

OAKFIELD PRIMARY SCHOOL: Pupil premium strategy statement 2017-18

1. Summary information					
School	Oakfield Primary School				
Academic Year	2017/18	Total PP budget	£49,208*	Date of most recent PP Review	June 2017
Total number of pupils	203	Number of pupils eligible for PP	41	Date for next internal review of this strategy	June 2018

*The school acknowledges that there are families who do not attract Pupil Premium funding but who would also benefit from the additional enrichment and support. We have allocated additional funding in light of this.

Current attainment	Impact
	<i>2017-2018 results</i>
% achieving age related expectations reading at KS2	38% achieved ARE in KS2 reading SATs (55% non PP)
% achieving age related expectations writing KS2	63% achieved ARE in KS2 writing SATs (70% non PP)
% achieving age related expectations maths KS2	50% achieved ARE in KS2 maths SATs (55% non PP)
% achieving age related expectations reading at KS1	38% achieved ARE in KS1 reading SATs (71% non PP)
% achieving age related expectations writing KS1	13% achieved ARE in KS1 writing SATs (43% non PP)
% achieving age related expectations maths KS1	25% achieved ARE in KS1 maths SATs (62% non PP)
% achieving age related expectations phonics in year 1	29% achieved ARE in phonics screening (64% non PP)

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 vocabulary		
B.	Core number skills		
C.	Self-regulation of emotions.		
D.	Curriculum enrichment		
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)			
E.	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 vocabulary 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 • Data driven and responding to evidence. 	<p>All children to make good progress on reading/ phonics (measured at each stage assessment).</p> <p>Projected results achieved for PP children in reading and writing</p> <p>Results in 2017-18 will show more children are achieving ARE particularly in KS2 SATs.</p> <p>'Stuck child' sheets show measurable and achieved targets for any children not on track through the year for their projected progress/ attainment.</p> <p>Interventions are run for those not making adequate progress and a ratio gain of 2 is made.</p> <p>Gaps between PP children and others are reduced at each stage assessment.</p> <p>Whole school reading planning shows inclusive reading teaching for all abilities and access to high quality texts with rich language,</p> <p>Reading is taught daily to all children.</p>	<p>KS2 attainment in readings:</p> <p>With SEND: 38% (previous year: 17%)</p> <p>Excluding SEND: 60% (previous year: 0%)</p> <p>PP progress (incl. SEND) across the school in reading: 70% on track for VA with 20% exceeding.</p> <p>KS2 attainment in writing:</p> <p>With SEND: 63% (previous year: 88%)</p> <p>Excluding SEND: 100% (previous year: 83%)</p> <p>PP progress (incl. SEND) across the school in writing: 65% on track for VA with 13% exceeding.</p> <p>Stuck child sheets now individual child profiles for all PP non SEND (IEP)</p> <p>Reading eggs ratio gain for year 6 PP children showed children making a minimum of 1 year's progress in 3 months. Progress of SEND children less consistent or measurable.</p>

<p>B.</p>	<p>Improve core number skills</p> <p>Ref: Effective ways to support disadvantaged pupils' achievement:</p> <ul style="list-style-type: none"> • High Quality Teaching for All • Data driven and responding to evidence. 	<p>Results in 2017-18 will show more children are achieving ARE particularly in KS2 SATs. Projected results achieved for PP children in maths.</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. 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>Whole school maths planning shows use of Concrete, Abstract, Pictorial methods for teaching concepts and flexible groups to address individual needs of all children.</p> <p>Core maths skills are taught daily to all children.</p>	<p>KS2 attainment in maths: With SEND: 50% (previous year: 43%) Excluding SEND: 60% (previous year: 33%)</p> <p>PP progress across the school in maths: 75% on track for VA with 15% exceeding.</p> <p>Times tables- maths manager</p> <p>Daily maths skills/ whole school planning monitored by maths manager. Book scrutiny from maths manager shows CAP.</p>
<p>C.</p>	<p>Improve self-regulation of emotions.</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, nurture leaders, SENCo and outside agency support when appropriate.</p> <p>Nurture sessions (Busy Bees) run for both key stages.</p> <p>Observations of children in class show emotional progress.</p> <p>Incidents of poor behaviour are rare (behaviour log)</p>	<p>Regular home contact from ELSA workers. Verbal feedback to nurture workers.</p> <p>Timetable variation for nurture staff to support x2 children 1:1- reduced by 50%.</p> <p>Monitoring by SENCO. Observations made of children.</p> <p>New behaviour policy in place. Reduced incidents for the majority of children. CPOMS being used to record incidents and flag up to all relevant staff.</p>

