



# Oakfield Primary School

## Pupil Premium Strategy Statement 2017/2018

Summary information					
School	Oakfield Primary School				
Academic Year	2017/2018	Total PP budget	£101,640  Total outlay: £108988.51	Date of most recent PP Review	Nov 2015
Total number of pupils	312	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Sept 2018

	PP 2017	National Non PP 2017
% Achieving ARE in Reading, Writing and Maths	85%/92%/ 85% Combined 71%	Combined 60%
% Achieving AARE in Reading, Writing and Maths	38%/ 15%/ 31% Combined 15%	Combined 7%
Progress in Reading	2.26	0.3
Progress in Writing	-0.22	0.2
Progress in Maths	2.24	0.3

## Barriers to future attainment (for pupils eligible for PP, including High Attaining)

### In-school barriers

1.	At the end of 2017, the attainment of PpM children in Year 1 for Reading and Maths, Year 3 for Reading, Writing and Maths, Year 5 for Reading and Grammar is lower than Non-PP children.
2.	At the end of 2017, the progress of PpM children in Year 1 for Maths, Year 2 for Writing, Maths and Grammar, Year 3 for Reading, Writing, Maths and Grammar, Year 5 for Reading and Maths, Year 6 for Reading, Writing, Maths and Grammar is lower than Non-PP children.
3.	Individual PP children have made little or no progress across the year. This limits their access to the curriculum.
4.	There is a proportion of PpM children who are also higher attaining or SEN who are more likely to have lower prior attainment.
5.	PP children are less likely to attend after school clubs and/or pay for educational visits.

### External barriers

6.	Whole group attendance have attendance lower than national expectations which results in them missing key learning.
7.	Key PP children have attendance lower than national expectations. They are more likely to be late and miss the start of the days learning.
8.	Parental engagement of PP children varies. There is a group of PP parents whose attendance for parents evening, meetings and information visits is lower than non PP parents.
9.	Some PP students are more likely to experience difficulties in the home or socially which affects their emotional wellbeing.

Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria	Milestones
A.	Diminish the differences between PP and Non for attainment in key year groups.	Improved attainment for all key cohorts in relation to ARE	<p>Autumn attainment shows:  Y1 R89% W22% M22% G78%  Y2 25% W25% M25% G25%  Y3 R36% W18% M27% G27%  Y4 R29% W29% M29% G21%  Y5 R24% W6% M12% G24%  Y6 R25% W25% M42% G33%</p> <p>Spring attainment shows:  Y1 R78% W67% M67% G78%  Y2 R60% W40% M60% G60%  Y3 R27% W27% M27% G27%  Y4 R31% W38% M44% G56%  Y5 R42% W21% M37% G37%  Y6 R36% W27% M45% G45%</p> <p>Summer attainment shows:  Y1 R67% W67% M100% G89%  Y2 R50% W50% M50% G50%  Y3 R38% W31% M38% G46%  Y4 R53% W40% M60% G60%  Y5 R58% W26% M47% G58%  Y6 R67% W50% M75% G67%</p>
B.	Diminish the differences between PP and Non for progress in key year groups.	Improved progress for all key cohorts to achieve a higher % meeting ARE	<p>Autumn progress shows:  Y1 R100% W44% M67% G11%  Y2 R25% W75% M50% G50%  Y3 R36% W46% M36% G73%  Y4 R50% W57% M36% G50%  Y5 R59% W65% M59% G41%  Y6 R75% W75% M92% G83%</p> <p>Spring progress shows:  Y1 R100% W89% M100% G78%  Y2 R80% W80% M100% G80%  Y3 R36% W73% M48% G73%  Y4 R81% W69% M63% G75%  Y5 R69% W69% M73% G69%  Y6 R54% W45% M82% G82%</p> <p>Summer progress shows:</p>

