



# Oakfield Primary School

## Pupil Premium Strategy Statement 2020/2021

Summary information			
School	Oakfield Primary School		
Academic Year	2020/2021	Total PP budget	£99,000
Total number of pupils	296	Number of pupils eligible for PP	75 (as of March 2020 DfE figures) 99 at present

KS2 Outcomes	PP 2019	National Non PP 2019
% Achieving ARE in Reading, Writing and Maths	13%	71%
% Achieving AARE in Reading, Writing and Maths	0%	13%
Progress in Reading	-3.55/all chn -3.3	0.32
Progress in Writing	0.48/all chn 0.61	0.27
Progress in Maths	0.10/ all chn 0.59	0.37

3 year trend Ppm Reading 2017 0.36 2018 -1.12 2019 -3.55 Ppm writing 2017 -2.16 2018 -2.04 2019 0.48 Ppm maths 2017 0.65 2018 0.26 2019 0.10  
Non Reading 2017 1.13 2018 -1.22 2019 -3.3 Non Writing 2017 -0.78 2018 0.55 2019 0.61 Non Maths 2017 0.63 2018 1.36 2019 0.59

KS1 Outcomes	PP 2019	National Non PP 2019
% Achieving ARE in Reading, Writing and Maths	77%	69%
% Achieving AARE in Reading, Writing and Maths	8%	-

Phonics Outcomes	PP 2019	National Non PP 2019
% Year 1 Achieving ARE in Phonics	67	84
% Year 2 resit Achieving ARE in Phonics	100	40

EYFS Outcomes	PP 2019	National Non PP 2019
% Achieving GLD	88	-
% Achieving exceeding GLD	?	-

### 2018/2019 Targets- not updated targets due to Covid-19

Targets vary due to nature and number within cohorts.

Summer 2019 year group baselines show (colours reflect difference to Summer 2018):

	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 -3.55 W 0.48 M 0.10

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.

2019/2020 Targets:

100% of PPM children make at least expected progress in Reading, Writing and Maths by end Summer 2020 and sustain outcomes

Year 6 Reading children 14 children from cohort did not achieve ARE even though predicted to. Of these, 71 % were PPM.

### Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

1.	<p>At the end of 2019,</p> <ul style="list-style-type: none"> <li>The attainment gap between PPM and Non PPM was diminishing in most year groups for Reading. The areas to focus on in Reading are Year 1 phonics in school and national gap, Year 1 attainment in school and national gap, Year 4 in school gap and Year 6 in school and national gap.</li> <li>The attainment gap between PPM and Non PPM was diminishing in most year groups for Writing. The areas to focus on in Writing are EYFS in school and national gap, Year 1 and 5 in school and national gap.</li> <li>The attainment gap between PPM and Non PPM was diminishing in most year groups for Maths. The areas to focus on in Maths are Year 1 in school and national gap</li> </ul>
2.	<p>At the end of 2019,</p> <ul style="list-style-type: none"> <li>The progress gap between PPM and non PPM was diminishing in most year groups for Reading. The areas to focus on in Reading are Year 1 progress in school and national gap, Year 4 in school gap, Year 6 in school and national gap.</li> <li>The progress gap between PPM and non PPM was diminishing in most year groups in Writing. The areas to focus on in Writing are Year 1, 2, 3 and 5 in school gap</li> </ul>

	<ul style="list-style-type: none"> <li>The progress gap between PPM and non PPM was diminishing in most year groups in Maths. The areas to focus on in Maths are Year 1 in school gap and Year 6 in school and national gap.</li> </ul>
3.	There is a proportion of PPM children who are also higher attaining or SEN who are more likely to have lower prior attainment.
4.	PP children are less likely to attend after school clubs and/or pay for educational visits.
<b>External barriers</b>	
5.	Whole group attendance have attendance lower than national expectations which results in them missing key learning.
6.	Key PP children have attendance lower than national expectations. They are more likely to be late and miss the start of the days learning.
7.	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.
8.	Some PP students are more likely to experience difficulties in the home or socially which affects their emotional wellbeing.

Funding received	Expenditure	Difference
£99,000	Additional support/interventions: £87,835.23 Pastoral support: £3,537.23 After school clubs: £45,972.89	+£292.46 for additional support and pastoral

Desired outcomes	Actions	Lead person	Performance milestones: Outcomes/dates	Monitoring strategy	Resources/Finance/CPD
A. Increase the % of PP children achieving and exceeding ARE which will improve progress at key assessment points; KS1, KS2 and diminish the difference in school and nationally	<ol style="list-style-type: none"> <li>Gaps analysis from testing used to pinpoint areas of need within teaching</li> <li>Boosters for Year 5 and 6 children in Reading and Maths</li> <li>Class context sheets created and shared with TAs to focus on key children in class in order to diminish differences</li> </ol>	KS1 phase leader, KS2 phase leader, EYFS leader	<ol style="list-style-type: none"> <li>Monitor gap analysis in PProgress meetings October/December/February/ March/May/July</li> <li>Monitor boosters to ensure attendance and session maximised for impact October/February/May</li> <li>Continue to colour code context sheets for all children on progress from starting points. October/December/February/ March/May/July</li> </ol>	Pupil progress meetings  Class context sheets  Observations  Book coaching  Provision map	Pupil progress meeting non-contact time £532 x6 per year  TA training time 20 mins weekly £117 (weekly)  Meeting times for assessment analysis £372 x6 per year

