



# Oakfield Primary School

## Pupil Premium Strategy Statement 2018/2019

Summary information			
<b>School</b>	Oakfield Primary School		
<b>Academic Year</b>	2018/2019	<b>Total PP budget</b>	£92, 400
<b>Total number of pupils</b>	302 (as of Jan Census, 304 at present (Sept 2018))	<b>Number of pupils eligible for PP</b>	70 ( as of Jan Census), 82 at present (Sept 2018)

KS2 Outcomes	PP 2018	National Non PP 2018
% Achieving ARE in Reading, Writing and Maths	64%/45%/ 73% Combined 45%	80/83/81 Combined 70%
% Achieving AARE in Reading, Writing and Maths	9%/ 9%/ 18% Combined 0%	33/24/28 Combined 12%
Progress in Reading	-1.12	0.31
Progress in Writing	-2.03	0.24
Progress in Maths	0.25	0.31

KS1 Outcomes	PP 2018	National Non PP 2018
% Achieving ARE in Reading, Writing and Maths	50%/50%/ 50% Combined 50%	79%/74%/80%
% Achieving AARE in Reading, Writing and Maths	0%/25%/ 0% Combined 0%	29%/18%/25%

Phonics Outcomes	PP 2018	National Non PP 2018
% Year 1 Achieving ARE in Phonics	82%	85%
% Year 2 resit Achieving ARE in Phonics	0%	-

EYFS Outcomes	PP 2018	National Non PP 2018
% Achieving GLD	71%	74%
% Achieving exceeding GLD	0%*	-

\*Children in EYFS came in at lower level, therefore, none had potential to reach exceeding.

### 2018/2019 Targets

Targets vary due to nature and number within cohorts.

Summer 2018 year group baselines show:

	Attainment (ARE)	Progress (Expected progress)
Y1	R67% W67% M100%	R89% W89% M100%
Y2	R50% W50% M50%	R67% W67% M83%
Y3	R38% W31% M38%	R54% W85% M69%
Y4	R53% W40% M60%	R93% W67% M73%
Y5	R58% W26% M47%	R84% W68% M84%
Y6	R67% W50% M75%	R100% W100% M100%

2018/2019 Targets:

100% of PPM children make at least expected progress in Reading, Writing and Maths by end Summer

Summer 2019 year group outcomes show:

	Attainment (ARE)	Progress (Expected progress)
Y1	R50% W63% M63%	R75% W88% M75%
Y2	R75% W75% M75%	R83% W75% M92%
Y3	R50% W50% M50%	R100% W50% M100%
Y4	R60% W60% M80%	R74% W67% M80%
Y5	R76% W29% M59%	R94% W59% M82%
Y6	R38% W78% M78%	R % W % M %

Year 1 change of teacher April. Previous teacher insecure assessment with support, started formal support process; resigned. Support with moderation, weekly planning and weekly book coaching.

Year 6 Reading children 14 children from cohort did not achieve ARE even though predicted to. Of these, % were PPM

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b>	
<b>1.</b>	At the end of 2018, the attainment of PPM children in Year 1 for Reading, Year 2, 3, 4, 5 and 6 for Reading, Writing, Maths and Grammar was lower than Non-PP children.
<b>2.</b>	At the end of 2018, the progress of PPM children in Year 1 for Reading, Year 2, 3 for Reading, Writing, Maths and Grammar, Year 4 for Writing, Maths and Grammar, Year 5 for Writing, Maths and Grammar was lower than Non-PP children.
<b>3.</b>	Individual PP children have made at least expected progress across the year. This limits their access to the curriculum as to catch up with their Non-PPm peers, they need to make accelerated progress.
<b>4.</b>	There is a proportion of PPM children who are also higher attaining or SEN who are more likely to have lower prior attainment.
<b>5.</b>	PP children are less likely to attend after school clubs and/or pay for educational visits.
<b>External barriers</b>	
<b>6.</b>	Whole group attendance have attendance lower than national expectations which results in them missing key learning.
<b>7.</b>	Key PP children have attendance lower than national expectations. They are more likely to be late and miss the start of the days learning.
<b>8.</b>	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.
<b>9.</b>	Some PP students are more likely to experience difficulties in the home or socially which affects their emotional wellbeing.

