



Summary information			
School	Ormiston South Parade Academy – Not including Pre-School and Nursery		
Academic Year	2019-2020	Total PP budget	£266,640 (approx)
Total number of pupils	472 (Reception – Year 6)	Number of pupils eligible for PP	202 (43%)
Date of most recent review	September 2018	Date of next internal review of strategy	End of Summer Term 2020

2017/2018 attainment				
	End of KS1		End of KS2	
	Whole cohort	Pupil Premium pupils	Whole cohort	Pupil Premium pupils
% achieving expected standard in reading, writing and maths	N/A		84% (64%)	
% achieving expected standard in reading	81% (75%)	79% (60%)	84% (75%)	88% (64%)
% achieving expected standard writing	79% (70%)	79% (53%)	88% (78%)	88% (67%)
% achieving expected standard maths	83% (76%)	79% (61%)	86% (76%)	88 (64%)

(National Data)

2018/2019 attainment				
	End of KS1		End of KS2	
	Whole cohort	Pupil Premium pupils	Whole cohort	Pupil Premium pupils
% achieving expected standard in reading, writing and maths	N/A	N/A	88% (64%)	79% (51%)
% achieving expected standard in reading	78%	75%	93% (73%)	92%
% achieving expected standard writing	73%	72%	90% (78%)	83%
% achieving higher standard in maths	82%	78%	92% (79%)	88%
% achieving higher standard in reading, writing and maths	N/A	N/A	23% (11%)	13% (5%)
% achieving higher standard in standard in reading	35%	21%	65% (27%)	50%
% achieving higher standard in standard writing	16%	6%	28% (20%)	17%
% achieving higher standard in standard maths	34%	29%	50% (27%)	38%



**Barriers to attainment (for pupils eligible for PP, including high ability)**

**In-school barriers**

<b>A.</b>	Disadvantaged pupils need to make accelerated progress in order to meet national expectations at both expected and greater depth standard
<b>B.</b>	High percentages of disadvantaged pupils have specific learning needs, emotional needs, mental health challenges or are facing difficult circumstances which can affect behaviour and learning.
<b>C.</b>	Limited experiences and resources impacting on communication, vocabulary, reading and writing

**External barriers**

<b>D.</b>	Lack of access to extra-curricular activities and experiences
<b>E.</b>	Parental engagement with school and their children’s readiness for learning

**Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>End of year assessment of impact</i>	<i>Next steps</i>						
<b>A.</b>	Gap between DP and NDP pupils will decrease	Targets gap between DP and NDP pupils for whole of key stage: KS1: <8% in RWM KS2: Reading <15% Writing <13% Maths <5%	<p>Gaps in attainment (whole cohort compared to DP)</p> <table border="1"> <thead> <tr> <th>EYFS</th> <th>KS1</th> <th>KS2</th> </tr> </thead> <tbody> <tr> <td>GLD -2%</td> <td>Phonics -8% Reading -3% (higher standard -14%) Writing -1% (higher standard -10%) Maths – 4% (higher standard-5%)</td> <td>Combined RWM -9% Reading -1% Writing – 7 Maths -4  Higher standard ranging from - 10- 15%</td> </tr> </tbody> </table> <p>All targets met and attainment gap closing</p>	EYFS	KS1	KS2	GLD -2%	Phonics -8% Reading -3% (higher standard -14%) Writing -1% (higher standard -10%) Maths – 4% (higher standard-5%)	Combined RWM -9% Reading -1% Writing – 7 Maths -4  Higher standard ranging from - 10- 15%	Decrease the gap for DP in phonics, higher standard in KS1 for reading and KS2 higher standard in all areas
EYFS	KS1	KS2								
GLD -2%	Phonics -8% Reading -3% (higher standard -14%) Writing -1% (higher standard -10%) Maths – 4% (higher standard-5%)	Combined RWM -9% Reading -1% Writing – 7 Maths -4  Higher standard ranging from - 10- 15%								
<b>B.</b>	Children will have access to a wide range of experiences and opportunities to develop their	Increased number of children who sign up to clubs and trips	<p>As a result of offering financial assistance, no child missed out on enrichment opportunities due to financial difficulties.</p> <p>Teachers reported increased engagement for those taking part in music lessons</p> <p>Improvement in attendance for certain pupils selected for music lessons</p>	<p>Digital library and increased access to learning through technology (Grimsby Institute visit)</p> <p>Continue with current approaches</p>						