	<p>4. TA weekly training to upskill</p> <p>5. Revision guides purchased for TAs in order to strengthen subject knowledge in order to support in class and deliver interventions</p> <p>6. Interventions delivered at point of need for small groups and 1:1</p> <p>7. Phonics targeted delivery for Year 2 children who failed Phonics in Year 1. TA leading to attend training on delivering programme</p>		<p>4a.TA training teaching and learning-weekly-HT</p> <p>5a.Subject knowledge of TAs as focus in observations October/February/May</p> <p>6a. Develop purpose of interventions to include smaller group teaching and point of need for all children. Revise half termly October/December/February/ March/May/July</p> <p>6b. Monitor impact of interventions through Provision Map. October/December/February/ March/May/July</p> <p>6b.Focus on key (red) children in provision map and progress and target in next round of observations/book looks to monitor progress October/December/February/ March/May/July</p> <p>7a. AHT to monitor impact of new school phonics programme half termly October/December/February/ March/May/July</p> <p>7b.Train/monitor TAs on delivery of phonics to target specific needs within class and interventions</p> <p>7c.Phonics assessment to check progress and gaps in learning- October/February/May</p>	<p>Phonics observations</p> <p>Phonics assessments</p> <p>Phase trawls core and non-core subjects</p>	<p>T/TA delivery time for interventions £28 each TA each pm</p>
<p>B. Increase % of PP children achieving ARE with high prior attainment or SEN</p>	<p>1.Testing half termly to identify gaps in learning</p> <p>2.Results of testing to form part of pupil progress meetings in order to create groups for learning</p>	<p>PP lead, SENCO</p>	<p>1a. Testing October, December, February, April, May, July</p> <p>2a.QLA of test to create intervention groups October, December, February, April, May, July</p> <p>2b.Complete and evaluate targeted interventions December, February, April, May, July</p> <p>2c.AHT complete provision map - October, December, February, April, May, July to demonstrate impact.</p>	<p>Lesson observations Drop in sessions</p> <p>Weekly book scrutiny</p> <p>KS1 weekly planning scrutiny</p>	<p>Non-contact time £258 per ½ day x6 per year</p> <p>T/TA delivery time for interventions £28 each TA each pm</p>

	<p>3. Class contexts forms completed to identify key vulnerable groups</p> <p>4. Intervention timetables created to ensure targeted learning. Targeted interventions in small groups or 1:1 provision</p> <p>5. Learner passports and termly meetings held for SEN-PP children</p>		<p>3a. Amend context sheets half termly October, December, February, April, May, July and Venn diagrams termly Dec, April, July</p> <p>4a. Create interventions class teachers to target gaps October, December, February, April, May, July</p> <p>5a. Teachers to write targets on learner passports – SEND to moderate and monitor these – October, December, February, April, May,</p> <p>5c. TA tutorials – x 2 weeks review of targets, record information.</p>	<p>SEND/PPM drop ins</p> <p>Learning Walks</p> <p>Tracking of targeted children through data</p> <p>SENDco drop in sessions</p> <p>Half termly checking of targets - SENDco</p>	
C. Increase attendance of PP children at after school clubs	<p>1. Staff to identify area of interest in order to run clubs</p> <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 (Y5-6) inviting key PP children to attend to cover gaps in knowledge</p>	Lead admin, PP lead	<p>1a. Staff to consider alternative club provision to vary opportunities for children Sept, Jan, April</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- Sept, Jan, April</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. Continue to run clubs free of charge and evaluate impact</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>Monitor attendees of after school clubs with pupil premium manager Evaluate and adjust where necessary.</p> <p>Registers for after school clubs</p> <p>Pupil voice</p>	<p>Subsidise cost of clubs- staff time £4,593.81</p> <p>Non-contact time £258 per ½ day x6 per year</p>
D. Increase attendance for PP	1. One educational visit per term either out of school or a visitor in	Business manager, PP lead	1 and 2. Topic launch, trip and celebration Autumn, Spring, Summer to show impact of topic on knowledge and understanding	Foundation curriculum	Subsidise cost of trips potential £500 per phase???