<b>Funding received</b>	<b>Expenditure</b>	<b>Difference</b>
£92,400	£96,933.32 Pastoral £14,116.15 After school clubs £4,593.81	+£4,533.32

Desired outcomes	Actions	Lead person	Performance milestones: Outcomes/dates	Monitoring strategy	Resources/Finance/CPD
<p>A. Increase the % of PP children achieving and exceeding ARE at key assessment points; KS1, KS2</p>	<p>1. Delivery of PIXL programme interventions. PIXL leads to attend training for KS1 and KS2 termly</p> <p>2.Gaps analysis from testing used to pinpoint areas of need within teaching</p> <p>3.Boosters for KS2 children in Reading and Maths</p> <p>4.Class context sheets created and shared with TAs to focus on key children in class in order to diminish differences</p> <p>5.TA weekly training to upskill</p> <p>6.Revision guides purchased for TAs in order to strengthen subject knowledge in order to support in class and deliver interventions</p> <p>7.Afternoon interventions delivered for small groups and 1:1</p>	<p>KS1 phase leader, KS2 phase leader, EYFS leader</p>	<p>1a. Pixl to be purchased Sept 2018</p> <p>1b. Termly visits for core assessment group (HT,AHT, Year 6 lead)</p> <p>1c. Termly conferences KS1 and KS2 Autumn,(1,2) Spring (1,2), Summer (1,2)</p> <p>1d. Half termly testing October, December, February, April, June, July. Year 2-6</p> <p>1e. Year 1 – teacher assessment including SLT Half termly October, December, February, April, June, July.</p> <p>1f. Therapies to be used to boost key marginal and higher PAG children</p> <p>2a. Monitor gap analysis in PProgress meetings October/December/February/ March/May/July</p> <p>3a. Monitor boosters to ensure attendance and session maximised for impact October/February/May</p> <p>4a. Re organisation of class context sheets to colour code all children on progress from starting points. Jan 19</p> <p>5a.TA training teaching and learning-weekly-HT</p> <p>6a.Subject knowledge of TAs as focus in observations October/February/May</p> <p>7a. Monitor impact of interventions through Provision Map. October/December/February/ March/May/July</p> <p>7b.Focus on key children in provision map and target in next round of observations/book looks</p>	<p>PIXL assessments</p> <p>Pupil progress meetings</p> <p>Class context sheets</p> <p>Observations</p> <p>Book looks</p> <p>Provision map</p> <p>Phonics observations</p> <p>Phonics assessments</p>	<p>CPD core assessment group PIXL £3,500</p> <p>Pupil progress meeting non-contact time £532 x6 per year</p> <p>TA training time 20 mins weekly £117 (weekly)</p> <p>Meeting times for assessment analysis £372 x6 per year</p> <p>T/TA delivery time for interventions £28 each TA each pm</p>

	8. Phonics targeted delivery for Year 2 children who failed Phonics in Year 1. TA leading to attend training on delivering programme		to monitor progress October/December/February/ March/May/July  8a. EYFS leader to rewrite phonics programme to fit for our school-September 2018 8b. Train TAs on delivery of phonics to target specific needs within class and interventions – Sept 2018 8c. Phonics assessment to check progress and gaps in learning- October/February/May		
B. Increase % of PP children achieving ARE with high prior attainment or SEN	1. Testing half termly to identify gaps in learning  2. Results of testing to form part of pupil progress meetings in order to create groups for learning  3. Class contexts forms completed to identify key vulnerable groups  4. Intervention timetables created to ensure targeted learning. Targeted interventions in small groups or 1:1 provision  5. Learner passports and termly meetings held for SEN-PP children	PP lead, SENCO	1a. Testing October, December, February, April, May, July  2a. QLA of test to create intervention groups October, December, February, April, May, July 2b. Complete and evaluate targeted therapies. December, February, April, May, July 2c. AHT complete provision map - October, December, February, April, May, July to demonstrate impact.  3a. Amend context sheets and Venn diagrams  4a. Create interventions class teachers to target gaps October, December, February, April, May, July  5a. SEND action plan to be re-written following learner passport meeting – Jan 19 5b. Teachers to write targets – SEND to moderate these – Jan, April 5c. TA tutorials – x 2 weeks review of targets, record information.	Lesson observations Drop in sessions  Weekly book scrutiny  KS1 weekly planning scrutiny NS/TB SEND/PPM drop ins  Learning Walks  Tracking of targeted children through data  SENDco drop in sessions  Half termly checking of targets - SENDco	PIXL resources and assessment £3,500  Non-contact time £258 per ½ day x6 per year  CPD PIXL £3,500  T/TA delivery time for interventions £28 each TA each pm
C. Increase attendance of PP children at after school clubs	1. Staff to identify area of interest in order to run clubs	Lead admin, PP lead	1a. Staff voice to ascertain interests for club offering	Monitor attendees of after school clubs with	Subsidise cost of clubs- staff time £4,593.81

