

# The Oaklands Primary School - Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	The Oaklands Primary				
<b>Academic Year</b>	<b>2018/19</b>	<b>Total PP budget</b>	£250,800	<b>Date of most recent PP Review</b>	Jan 18
<b>Total number of pupils</b>	402	<b>Number of pupils eligible for PP</b>	190 (54%)	<b>Date for next internal review of this strategy</b>	January 2019

Attendance information				
	Overall absence		Persistent absence	
	The Oaklands 17/18	National 17/18 (Aut and Spr term)	The Oaklands 17/18	National 16/17
Disadvantaged	4.6%	6.2%	8.2%	7.3%
Other	5.7%	3.8%	4%	4.2%
Overall	5.2%	4.0%	12%	8.3%

<b>3. Outcomes – 2018 Statutory Testing Data</b>						
	<b>ALL (national in brackets)</b>	<b>Pupils eligible for PP (<i>National in brackets</i>)</b>	<b>Pupils not eligible for PP (<i>National in brackets</i>)</b>	<b>In school difference</b>	<b>Difference to national other</b>	<b>National other</b>
<b>% EYFS GLD</b>	59% (72%)	36% (TBC)	80% (TBC)	-44%	TBC	TBC
<b>% PHONICS</b>	79% (82%)	71% (70%)	93% (84%)	-22%	13%	84%
<b>% KS1 EXPECTED STANDARD READING, WRITING, MATHEMATICS</b>	48% (TBC)	38.5% (TBC)	55% (TBC)	-16.5%	TBC	TBC
<b>% KS1 HIGHER STANDARD READING, WRITING, MATHEMATICS</b>	1.7% (TBC)	0% (TBC)	1.7 (TBC)	-1.7	TBC	TBC
<b>% KS1 EXPECTED STANDARD READING</b>	66% (72%)	57.7% (TBC)	72% (TBC)	14.3%	TBC	TBC
<b>% KS1 HIGHER STANDARD READING</b>	8.5% (26%)	7.4%	10%	-2.6%	TBC	TBC
<b>% KS1 EXPECTED STANDARD WRITING</b>	66% (70%)	44%	58.62%	-14.62%	TBC	TBC
<b>% KS1 HIGHER STANDARD WRITING</b>	9% (16%)	3.7%	3.45%	+0.25%	TBC	TBC
<b>% KS1 EXPECTED STANDARD MATHEMATICS</b>	60% (76%)	48.15%	68.97%	-20.82%	TBC	TBC
<b>% KS1 HIGHER STANDARD MATHEMATICS</b>	9% (22%)	0%	9%	-9%	TBC	TBC
<b>KS2</b>						
<b>% KS2 EXPECTED STANDARD READING, WRITING , MATHEMATICS</b>	40% (64%)	50% (70%)	25% (70%)	+25%	-20%	70%
<b>% KS2 HIGHER STANDARD READING, WRITING, MATHEMATICS</b>	7% (10%)	11% (12%)	0% (12%)	+11%	-1%	12%
<b>% KS2 EXPECTED STANDARD READING</b>	50% (75%)	56% (80%)	33% (80%)	+23%	-24%	80%

<b>% KS2 HIGHER STANDARD READING</b>	23% (28%)	28% (33%)	17% (33%)	+11%	-5%	33%
<b>KS2 PROGRESS SCORE READING</b>	-3.15	-2.54	-4.26	-1.72		
<b>% KS2 EXPECTED STANDARD WRITING</b>	67% (78%)	61% (83%)	75% (83%)	-14%	-22%	83%
<b>% KS2 HIGHER STANDARD WRITING</b>	10% (20%)	11% (24%)	0% (24%)	+11%	-13%	24%
<b>KS2 PROGRESS SCORE WRITING</b>	-3.54	-3.74	-3.17	0.57		
<b>% KS2 EXPECTED STANDARD MATHEMATICS</b>	67% (76%)	61% (81%)	67% (81%)	-6%	20%	81%
<b>% KS2 HIGHER STANDARD MATHEMATICS</b>	10% (23%)	11% (28%)	8% (28%)	+3%	-17%	28%
<b>KS2 PROGRESS SCORE MATHEMATICS</b>	-3.63	4.22	2.57	1.63		

**KS1: ASP guidance:**

***This is provisional data for 2017/18. CLA data is not currently available, therefore we are not currently publishing breakdowns of data such as disadvantaged which appeared previously. This information will be included in a later release.***