	hobbies and interests		93% of DP took part in a trip/ residential activity	
C.	DP will receive QFT and support to enable them to reach their full potential	<p>Increased progress and attainment</p> <p>Targets gap between DP and NDP pupils for whole of key stage:</p> <p>KS1: &lt;8% in RWM</p> <p>KS2: Reading &lt;15%</p> <p>Writing &lt;13%</p> <p>Maths &lt;5%</p>	<p>Data has been closely analysed by SLT allowing teachers to identify gaps in learning for groups and individual pupils</p> <p>Additional support in class has allowed an increase in the number of interventions taking place and this has resulted in accelerated progress for a number of pupils</p> <p>Increase in number of children (including DP) achieving higher standard across end of key stage assessments</p> <p>CPOMs has been used effectively to record behaviour incidents</p> <p>17% decrease in the number of blue cards during lunchtime</p> <p>Teachers reported better behaviour from targeted pupils in afternoons</p> <p>Children reported increased enjoyment of lunchtimes particularly children with additional needs</p> <p>Whole school attendance 95.7%</p> <p>PA – 11.59%</p>	<p>More subject specific training for subject leaders to focus on non-core subjects</p> <p>Attendance to be a school priority for 2019/2020 to be overseen by member of SLT</p> <p>Continue with leader for 3/4 (associate SLT position)</p> <p>Edit categories on CPOMs to allow a more concise measure of impact of specific interventions</p>
D.	Parental engagement will improve	<p>More parents attending school events and parent consultation day</p> <p>Positive feedback from parents</p> <p>Parent view data will increase and further improve</p>	<p>Positive relationships with parents resulted in increased attendance at parent consultation</p> <p>Positive feedback received for a number of parental engagement activities including: science afternoon, SATs presentations, meet the teacher...</p> <p>Improved attendance at Read Inn (+23%) and E-Safety assemblies (+18%)</p>	<p>Increase the number of parental activities such as open afternoons</p> <p>Consider parent readers</p>





## 1. Planned expenditure





### Quality of teaching for all

Chosen action / approach	Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p>SLT and TLR holders closely monitor progress and attainment of DP</p> <p>Additional TAs to support within the classroom</p> <p>Resources to aid and support learning</p> <p>Training on feedback for teachers</p>	<p>The gap between DP and NDP pupils will continue to close and will not be a barrier for any child</p> <p>All children will continue to have the support they need in class and through interventions</p> <p>Feedback will be used to enable pupils to progress and provide challenge</p>	<p>High proportion of DP – 43%</p> <p>Having DP high on the agenda in previous years has resulted in the gap narrowing in all year groups for attainment and progress</p> <p>Feedback + 8 months</p> 	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Learning walks</li> <li>• Pupil survey</li> </ul>	<p>KR SW AW</p>	<p>Termly</p>
<p>Computing programme to be purchased</p> <p>Purchase of up to date technology</p> <p>Training provided for TAs and teachers</p> <p>Computing lead will attend external training</p> <p>Visits to academies who use technology effectively to gain ideas and inspiration to bring back</p> <p>Set up digital library</p>	<p>Technology will be used effectively by teachers and children to enhance learning in all areas of the curriculum with a particular focus on improving reading and writing</p> <p>Digital resources will encourage a love for reading for those pupils who are currently lacking a desire to read</p>	<p>Area of development identified by staff questionnaire and through learning walks</p> <p>Digital technology +4 months</p> 	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Analysis of data</li> <li>• Staff and pupil questionnaires</li> <li>• Work scrutiny</li> </ul>	<p>KR AW</p>	<p>Termly</p>
<p>External training</p> <p>CPD for all staff</p> <p>Training for PP lead</p> <p>Training for subject leaders</p>	<p>Continue to improve staff understanding of provision for more able pupils</p> <p>% of DP achieving greater depth will improve in all areas</p>	<p>Provision for the more able identified as an area for development (Ofsted 2016)</p> <p>Gap identified between the % of DP and NDP pupils achieving the greater depth standard</p> <p>Mastery learning + 5 months</p> 	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Analysis of data</li> <li>• Staff and pupil questionnaires</li> <li>• Work scrutiny</li> </ul>	<p>KR SW AW</p>	<p>Termly</p>