			<p>Y1 R89% W89% M100% G89%</p> <p>Y2 R67% W67% M83% G83%</p> <p>Y3 R54% W85% M69% G46%</p> <p>Y4 R93% W67% M73% G87%</p> <p>Y5 R84% W68% M84% G79%</p> <p>Y6 R100% W100% M100% G100%</p>																																				
C.	Boost the progress for key children who made little or no progress in the previous year due to significant barriers to learning.	Targeted interventions and monitoring to ensure these children make at least expected progress in 2017/2018	<p>See Provision map ( red progress children 2017/2018)</p> <table border="1"> <tr> <td>Reading 2/73 3% PPm</td> <td>Writing 3/73 4% PPm</td> <td>Maths 0/73 0% PPm</td> <td>Grammar 0/73 0% PPm</td> </tr> </table>	Reading 2/73 3% PPm	Writing 3/73 4% PPm	Maths 0/73 0% PPm	Grammar 0/73 0% PPm																																
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D.	Target PP children who are Higher Attaining or SEN with prior lower attainment to diminish the differences with their Non vulnerable peers.	The attainment and progress gap will close with the use of individual interventions and clear monitoring	<p>PPm and SEND shows all year groups made accelerated progress across the year. (See attainment and progress-whole school)</p> <p>PPm and HAT attainment shows: (No. of chn)</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Improved</th> <th>Not improved</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Reading (2)</td> <td>Grammar (3)</td> </tr> <tr> <td>2</td> <td></td> <td>Reading (1)</td> </tr> <tr> <td>3</td> <td>Reading (3), Maths (1), Grammar (2)</td> <td></td> </tr> <tr> <td>4</td> <td>Reading (2), Writing (1), Maths (4)</td> <td></td> </tr> <tr> <td>5</td> <td>Reading (4) Maths (1)</td> <td>Writing (2), Grammar (2)</td> </tr> <tr> <td>6</td> <td>Maths (1)</td> <td></td> </tr> </tbody> </table> <p>PPm and HAT progress shows: (No. of chn)</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>Improved</th> <th>Not improved</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Reading (2)</td> <td>Grammar (3)</td> </tr> <tr> <td>2</td> <td></td> <td>Reading (1)</td> </tr> <tr> <td>3</td> <td>Reading (3), Maths (1), Grammar (2)</td> <td></td> </tr> <tr> <td>4</td> <td>Reading (2), Writing (1),</td> <td></td> </tr> </tbody> </table>	Year group	Improved	Not improved	1	Reading (2)	Grammar (3)	2		Reading (1)	3	Reading (3), Maths (1), Grammar (2)		4	Reading (2), Writing (1), Maths (4)		5	Reading (4) Maths (1)	Writing (2), Grammar (2)	6	Maths (1)		Year group	Improved	Not improved	1	Reading (2)	Grammar (3)	2		Reading (1)	3	Reading (3), Maths (1), Grammar (2)		4	Reading (2), Writing (1),	
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<b>E.</b>	Increase PP children's attendance in after school clubs	All children will have the opportunity to partake in after school clubs (paid for by PP funding)	Subsidise out of school clubs Autumn term attendance: 23% Spring term attendance: 40% Summer term attendance: 33% term									
<b>F.</b>	Subsidise the cost of educational visits for PP children	All children will have the opportunity to partake in educational visits (for those who can't afford this will be paid for by PP funding)	Subsidise school trips - Autumn term 2018/2019									
<b>G.</b>	Increase attendance for PPM individuals to be in line with national 96%	The gap between PP children's attendance and national attendance will close in 2017/2018	Autumn shows: 94.57% Spring shows: 93.45% Summer shows: 94.74%									
<b>H.</b>	Diminish the differences in attendance for key PP children/families	Key children's attendance will be in line with national in 2017/2018	Autumn shows: 38% below 96% Spring shows: 51% below 96% Summer shows: 36% below 96%									
<b>I.</b>	Increase parental engagement in school events	PP parent's attendance at school events will be in line with non PP parents	Use of communication points. Going paperless with letters January 2018. Send information out via PIOTA app/Dojo app with 100% of parents accessing									
<b>J.</b>	Address the gap across KS1 for PP outcomes	Regular monitoring, assessment and pupil progress meetings will evidence that all students, including vulnerable groups, are benefiting from quality first teaching and provision in all KS1 classes	Autumn shows: 50% good or better teaching 2 x NQTs working with individualised plans Spring shows: 73% good or better teaching Summer shows: 82% good or better teaching									
<b>K.</b>	Personalised context information and interventions for PP children	Clear context information on context sheets for whole staff awareness	Created Autumn and updated half termly after data analysis for all classes									
<b>L.</b>	PP children with emotional / social difficulties are well supported.	All children identified and receive appropriate bespoke programme of support	Pastoral support; Autumn term shows 28% receiving support Spring term shows 44% receiving support Summer term shows 45% receiving support									

