

OAKFIELD PRIMARY SCHOOL: Pupil premium strategy statement

1. Summary information					
School	Oakfield Primary School				
Academic Year	2016/17	Total PP budget	£48,382	Date of most recent PP Review	n/a
Total number of pupils	204	Number of pupils eligible for PP	39	Date for next internal review of this strategy	June 2017

Current attainment			Impact
	<i>Pupils eligible for PP (your)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>2016-2017 results</i>
% achieving age related expectations reading	55%	74%	53%
% achieving age related expectations writing	50%	65%	68%
% achieving age related expectations maths	50%	72%	60%
Barriers to future attainment (for pupils eligible for PP)			
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>			
A.	Reading and spelling patterns (resulting in poor writing)		
B.	Mastery of basic concepts and application of maths facts particularly recall of times tables.		
C.	Social and Emotional needs in the form of attachment issues, behaviour and anxiety amongst some of the PP children.		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
D.	Some of the families are vulnerable families and are signposted to outside agency support when appropriate e.g. Youth and Family Matters, Parent Support Workers, Parenting courses, educational psychologist, behaviour support teams.		

2. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria	IMPACT
A.	<p>Improve reading and spelling skills</p> <p>Ref: Effective ways to support disadvantaged pupils' achievement:</p> <ul style="list-style-type: none"> • Whole School Ethos of Attainment for All • and High Quality Teaching for All 	<p>All children to make good progress within interventions on reading/ phonics (measured at each stage assessment).</p> <p>Whole class spelling is timetabled in across the school (Babcock). Spellings are sent home weekly with compulsory words for each year and spellings linked to taught patterns.</p> <p>Weekly spelling test results show improvements.</p> <p>Interventions are run for those not making adequate progress and progress of a ratio gain of 2 is made.</p> <p>'Stuck child' form completed with achieved targets.</p>	<p>3% drop in reading</p> <p>10% improvement in writing.</p> <p>Spelling remains an issue- to be taught daily in 2017-18.</p> <p>REF SEN</p> <p>Stuck children forms adapted for use with PIRA tests in 2017-18.</p>
B.	<p>Improve mastery of maths concepts and application facts particularly recall of times tables</p> <p>Ref: Effective ways to support disadvantaged pupils' achievement:</p> <ul style="list-style-type: none"> • High Quality Teaching for All 	<p>Results in 2016-17 will show more children are achieving ARE particularly in KS2 SATs.</p> <p>Regular stage assessments by teacher's and ongoing test results show PP children closing the attainment gap on their peers throughout the year.</p> <p>Monitoring of times tables shows an improvement in the number of children knowing these earlier down the school. Regular testing and use of TAC cards shows evidence of improvements.</p> <p>Monitoring and observation show success and progress over time for PP children in terms of opportunities for maths with a purpose, the use/presentation of visual models and concrete apparatus and investigations.</p>	<p>18% increase in maths</p> <p>Results from times tables sampling year 5 show</p>

C.	<p>Improve well-being of all children</p> <p>Ref: Effective ways to support disadvantaged pupils' achievement:</p> <ul style="list-style-type: none"> • Meeting individual learning needs • Deploying staff effectively 	<p>Children and families to continue to feel supported by signposting to ELSA, home link worker, SENCo and outside agency support when appropriate.</p> <p>Nurture sessions run for both key stages.</p> <p>Observations of children and Boxall Profiles show emotional progress.</p> <p>The Parenting Puzzle course run to support families and celebrations run for 'Busy Bee' families.</p> <p>Incidents of poor behaviour are rare (behaviour log)</p>	<p>Positive feedback to Parenting Puzzle from families.</p> <p>Classroom observations of supported children show more resilience with managing emotions.</p> <p>Inconsistent nurture sessions due to staffing.</p>
-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. Planned expenditure						
Academic year	2016-17					
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	Review Date	Budgeted cost

Improve reading and spelling skills	Purchase whole school spelling programme INSET day training for whole staff on reading	Writing across the school shows poor spelling strategies particularly in key stage two. NC requires all children to have grasped set spellings in specific year groups to be at ARE. Analysis of writing at year 6 shows that children are still making basic spelling errors. Analysis of the 2016 KS2 reading papers showed that children are struggling to read for sustained times, access more challenging vocabulary and infer information. PP children are shown to be performing less well in reading than their peers.	Monitoring by teachers, English coordinator. Stage assessments analyse progress of groups and 'stuck child' form tracks those not on track for ARE. SENCo/ PP coordinator monitors interventions for PP/SEN children.	SLT English Coordinator	June 2017	£900
Improve mastery of maths concepts and application facts particularly recall of times tables	Whole school times tables focus- target cards/ sing offs. Staff INSET on using concrete apparatus to support learning.	Children are getting to upper KS2 showing gaps in their maths concepts- Teacher Assessments. National Curriculum content requires children to have much more secure grasp of times tables to be able to access further maths and be ARE.	Work scrutiny by Maths Coordinator to monitor standards and attainment of maths across the curriculum. SENCo/ PP coordinator monitors interventions for PP/SEN children. Progress on stage assessments and IEPs.	SLT Maths Coordinator	June 2017	£600
Total budgeted cost					£1500	
ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date	Budgeted Cost

Improve reading and spelling skills	Wave 2 intervention programs across the school (Rapid)	Identified children require targeted support to catch up. These programs identify specifically gaps in learning and understanding and has been shown to be highly effective.	LSAs will assess the children, discuss results with SENCo and class teachers and deliver follow up program. The class teachers/SENCo/ PP coordinator will monitor impact alongside LSAs.	SENCo/ class teachers/ LSAs	End of Stage assessments	£500
Improve mastery of maths concepts and application facts particularly recall of times tables	Wave 3 interventions with LSA/ surgery times for addressing misconceptions. (Magic Maths)	1:1 and small group work to address specific misconceptions and gaps in learning have been proved to improve children's self-confidence and understanding of the concepts.	Book scrutiny of work. Teachers will discuss gaps/ misconceptions with LSAs then 1:1 teaching address them. Cold Tasks will show progress. Movement through magic maths awards.	SENCo/ class teachers/ LSAs	End of Stage assessments	£15,000
Improve well-being of all children	Run Nurture sessions Run Parenting course ELSA sessions	Monitoring of pupils accessing ELSA/ nurture indicate that there is a significant increase in children needing to access support for behaviour, anxiety, and to address issues surrounding family circumstances. Families wanting to access our ELSA workers has increased.	Monitoring emotional progress of children accessing nurture/ ELSA through Boxall profiles and other records. Ongoing training and support for ELSA/ Nurture workers. Support from Outside agencies, e.g. EP, YFM and CC.	SLT ELSA/ Nurture leaders SENCo	June 2017	£34,000
Total budgeted cost for targeted support					£49500	
Total cost overall					£51000	