Attendance assembly termly Top attendance figures shared weekly Attendance prizes at the end of the year Attendance officer to closely monitor attendance of all pupils	Attendance for all pupils will remain above national and for DP will remain in line with whole school  The % of persistent absentees will decrease	Previous strategy successful  Attendance currently on par with national (96%)  Positive feedback from families and pupils will regard to previous strategy	<ul style="list-style-type: none"> <li>Attendance figures</li> </ul>	JA	Half termly
<b>Total cost</b>					<b>£73,000</b>
<b>Targeted support</b>					
<b>Chosen action / approach</b>	<b>Desired outcome</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?</b>
Leader for year 3/4  SLT to oversee action plan for year 3/4  HLTA support  Bespoke training  Team teaching	Improved attainment and progress for children in key stage 2 with a focus on reading and writing	Average KS2 gap – 24%  DP boys underperforming compared to girls in reading and maths in some classes   1:1 tuition + 5months	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Analysis of data</li> <li>Work scrutiny</li> </ul>	CM KR SW	Half termly
Group and 1:1 interventions delivered by teachers and TAs  Daily reading with TAs  Resources to enable teachers to teach reading comprehension skills	Attainment and progress for DP will improve for Year 5 and 6 in reading	Average gap -27%  Area of concern identified by teacher   Reading comprehension skills +6months Small group tuition +4 months	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Analysis of data</li> <li>Work scrutiny</li> <li>Pupil interviews</li> </ul>	KR AW LH SW	Termly




<p>Teachers/TAs to deliver small group interventions</p> <p>Additional CT for Autumn term to allow smaller classes for accelerated progress</p> <p>Booster groups/ Easter school</p>	<p>Improved attainment for DP in Year 6 in reading and writing</p>	<p>Reading gap – 25%, Writing -20% and DP boys underperforming compared to girls in writing</p> <p> Small group tuition +4 months</p> <p>1:1 tuition + 5months Extra school time + 2 months</p>	<ul style="list-style-type: none"> <li>• Analysis of data</li> <li>• Pupil interviews</li> </ul>	<p>SW AW LH</p>	<p>Termly</p>
<p>Teachers/TAs to deliver small group interventions</p> <p>Additional members of staff to provide interventions</p>	<p>Improved attainment for DP in Year 1</p>	<p>GLD showed gap between DP and NDP to be -13%</p> <p> Small group tuition +4 months</p>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Analysis of data</li> <li>• Work scrutiny</li> </ul>	<p>KR</p>	<p>Termly</p>
<p>Training for CT and TAs</p> <p>HLTAs to provide additional support</p> <p>Additional CTs to provide interventions</p>	<p>The gap between DP and NDP in phonics will close</p>	<p>GLD showed gap between DP and NDP to be -13%</p> <p> Phonics + 4 months</p>	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Analysis of data</li> <li>• Work scrutiny</li> <li>• Mock phonics assessments</li> </ul>	<p>KR</p>	<p>Termly</p>
<p>Mental health first aid training</p> <p>Training and support from specialists (CAMHS)</p>	<p>Children will have improved mental health</p>	<p>Increase in the number of children suffering with a mental health issue</p>	<ul style="list-style-type: none"> <li>• Pupil surveys</li> <li>• Number of mental health referrals</li> <li>• Feedback from families</li> </ul>	<p>JA LM</p>	<p>Annually</p>
<p>Mind to be kind project</p> <p>I am awesome project</p>	<p>Children’s resilience will increase, self-esteem and confidence levels will improve</p>	<p>Previous positive outcomes from Mind to be kind project</p> <p>Results from pupil surveys show lack of confidence and self-esteem</p> <p> Social and emotional learning + 4 months</p>	<ul style="list-style-type: none"> <li>• Pupil surveys</li> <li>• Feedback from families</li> <li>• Pre/post questionnaires</li> </ul>	<p>CC SW LH AW</p>	<p>Termly</p>



