to have access to Nurture provision, ensuring that the needs of all pupils are being met.</li> <li>• DSL / DDSL to receive mandatory updates to training.</li> <li>• Attendance at cluster DSL meetings.</li> <li>• Utilise the support and guidance from the Trust's Safeguarding Manager.</li> <li>• Keep up to date with updates to Safeguarding practice.</li> <li>• Utilise L2 key-work team.</li> <li>• Effective relationships with outside agencies.</li> </ul>		
<b>Total budgeted cost</b>					<b>£9,042</b>

6. Review of expenditure				
Previous Academic Year		2017/18		
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
Develop the curriculum offer available to all pupils.	Whole-school approach.	<p>The whole school approach to curriculum development was highly successful:</p> <p>Ofsted commented on the quality of the curriculum offer available to all pupils during the school's July 2018 inspection.</p> <p>Learning scrutinies demonstrate that pupils with PP entitlement have access to the same curriculum and achieve well, compared to their peers.</p> <p>Pupils with PP entitlement were able to access a range of curriculum provision, through subsidised funding from the school. This includes, but not exhaustively:</p> <ul style="list-style-type: none"> <li>• Year 5 PGL trip.</li> <li>• Year 6 London trip.</li> <li>• Expert music tuition</li> <li>• Swimming lessons</li> <li>• School trips and visits</li> </ul>	<p>The school will continue to develop its curriculum so that it is fit for all pupils, meeting the learning styles of all pupils and so that it provides a range of unique experiences for all pupils.</p> <p>The curriculum will be developed so that it continually evolves.</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>
The standards of pupils entitled to Pupil Premium is maintained.	Quality first teaching.  Targeted interventions	<p>Key Stage 2</p> <p>All pupils:</p> <p>R – 67% W – 83% M – 93%</p> <p>Disadvantaged pupils:</p> <p>R - 57% W - 64% M - 86%</p> <p>LA Disadvantaged pupils</p> <p>R – 64% W – 66% M – 60%</p> <p>School PP pupils vs. LA</p> <p>R - -7% W - -2% M - +26%</p>	<p>In Writing, PP pupils achieve as well as PP pupils locally – the difference here is 2%.</p> <p>In Maths, PP pupils at King Offa significantly outperform their LA peers – this difference is 26%.</p> <p>In Reading, King Offa PP pupils do less well than PP pupils locally – the difference here is 7%.</p> <p>This approach must remain so that data is sustained. A greater priority should be placed on how to support pupils entitled to PP to close the gap to their peers in Reading.</p>	<p><b>£95,867</b></p> <p><b>£62,453</b></p> <p><b>£8,000</b></p> <p><b>£166,320</b></p>

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
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.	<p>The percentage of pupils persistently absent (all pupils) decreased to 7.2% for the year.</p> <p>14 of the pupils were entitled to PP, 5 of whom are no longer on-roll and left part way through the year.</p> <p>14/126 equates to 11% of PP pupils, which is higher than the school avg. but lower than the 13.9% from the previous year.</p> <p>This work has had a positive impact on reducing the persistent absentee percentage of all pupils and those with PP entitlement.</p>	<p>The Attendance Officer has since been promoted to take on new attendance related challenges but it is worth noting that she built up positive relationships with pupils and their families.</p> <p>The newly Appointed Attendance Officer is continuing this work and is addressing the attendance of those pupils at risk.</p>	<b>£8,000</b>

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
 Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)