Planned expenditure							
Academic year	2017/2018						
Quality of Teaching for all							
Desired outcomes	Action	Rationale and monitoring		Staff Lead	Sept 2017	Jan 2017	Apr 2017
A. Attainment	Track PP individuals as separate group in Pupil progress meetings	The attainment in year 1, 3 and 5 is lower than Non PP children. Making PP a higher priority by adding to Pupil Progress meetings will give class teachers a heightened responsibility of this vulnerable group. Phase Leaders to track the attainment of this group through weekly work scrutiny and monitoring.		SW, NS and LR (SENCOs), NS (PPm Lead), Class Teacher, Phase Leader			
B. Progress	Specific context information added to context sheets	Context sheets already used successfully in all classes. Adding specific progress information for this group will help track QFT. Many PP children are BARE and need to make more than expected progress in order to diminish the differences.		Class Teacher			
C. Individual progress	Target individuals through rigorous and timely monitoring	The following numbers of PP children have made less than expected progress over the year: 4 children in reading, 12 children in writing, 3 children in maths and 6 children in grammar. These children are the most vulnerable and will be monitored daily by class teachers to ensure they make at least expected progress. NS (PP Lead) will monitor their progress weekly.		Phase Leader, Class Teacher, NS (PPm Lead)			
D. Vulnerable groups; HAT and SEND	Appointment of 2x SENCOs (Sept 2017-April 2018) TB appointed SENCO April 2018	Sept 2017		NS (PPm Lead), NS and LR (SENCOs until April 2018) TB appointed as SENCO April 2018, Class Teachers			
		PPm & HAT	PPm & SEND				
		Y1 = R 2, G 3	Y2 = 2 children				
		Y2 = R 1	Y3 = 1 child				
		Y3 = R 3, M 1, G 2	Y4 = 2 children				
		Y4 = R 2, W 1, M 4	Y5 = 6 children				
		Y5 = R 4, W 2, M 1, G 2	Y6 = 4 children				
		Y6 = M 1					
		This shows the amount of children working with needs across 2 vulnerable groups. The SENCOs will monitor these groups, along with the PP lead, to ensure their attainment and progress diminishes the differences between them and those Non PP peers. These children will be indicated on the class context information for all staff and monitored through pupil progress and weekly monitoring. Case studies will be devised for individuals from these groups to monitor provision.					

J. Gap in KS1	Appointment of an extra KS1 teacher (Sept 2017) for smaller classes and to eradicate Year 1/2 split class. New KS1 Lead	Year 1 has not made expected progress in the 2016/2017 academic year and the SAT results for Year 2 have dipped. A Phase leader with prior experience in KS1, has been moved to KS1 to move the phase forward and is working in Year 2. 2 new teachers have been appointed for Year 1 and Year 2. Alongside this, an extra KS1 teacher has been appointed to Year 1 to have 2 Year 1 classes and 2 Year 2 classes for more personalised provision. There are 4 PP children in Year 2 in September 2017 and 8 PP children in Year 1. These children will have specific individual interventions delivered by the class teacher at least weekly and will be monitored weekly by the phase leader and PP lead. Specific training for class teachers and TAs will begin 4 <sup>th</sup> September with training for Inspire maths delivery and the mastery approach. EYFS staff are supporting in Year 1 in the first week of September to ensure effective transition from EYFS to KS1 and continuous provision.	NS (KS1 Lead/ PP Lead), SW			
K. Personalised interventions	Individual context information for each PP child	To ensure more PP make enough progress to reach ARE, progress information will be added to context sheets. CT are then accountable for this groups progress more specifically and will then carry out individual interventions where needed to boost progress. This will be monitored weekly by PP lead through work and planning scrutiny, data, learning walks and pupil voice.	SW, NS (PPm lead) and Class Teachers			
<b>Total budgeted cost: £95725.68</b>						

Targeted support						
Desired outcomes	Action	Rationale and monitoring	Staff Lead	Sept 2017	Jan 2017	Apr 2017
				E. Individual Attendance at after school clubs	Subsidise cost for PP children to access clubs	PP children do not have access to after school clubs because of the cost of them. Subsidising the cost will mean these children can be engaged and will gain more life experiences.
F. Educational visits	Subsidise cost for PP children to access visits	Although all children access educational visits, some PP children worry if their parent/carer can't afford it. Eradicating the cost for this group will ensure the children are comfortable with accessing the trip without worrying about finances.	NS, DW			
G. Attendance	Attendance lead to track specific year groups	Attendance lead will track pupil groups and intervene where necessary to increase the attendance of PPm group.	AC, LT			
H. Individual attendance	Attendance lead to monitor individuals and take actions where needed	Some individual PP children were consistently below the 96% national average over the 2016/2017 academic year. Attendance lead will track these individuals more closely and produce case studies of attendance to find their barriers. Support for families will be put in place where needed to increase the attendance of these individuals.	AC, LT			
I. Parental engagement	Monitor engagement of PP parents/carers.	The engagement of PP parents/carers in 2016/2017 was lower than the Non PP adults. A parent voice is sent out termly along with intervention provision for their child, however only a small amount of PP parents respond to this. Another Parent voice will be sent out in September 2017 to see how we can further engage these parents in meetings and open days. Results will then be acted upon and an action plan will be formulated to engage parents further.	AC, NS (PPm Lead)			
L. Emotional and Wellbeing support	Specific Pastoral support for Emotional and well being needs	Many PP children at our school work with additional barriers. The Learning Mentor tracks these children and will provide relevant pastoral care where needed. Case studies will be produced for individuals to track their educational progress before and after their pastoral intervention.	AC			
<b>Total budgeted cost: £13262.83</b>						