children on educational visits	<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>2. Visit to coincide with topic completed in wider curriculum/English link Autumn, Spring, Summer term</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>3d. Year 6 Robinwood trip- subsidise for parents where needed eg, 2 for 1 where twins are attending</p>	Budgeting	<p>Cost viability</p> <p>Budget £ 2000 for all phases???</p>
E. Increase attendance of PP group	<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>3.Pastoral support for emotional wellbeing</p>	Attendance leads, PP lead, AHT	<p>1a.Implement an Action plan to improve attendance AHT</p> <p>1b.Appointment of Line Manager to supervise Learning Mentor AHT</p> <p>1c.Fortnightly review meetings with AHT to monitor system Learning Mentor and Admin</p> <p>1d.Meet with other local schools to discuss common issues termly Autumn, Spring, Summer</p> <p>1e.Commission an evaluation of attendance procedures</p> <p>1f. follow attendance procedure to increase attendance and hold families to account when attendance below national average.</p> <p>2.Encourage children to attend school and families where attendance is lower- daily</p> <p>3a.Admin Assistant track % for attendance and alert PP leader of absences in year groups- target groups/identify individual children December, April, July</p> <p>3b.Learning Mentor and Admin Assistant to take action and monitor absences within year groups</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>Fortnightly meetings £1,520 per year AHT, Learning Mentor and Admin</p>
F. Increase attendance for PP individuals to be in line with national, 96%	<p>1. Attendance lead to monitor key children weekly. Actions to be taken for individuals who attendance is below 96%; letters, phone calls, referral to EWO</p>	Attendance leads, PP lead, AHT	<p>1a.Implement an Action plan to improve attendance AHT</p> <p>1b.Appointment of Line Manager to supervise Learning Mentor</p> <p>1c. Fortnightly review meetings with AHT to monitor system LT and AC</p>	<p>Registers</p> <p>Individual attendance records</p>	<p>Non-contact time £42 per ½ day x6 per year</p> <p>Meetings</p>

			<p>1d.Meet with other local schools to discuss common issues termly Autumn, Spring, Summer</p> <p>1e.Commission an evaluation of attendance procedures</p> <p>1g.Monitor individual attendance below 96%</p> <p>1h.Monitor persistent absentees and document reasons for absences so PP lead can add to provisions for these children</p> <p>1i.Check 'catch up' work provided for persistent absentees- eg, invite to boosters October, December, February, April, May, July</p>	<p>Illness</p> <p>Unauthorised absences</p> <p>Staff meetings</p>	<p>Fortnightly meetings £1,520 per year AHT, Learning Mentor and Admin</p>
	<p>2.Attendance to class teachers termly to monitor and encourage attendance</p>		<p>2a.Staff meeting to share attendance of whole class and individuals December, March, July</p> <p>2b.Teachers to encourage attendance through discussions with individuals about importance of school October, December, February, April, May, July</p>		
<p>G. Increase parental engagement in school events</p>	<p>1. Class Dojo and school Facebook group page to share more communication so parents aware of all school events</p> <p>2.Class Dojo service to message parents individually to alert of events</p>	<p>Business manager, PP lead, Admin lead</p>	<p>1a.Class Dojo to be updated every week by class teachers to include one picture of work from the week and at least one positive individual message home</p> <p>1b.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>1c.Monitor impact of messages and attendance to events weekly Admin lead</p> <p>2a.Reminders sent via Class Dojo for trips and events in school when relevant</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/all staff to rota time on gate in a morning to welcome children and to speak with parents-daily</p>	<p>PIOTA/DOJO/ Facebook</p> <p>Parents evening</p>	<p>Non-contact time £258 per ½ day x6 per year</p> <p>Parent evenings 2x twilights £1064 x2 per year</p>

	3. Teachers to offer alternative times/days for parents evenings for those who are unable to attend usual meeting times		3a. Parents evening to be spread over two nights so more parents can attend and to allow for longer meeting slots- Autumn, Spring 3b. Alternative meeting times available for parents/carers who cannot attend parent evening times Autumn, Spring arrange with class teachers		
H. PP children with emotional/social difficulties are well supported	<ol style="list-style-type: none"> <li>1. Class teachers refer pastoral needs to Learning mentor. Pastoral support will support through a range of programmes depending on need</li> <li>2. Use CPOMS to record behavioural incidences</li> <li>3. Pastoral support to liaise with families and external agencies</li> <li>4. Buddies to support children in the playground with social needs</li> </ol>	Learning mentor, PP lead	<ol style="list-style-type: none"> <li>1a. Pastoral team devise a programme of support for individual pupils and liaise with parents half termly October, December, February, April, May, July</li> <li>2a. Initial concerns of pastoral needs to be recorded on, CPOMS when needed for individuals and relevant staff alerted 2b. Record timetable of pastoral support to monitor time and impact on provision map- October, December, February, April, May, July</li> <li>3a. External agency support where relevant 3b. Learning mentor to liaise with SENCO for children who are PP-SEN to ensure personalised support in class and through pastoral support October, December, February, April, May, July</li> <li>4a. Pastoral team- New Buddies voted for Sept 2019 include training and whole group discussions October, December, February, April, May, July 4b. Pastoral team-School council to support British Values/SMSC covering range of topics that could support pastoral requirements October, December, February, April, May, July 4c. Worry box in corridor for any children with concerns- follow up by Pastoral team where appropriate</li> </ol>	Behaviour Watch  CPOMS  Provision map  External agencies  Pastoral support	Non-contact time £42 per pm  Pastoral team time £14,116.15  External agency meeting time  Learning mentor and SEN meeting time £56 per hour



