

Ovingham Middle School: Pupil Premium Strategy and Impact Statement 2018-2021

School overview

Metric	Data
Pupils in school	328 (September 2019)
Proportion of disadvantaged pupils	12% (38) 0 more pending. FSM & Ever 6 = 33 Pupil premium plus= 3 Service children= 2 Year 5= 6 Year 6 = 4 Year 7= 11 Year 8= 17
Pupil premium allocation this academic year	£38,070
Academic year or years covered by statement	2018-21
Publish date	October 2019
Review date	September 2020
Statement authorised by	I Lakey
Pupil premium lead	A Kemp
Governor lead	K Brown

End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	- 5.14
Writing	- 3.87
Maths	+ 0.87

Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding.

PP = Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding

Measure	PP	Not PP	In school gap	NAO	Attainment gap when compared to NAO
End of Key Stage 2 (Year 6) attainment -					
Meeting expected standard in reading	42%	84%	-42%	78%	-36%
Achieving high standard in reading	17%	37%	-20%	31%	-14%
Meeting expected standard in writing	58%	88%	-30%	83%	-25%
Achieving high standard in writing	8%	26%	-18%	24%	- 16%
Meeting expected standard in mathematics	83%	96%	-13%	84%	-1%
Achieving high standard in mathematics	25%	41%	-16%	32%	-7%
Meeting expected standard in grammar punctuation & spelling	50%	80%	-30%	83%	-33%
Achieving high standard in grammar punctuation & spelling	25%	44%	-19%	41%	- 16%
Meeting the expected standard in science	75%	98%	-23%	86%	-11%
Meeting expected standard in reading, writing & maths	42%	76%	-34%	71%	-29%
Achieving high standard in reading, writing and maths	8%	16%	-8%	13%	-5%
Absence % Years 5 to 8 (The NAO is for non-FSM in 2018)	6.4%	3.53%	+2.87	4.8%	+1.6
Persistently absent % Years 5 to 8 -- pupils with an attendance rate of 90% or below. (The NAO is for non-FSM in 2018)	11.6%	5.59%	+6.01	11.1%	+0.5

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Improve progress and attainment in Reading, Writing and SPAG	Ensure all staff are aware of, and addressing, the individual needs of PP learners.
Priority 2 Maintain high standards of progress and attainment in Maths	Ensure all staff are aware of, and addressing, the individual needs of PP learners.
Barriers to learning these priorities address	PP learners are performing below the expected level

Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	75% of cohort to achieve the expected standard in reading. 25% to achieve the higher standard.	July 2020
Attainment in Writing	75% of cohort to achieve the expected standard in writing. 25% to achieve the higher standard.	July 2020
Attainment in Mathematics	75% of cohort to achieve the expected standard in maths. 25% to achieve the higher standard.	July 2020
Attainment in reading, writing and maths	75% to achieve the expected standard in all three subjects. 25% to achieve the higher standard..	July 2020.

Remember to focus support on disadvantaged pupils reaching the expected standard in at end of KS2 (Year 6) and KS3.

Targeted academic support for current academic year

Measure	Activity
Priority 1 Improve progress and attainment in Reading, Writing and SPAG	<ul style="list-style-type: none"> ● Promoting reading for pleasure across the school: author visits, form teachers reading a book aloud to class, reading signs on classroom door, Book Fair ● All pupils with a low reading age to have 1:1 regular reading with an adult. These pupils will also be provided with a reading book appropriate to their reading age. ● Implement Read Write Inc. ● Introduce new strategies for spelling in lesson starters and continue to use Spellzone across the school. ● More moderation across the year to ensure all staff are confident of the expected standard of each year group. ● Close monitoring of data by subject lead.
Priority 2 Maintain high standards of progress and attainment in Maths	<ul style="list-style-type: none"> ● Work closely with feeder schools to ensure consistency of teaching and learning. Share data across the TCLT to ensure a common understanding of the attainment and needs of each cohort as they move through the MAT. ● Track data termly to ensure the required progress is being made towards the desired targets. ● Departmental meetings to analyse teaching strategies that have been successful. ● Continue to use TTRS ● Continue to embed White Rose maths scheme and deliver staff training to reinforce the mastery approach.
Projected spending	£21,675

Wider strategies for current academic year

Measure	Activity
Priority 1	Diminish the financial barriers that prevent learning by paying for, or subsidising, school trips, residential visits, music lessons. This could also include provision of equipment for lessons and uniform. Audit extra-curricular clubs and visits to make sure PP learners are attending.
Priority 2	Part fund ELSA training for 3 members of staff, who will support targeted PP children and help them to become resilient, confident learners.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£16,395

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given to allow or staff professional development	Use of Teacher Training days and additional cover provided as necessary
Targeted support	Ensure enough time for Maths and Literacy coordinators to support staff and PP learners	Subject coordinators will disseminate best practice to staff. Time made available for interventions to take place for PP Learners working below age related standards and those targeted to achieve greater depth.
Wider strategies	Allowing all pupils to access the opportunities provided	Offer a reduction of cost for all trips, visits and extra-curricular activities. Ensure all PP learners have the necessary equipment for school.

Review: last year's aims and outcomes

Aim	Outcome
To improve attainment, progress and confidence in mathematics.	Pupil Premium learners became more confident, happy learners and the gap between PP learners and non-PP learners significantly narrowed in Maths. The number of PP learners achieving the expected standard in Maths was higher than the national average for all pupils.
To close the gap between PP and non-PP learners at KS2.	<p>The average scaled score in all subjects for PP learners was 100+.</p> <p>In Reading, 46% of the PP learners achieved the expected standard, compared to 78% of all pupils in our school and 73% nationally.</p> <p>In Maths, 85% of PP learners achieved the expected standard, compared to 94% of all pupils in our school and 79% nationally.</p> <p>In SPAG, 54% of PP learners achieved the expected standard, compared to 76% of all pupils in our school and 78% nationally.</p> <p>In Writing, 62% of PP learners achieved the expected standard, compared to 84% of all pupils in our school and 78% nationally.</p>
For staff to be more aware of PP learners and their needs	<p>All KYC sheets and seating plans have PP learners identified.</p> <p>All staff aware of the PP funding and categories included.</p> <p>PP learning walk showed that staff were aware of the needs of the PP learners.</p>