	<p>2. Identify a broad range of clubs for each KS in each term to fulfil children's interests</p> <p>3. All children to have opportunity to attend clubs. If any club more popular than allocated spaces, more staff to join running of clubs so all children interested can attend</p> <p>4. Boosters to run for KS2 (Y3-6) inviting key PP children to attend to cover gaps in knowledge</p>		<p>2a. Evaluate number and range of after school clubs</p> <p>2b. Cost and implement a plan to run as many clubs as possible free of charge – September</p> <p>2c. Pupil voice from school council to ascertain variety offered.</p> <p>3a. Provide access for all interests and circumstances.</p> <p>3b. Monitor PPM children for attendance and include on provision map</p> <p>3c. Trial Autumn term clubs free of charge and evaluate</p> <p>4a. Evaluate booster sessions for impact. October, December, February, April, May, July</p> <p>4b. Target children for boosters to close the gap October, December, February, April, May, July</p>	<p>pupil premium manager</p> <p>Evaluate and adjust where necessary.</p> <p>Registers for after school clubs</p> <p>Pupil voice</p>	<p>Non-contact time £258 per ½ day x6 per year</p>
D. Increase attendance for PP children on educational visits	<p>1. One educational visit per term either out of school or a visitor in</p> <p>2. Educational visit to match work completed in topic work</p> <p>3. Subsidise cost of trips in part so all parents are able to contribute in part to the trip</p>	<p>Business manager, PP lead</p>	<p>1 and 2. Topic launch, trip and celebration Autumn, Spring, Summer to show impact of topic on knowledge and understanding</p> <p>3a. Evaluate number of non-payers</p> <p>3b. Cost viability to subsidise part of trip to ensure cost accessible for all</p> <p>3c. Evaluate impact on budget for cost of trips being cheaper – Autumn, Spring, Summer</p>	<p>Foundation curriculum</p> <p>Budgeting</p>	<p>Subsidise cost of trips potential £500 per phase???</p> <p>Cost viability</p> <p>Budget £ 2000 for all phases???</p> <p><b>CONSIDER FOR 2019/2020 although 4 families reduced rate school fully subsidised their trips plus 2x family of twins accepted buy one get one free for Robinwood</b></p>
E. Increase attendance of PP children	<p>1. Families targeted quickly if trends in attendance arise</p> <p>2. Weekly attendance award for classes to encourage better attendance in school</p>	<p>Attendance leads, PP lead</p>	<p>1a. Implement an Action plan to improve attendance</p> <p>1b. Appointment of Line Manager to supervise Learning Mentor</p> <p>1c. Half termly review meetings with head to monitor system</p> <p>1d. Meet with other local schools to discuss common issues – Autumn 2</p> <p>1e. Commission an evaluation of attendance procedures</p>	<p>Registers</p> <p>Individual attendance records</p> <p>Illness</p> <p>Unauthorised absences</p>	<p>Staff non-contact time £42 per ½ day x6 per year</p> <p>Meetings</p>