Additional TA hours to provide lunchtime clubs/groups: yoga, colouring and computing  External provider to provide sports provision  Quiet reading areas	Children who struggle with unstructured time (play and lunch) will have an alternative provision at lunchtimes	Need previously identified on pupil questionnaires. Previous positive feedback from pupils and families after strategy was put into place  Decrease in blue cards	<ul style="list-style-type: none"> <li>• Pupil surveys</li> <li>• Feedback from families</li> <li>• Amount of blue cards</li> </ul>	JA KR	Termly
Small group and 1:1 interventions  Trained staff to deliver intervention packages and bespoke behaviour interventions (lego therapy, Lexia, Nessy...)  Outside agencies will provide bespoke support where necessary	The gap between DP and NDP pupils will continue to close and will not be a barrier to learning	Positive outcomes previously   Small group tuition +4 months 1:1 tuition + 5months Behaviour interventions + 3months	<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Analysis of data</li> <li>• Work scrutiny</li> <li>• Pre/post assessments</li> </ul>	LM	Termly
Family link worker to work with families within the community  Technology (including social media) will be used to increase communication with families	Parental engagement will improve and families will feel supported	Positive feedback from families when strategy was trialled and success in NDP schools using apps as a form of communication   Parental engagement + 3months	<ul style="list-style-type: none"> <li>• Feedback from community and families</li> <li>• % of families attending events at school</li> </ul>	JA CL KR	Termly
Responsibility roles for DP  Prefect role  Playground buddies	Children will have improved social skills	Previous success with strategy  Reduction in behavioural incidents	<ul style="list-style-type: none"> <li>• Feedback from pupils and families</li> </ul>	JA SW	Annually
<b>Total cost</b>					<b>£153,000</b>
<b>Other approaches</b>					
<b>Chosen action / approach</b>	<b>Desired outcome</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?</b>



<p>Non-selective breakfast provided as children arrive at school.</p> <p>Uniform provided for families who are in need.</p>	<p>Children will have basic needs met which will enable them to attend school</p>	<p>Previous success with strategy</p> <p>28% of pupils reported they regularly don't have breakfast</p> <p>76% of pupils access breakfast provided by school on a daily basis</p>	<ul style="list-style-type: none"> <li>• Feedback from pupils</li> <li>• Feedback from CTs</li> <li>• Attendance figures</li> </ul>	<p>JA</p>	<p>Annually</p>
<p>School trips and residential trips subsidised</p> <p>Music lessons</p>	<p>Access for all children</p> <p>Children will have a wide range of experiences and opportunities</p> <p>Children will be able to pursue their interest and talents</p>	<p>Previous success with strategy</p> <p>92% of DPs took part in a residential trip</p> <p>88% of pupils who signed up for a club were DPs</p>  <p>Outdoor adventure learning + 4 months</p>	<ul style="list-style-type: none"> <li>• Feedback from pupils</li> <li>• Feedback from staff</li> <li>• Feedback from families</li> <li>• Attendance</li> <li>• Number of pupils who sign up</li> </ul>	<p>KB</p>	<p>Annually</p>
<p>SLT will ensure the needs of disadvantaged pupils are met and that funding is used effectively</p>	<p>The gap between DP and NDP pupils will decrease in all areas</p> <p>The needs of all children will be met</p> <p>Staff will work together to overcome barriers to learning</p>	<p>Previous success with strategy</p> <p>Due to the high percentage of DP children (43%) it is necessary to have a team to:</p> <ul style="list-style-type: none"> <li>• Produce annual costings</li> <li>• PP pupils identified and profile raised across the school</li> <li>• Use PP funding effectively and measure its impact on narrowing gaps in children's outcomes</li> <li>• Plan, manage, monitor and evaluate intervention for DP</li> <li>• To provide training to ensure effective teaching approaches suitable for all abilities of DP across the academy</li> </ul>	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Appraisal</li> </ul>	<p>KR AW SW JN</p>	<p>Annually</p>
<b>Total cost</b>					<b>£46,000</b>
<b>Budget Cost</b>					<b>£272,000</b>