D.	<p>Improve curriculum enrichment for children from deprived families</p> <p>Ref: Effective ways to support disadvantaged pupils' achievement:</p> <ul style="list-style-type: none"> • Meeting individual learning needs • High quality teaching for all 	<p>Larger number of PP children accessing school trips/ enrichment clubs/ activities.</p>	<p>Tracking to be tighter for external school trips. Activities run on site to allow all children to access. Clubs run by staff in school day to allow for all children to access in day. Lunch club run in Spring term to target specific 'invited' children.</p>
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3. Planned expenditure						
Academic year	2017-18					
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

<p>Improve progress and attainment for all PP children across the school.</p>	<p>Allocated PP lead holding staff accountable for raising attainment for PP children who responds to data and addresses underperformance.</p> <p>Training for PP lead on 'Teaching the hard to Teach'</p>	<p>Ref: Effective ways to support disadvantaged pupils' achievement:</p> <ul style="list-style-type: none"> • Data driven and responding to evidence. • Clear responsive leadership. 	<p>Analysis of data post data drop for each stage.</p> <p>Identification of pupils learning needs from learning walks, book looks and pupil conferencing.</p>	<p>PP leader</p>	<p>June 2018</p>	<p>3/4 day PP lead and training £7000</p> <p>1.5 day LSA support £3500</p>
<p>Improve reading and vocabulary skills</p>	<p>INSET day training for whole staff on reading and phonics</p> <p>Whole school allocated separate reading time daily focussed on whole class higher level teaching.</p> <p>Raise profile of reading (including environments) across the school.</p>	<p>Analysis of the 2017 KS2 reading papers showed that children were unable to access questions which tested understanding of vocabulary (including reading specific terms) and retrieval.</p> <p>PP children achieved only 53% across the whole school in reading</p>	<p>Monitoring by teachers, English coordinator, PP lead.</p> <p>Stage assessments analyse progress of groups and 'stuck child' form tracks those not on track for ARE.</p> <p>SENCo/ PP coordinator monitors interventions for PP/SEN children.</p>	<p>SLT</p> <p>English Coordinator</p>	<p>June 2018</p>	<p>Training/ resources</p> <p>£3000</p>

Improve core number skills	INSET day training for whole staff on teaching maths focussed on abstract, concrete, pictorial.	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 and core number skills to be able to access further maths and be working at 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, 'stuck' sheets and IEPs.	SLT Maths Coordinator	June 2018	Training/ resources £2000
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Total budgeted cost £15,500

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 vocabulary 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 (meeting individual's needs).	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	1 day LSA costs catch up £2300 2x mornings per class £14,000
Improve core number skills	Wave 3 interventions with LSA/ surgery times for addressing misconceptions. (Magic Maths, catch up 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.	Work sampling/ learning walks. Teachers will discuss gaps/ misconceptions with LSAs then 1:1 teaching address them. Cold Tasks will show progress. Progress in times tables awards.	SENCo/ class teachers/ LSAs	End of Stage assessments	1 day LSA costs £2300 1x mornings per class £7,000

Improve well-being of all children	Run Nurture (Busy Bees) sessions 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.	Monitoring emotional progress of children accessing nurture/ ELSA. Ongoing training and support for ELSA/ Nurture workers. Support from Outside agencies, e.g. EP, YFM and CC.	SLT ELSA/ Nurture leaders SENCo	June 2018	1 day ELSA/nurture time 5 lunchtimes support £6000
Improve curriculum enrichment for children from deprived families	Subsidise costs for access to class trips/ curriculum activities/ residential.	Venn analysis of the school's profile of PP children show that a high number of them come from families suffering deprivation. Enrichment activities have not been accessed as regularly by this group of children which may have resulted in less engagement with whole school curriculum topics. Access to wrap around care provides stability, pastoral support and food.	Office staff to be aware of budget allocated to each eligible child. Teachers/ office staff to monitor children accessing breakfast/ after school care; extra curricula clubs; residential trips; class outings.	Admin Staff All class teachers.	June 2018	£9000
Total budgeted cost for targeted support					£40,600	
Total cost overall					£56,100	