	<p>2.Class Dojo service to message parents individually to alert of events</p> <p>3.Teachers to offer alternative times/days for parents evenings for those who are unable to attend usual meeting times</p>		<p>1c.One picture to go on School Story and School Facebook page in order to capture as many parents as possible on social media sites</p> <p>1d.Monitor impact of messages and attendance to events</p> <p>2a.Reminders sent via Class Dojo for trips and events in school</p> <p>2b.Daily communication via Dojo/open door policy for parents where required</p> <p>2c.Staff visibility on playground at start and end of day/SLT on gate in a morning to welcome children and to speak with parents- launch Sept 2018</p> <p>3a.Parents evening to be spread over two nights so more parents can attend and to allow for longer meeting slots- Autumn , Spring</p> <p>3b.Alternative meeting times available for parents/carers who cannot attend parent evening times Autumn, Spring</p>		
H. Address the gap across KS1 for PP outcomes	<p>1.PIXL programme bought and used to support gaps in KS1 PP children knowledge</p> <p>2.Target interventions for gaps of individual PP children</p>	KS1 phase lead	<p>1a.PIXL to be purchased Sept 2018</p> <p>1b.Termly visits for core assessment group (HT, AHT, Year 6 lead)</p> <p>1c.Termly conferences KS1 and KS2 Autumn,(1,2) Spring (1,2), Summer (1,2)</p> <p>1d.Half termly testing October, December, February, April, June, July. Year 2-6</p> <p>1eYear 1 – teacher assessment including SLT Half termly October, December, February, April, June, July.</p> <p>2a.Therapies to be used to boost key marginal and higher PAG children</p> <p>2b.Monitor interventions to ensure session maximised for impact October/February/May</p> <p>2c.TA training teaching and learning-weekly-HT</p> <p>2d.Subject knowledge of TAs as focus in observations October/February/May</p>	<p>PIXL</p> <p>Staff meeting</p> <p>Interventions</p> <p>Drop ins</p> <p>Class context sheets</p> <p>TA training</p> <p>Provision map</p> <p>Phonics programme and assessment</p>	<p>PIXL costs, resources and assessment £3,500</p> <p>Non-contact time £258 per ½ day x6 per year</p> <p>Pupil progress each progress meeting £86 x6 per year</p> <p>Staff meeting £532</p> <p>TA training£117 (weekly)</p> <p>PPA time</p> <p>T/TA delivery time for interventions £28 each TA each pm</p>



	<p>3. Half termly pupil progress meetings to monitor progress with SLT</p> <p>4. Class context sheets developed and shared with TAs to target support</p> <p>5. Phonics targeted delivery for Year 2 children who failed Phonics in Year 1. TA leading to attend training on delivering programme</p>		<p>2e. Focus on key children in provision map and target in next round of observations/book looks to monitor progress Oct</p> <p>2f. Weekly planning completed in phase teams to ensure coverage of curriculum matches children's ability and gaps in knowledge</p> <p>2g. Target children through teaching using Bloom's questioning and Kagan strategies- Sept 2018/ October/December/February/ March/May/July</p> <p>3a. Monitor gap analysis in PProgress meetings October/December/February/ March/May/July</p> <p>4a. Re organisation of class context sheets to colour code all children on progress from starting points. Jan 19</p> <p>5a. EYFS lead to rewrite phonics programme to fit for our school-September 2018</p> <p>5b. Train TAs on delivery of phonics to target specific needs within class and interventions – Sept 2018</p> <p>5c. Phonics assessment to check progress and gaps in learning- October/February/May</p>	<p>Book looks</p> <p>Planning</p>	
<p>I. PP children with emotional/social difficulties are well supported</p>	<p>1. Class teachers refer pastoral needs to Learning mentor. Pastoral support will support through a range of programmes depending on need</p>	<p>Learning mentor, PP lead</p>	<p>1a. Pastoral team devise a programme of support for individual pupils and liaise with parents Sept 2018</p>	<p>Behaviour Watch</p> <p>CPOMS</p> <p>Provision map</p>	<p>Non-contact time £42 per pm</p> <p>Pastoral team time £14,116.15</p>

	<p>2.Use Behaviour Watch, CPOMS to record behavioural incidences</p> <p>3.Pastoral support to liaise with families and external agencies</p> <p>4.Buddies to support children in the playground with social needs</p>		<p>2a.Initial concerns of pastoral needs to be recorded on Behaviour Watch- Sept 2018, CPOMS May 2019</p> <p>2b.Record timetable of pastoral support to monitor time and impact on provision map- Sept 2018</p> <p>3a.External agency support where relevant</p> <p>3b.Learning mentor to liaise with SENCO for children who are PP-SEN to ensure personalised support in class and through pastoral support Sept 2018</p> <p>4a.Pastoral team- New Buddies voted for Sept 2018 include training and whole group discussions October/December/February/ March/May/July</p> <p>4b.Pastoral team-School council to support British Values/SMSC covering range of topics that could support pastoral requirements –Sept 2018 launch</p> <p>4c.Worry box in corridor for any children with concerns-Sept 2018 follow up by Pastoral team where appropriate</p>	<p>External agencies</p> <p>Pastoral support</p>	<p>External agency meeting time</p> <p>Learning mentor and SEN meeting time £56 per hour</p>
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