

Pupil Premium Strategy / Self-Evaluation (Primary)



Star

1. Summary Information					
School	Olive School Small Heath				
Academic Year	2019/2020	Total PP Budget	£170 280	Date of Most Recent PP Review	Sept 19
Total number of pupils	420	Number of pupils eligible for PP	129	Date for next internal review of this strategy	Dec 19
2. Academic Performance (end of KS2 2019)					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			69%		
Progress score – Reading			83%		
Progress score – Writing			86%		
Progress score – Maths			86%		
3. Barriers to future attainment (for pupils eligible for PP)					
<i>Academic Barriers (issues to be addressed in school, such as poor oral language skills)</i>					
A.	Achievement - pupils unable to access the T&L in order that they achieve at least expected standard				
B.	Personal social and emotional barriers affecting PP pupils ability to access the learning in class				
C.	Poor oral language skills				
<i>Additional barriers (including issues which also require action outside school, such as low attendance rates)</i>					
D.	Attendance children do not attend regularly so miss out on essential learning.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success Criteria	
A.	Attainment in English and mathematics to improve the outcomes for pp children in English and mathematics			The percentage of pupils working at AR E in reading writing and maths will increase. The attainment gap between pupils in receipt of pupil premium and others will close.	
B.	To provide pupils with opportunities to take part in extracurricular activities and cultural and enrichment opportunities.			All pupils are socially equal within school and enjoy a variety of additional inspirational first hand experiences	
C.	Language skills developed enabling children to use a high level of vocabulary to explain concepts and reasoning measured through mastery activities in books and through assessments.			Children can reason explain and justify their answers in maths.	
D.	Attendance for pupil premium children in line with non-pupil premium, measures through weekly analysis			Pupil premium children attend school 97% or more of the time	
5. Review of Expenditure					
Previous Academic Year					
Quality of teaching for all					

Action	Intended Outcome	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 improve attainment and progress in English and maths for pupils entitled to the pupil premium through staffing and interventions to support learning in class.	The % of pupils working at ARE in reading, writing and mathematics will increase. The attainment gap between pupils in receipt of pupil premium and others will close and the difference to national standards will diminish.	A progressively improving picture of outcomes for disadvantaged pupils as they move through school. The gap between attainment of disadvantaged pupils and that of their peers is narrowed as they progress through the school. Disadvantaged pupils generally did not perform as well as others at the end of the year.	Continued focus on maths and English striving for excellence. Focus on the development of vocabulary throughout school. EAL children develop their communication and language. The gap between PP and non-PP to be closed more quickly in all year groups.	£
Contributions towards trips, visit, workshop and club attendance.	Children to have a breath of experience that enables them to contextualise their learning.	Experiences and fuse and motivate the children and inspire them to learn at every opportunity	Continue with this approach	£
Additional HLTA support in Year 6 and Year 2	Targeted support given to underperforming children in classes at end of Key Stage 1 and Key Stage 2	Children were able to have their needs met and supported helping them to make good progress.	This initiative effectively supported pupils to make progress in key areas of learning.	£
Interventions and challenging teaching	Children to have additional sessions and targeted support to improve standards and outcomes.	Children had interventions which helped them to make progress from their starting points.	Continue with this approach	£
Enrichment clubs	Children have a plethora of opportunities and experiences.	The children have their horizons broadened and the skills enhanced through a variety of clubs and enrichment opportunities	Continue with this approach improving and enhance this provision.	£
Breakfast club	Children to have a healthy breakfast	Children are ready to learn	To continue providing a free breakfast club for all children who may need it.	£
Targeted support				
Action	Intended Outcome	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 social and emotional provision through access to appropriate pastoral interventions	Pupils develop strategies to deal with their social and emotional difficulties	Pupils with varying needs were now able to deal with their issues take part confidently in lessons and deal with issues with increasing confidence and with a choice of strategies	Pastoral intervention logs to closely monitor the impact provision made for pupils. Half termly Pastoral reports monitor the impact of intervention and provision.	£

Other approaches				
Action	Intended Outcome	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
Intervention Resources	Interventions can be resourced appropriately	Children make rapid progress.	Continue with this approach	£
Saturday Booster Groups	Targeted children are able to access curriculum and make steps towards their expected attainment.	Targeted children attain in line with or above national expectations.	Continue with this approach	£
Staffing and resources to facilitate initiatives to improve the rate of attendance and reduce the persistent absenteeism	attendance is above the national expectations	children's absence is reduced thereby enabling the children to achieve the highest standards by attending all sessions.	Continue this approach to increase attendance.	£
CPD to support staff	To improve the quality of support given to pupils and increase quality first teaching.	Teachers and Learning Coaches understand their role in enabling children to make progress.	Continue this approach.	£
Free school uniform	Children feel proud to be part of the school - increase the sense of belonging and self esteem	All children were the same clothes alleviating the stress of buying personal clothes worn in school this enables pupils to focus on their learning.	Continue this approach	£

6. Planned Expenditure

Academic Year

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality of teaching for all

Action	Intended outcome	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 improve attainment and progress in core subjects for pupils entitled to the Pupil Premium through quality first teaching and interventions.	The % of PP pupils working at ARE in Reading, Writing and Mathematics across the school will increase, as will the % of pupils attaining above ARE. The	Continue to strive for academic excellence. Improve the outcomes for PP pupils at the end of key stage 2 in all subjects. Improve on 2019 outcomes in combined RWM in the end of Key Stage 2 SATs.	Half termly pupil progress meetings Risk registers will be used to identify pupils at risk of underachieving and actions put into place to address this. Analysis of interventions impact logs.	SLT DOLs English and Maths Leaders	Half termly

	attainment gap between pupils in receipt of Pupil Premium and others will close sooner.				
CPD for teaching staff to improve the quality in all three key stages.	Every child receives teaching which is at least good or better in each lesson, in all classes every day	CPD for Quality First Teaching/ mentoring and coaching support.	Evaluate the impact – lesson observations, planning, learning walks and book scrutinies.	SCH	Half termly
Total budgeted cost					£69 815
Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Targeted aspirational experiences	For both children and parents to understand that everyone can achieve. To increase self-belief An increase in social mobility	Pupil questionnaires	Planned events /speakers and experiences. Members of SLT to organise and support	SCH GAM	Half termly
Increase parental engagement	parents work in partnership with the school in order to increase the children's progress in all L areas	Parent workshop and event logs/registers	Planned workshops and events throughout the year.	SLT	Half termly
Total budgeted cost					£34 056
Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
School pastoral provision	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or	Provision of a range of support staff to remove or alleviate individual social emotional and health barriers including provision of nurture groups	Families confidentially feedback how they feel well supported during social care issues. Families on support plans have reduced need for social care agency	GAM	Half termly

	alleviated - families are also supported		involvement. Standards of attainments improve in key stage 2 SATs		
Total budgeted cost					£6000
Contributions towards trips, visit, workshop and club attendance.	Children to have a breath of experience that enables them to contextualise their learning.	Experiences and fuse and motivate the children and inspire them to learn at every opportunity			Half termly
To support pupils social and emotional prevision through access to appropriate interventions.	Pupils are able to access learning in class, social and emotional barriers to learning are minimised.	To support the holistic development of the children we are able to offer pastoral team, this may be supporting pupils in groups or individually, working with parents and families and external services.	Pastoral team reports pastoral team risk assessments and then analysed to identify links between pastoral intervention and risk of under achievement.	GAM and pastoral team	Half termly
To provide pupils with opportunities to take part in extra-curricular activities and cultural and enrichment opportunities To provide PP pupils with breakfast and access to breakfast club activities. To support pupil premium pupils through the use and maintenance of the school minibuses to transport pupils 2 extra-curricular activities.	All pupils are socially equal within the school and enjoy a variety of additional, inspirational first - hand experiences.	It is essential for those pupils entitled to pupil premium funding are not excluded from any activity, particularly those that enhance the curriculum such as educational visits. We have a comprehensive programme of enrichment which takes place throughout the year. It is important that all pupils are able to access activities that enrich the curriculum; Activities that they may not be able to access at home.	Pastoral team reports Extra curricula registers analysed to identify links between attendance and extracurricular activities and cultural enrichment opportunities and the risk of under achievement	SLT	Half termly
					£60 409
7. Additional detail					

In this section you can annex or refer to **additional** information which you have used to support the sections above.