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	<b>EYFS:</b> On entry, the basic linguistic, communication and mathematical skills of PP pupils are typically below those of other pupils nationally.
<b>B.</b>	<b>Reading, Writing &amp; Maths:</b> Due to the previous legacy of underachievement, there is a need to further raise achievement for all groups but particularly PP pupils whose attainment remains below pupils nationally by the time they leave the school.
<b>C.</b>	<b>Teaching:</b> There is still a small proportion of inconsistent teaching that is leading to variable progress for some groups of pupils.
<b>External barriers</b>	
<b>D.</b>	The school serves an area of high deprivation. As a result, a number of PP pupils face instability at home which affects their attendance and also their emotional resilience and behaviour for learning whilst in school.
<b>E.</b>	Many PP pupils have limited experiences outside of school, which in turn limits their general knowledge and wider perspective of the world.

Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<b>Develop the basic linguistic, communication and mathematical skills for <u>all</u> pupils entering EYFS</b> so that a greater proportion of <b>PP pupils</b> achieve a Good Level of Development (GLD), closing the attainment gap to other pupils nationally.	<ul style="list-style-type: none"> <li>• Pupils effectively assessed and tracked with adults providing high quality and timely support.</li> <li>• Accelerated progress made so proportions of pupils eligible for PP securing GLD at least in line with other (NPP) pupils nationally.</li> </ul>
<b>B.</b>	<b>Further improve QFT across KS1 and KS2</b> , so that <b>PP pupils</b> in particular make accelerated progress by the end of the key stage in Reading, Writing and Maths. The attainment gap to other pupils nationally closes during the academic year.	<ul style="list-style-type: none"> <li>• Pupils accurately assessed and tracked and learning directed accordingly</li> <li>• Teaching across KS1 and KS2 enables accelerated progress as shown in school data and pupils' work.</li> <li>• Accelerated progress made so proportions of pupils eligible for PP meet age-related expectations at least in line with other (NPP) pupils nationally</li> </ul>
<b>C.</b>	<b>Embed QFT across KS1 &amp; KS2 in a range of subjects</b> and in order to close the gap in attainment at the end of each key stage between PP pupils and other pupils in school and nationally.	<ul style="list-style-type: none"> <li>• Teaching across the school consistently evaluated as highly effective and having a positive impact on pupils' achievement</li> <li>• Effective Maths, Talk for Writing, whole class reading and the wider curriculum delivered effectively.</li> <li>• Accelerated progress made so proportions of pupils eligible for PP meet age-related expectations at least in line with other (NPP) pupils nationally</li> </ul>
<b>D.</b>	<b>Continue to improve attendance, emotional resilience and behaviour for learning for PP pupils</b> in order to enable them to achieve in line with other pupils nationally at the end of each key stage.	<ul style="list-style-type: none"> <li>• PP pupils' attendance improves and is line with other pupils in the school and pupils' nationally</li> <li>• PP pupils' progress improves rapidly so that attainment is in line with other (NPP) pupils nationally</li> </ul>
<b>E.</b>	<b>Continue to provide all pupils (Inc. PP) with a wide range of experiences</b> Inc. access to resources, trips, visitors and extra-curricular opportunities in order to broaden their knowledge and perspective of the world.	<ul style="list-style-type: none"> <li>• PP pupils are highly motivated and have full access to the wide range of curriculum experiences</li> <li>• Accelerated progress made so proportions of pupils eligible for PP meet age-related expectations at least in line with other (NPP) pupils nationally</li> </ul>

Planned expenditure					
Academic year	2018/19				
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	When will you review?
<p><b>A:</b>  <b>Develop the basic linguistic, communication and mathematical skills for pupils (Inc. PP) entering EYFS</b> so that they achieve a Good Level of Development (GLD) by the end–ready for entry to KS1.</p>	<ul style="list-style-type: none"> <li>• CPD for staff in order to successfully implement: <ul style="list-style-type: none"> <li>○ Talk for Writing</li> <li>○ 'Wellcomm' programme (S&amp;L)</li> <li>○ Makaton (SEND)</li> </ul> </li> <li>• In the classroom, deploying staff effectively to target specific groups (including PP) based on tracking data for S&amp;L, R, W and M</li> <li>• Additional S&amp;L support from S&amp;L Therapist</li> <li>• Purchase additional resources to support the curriculum</li> <li>• Extend parental involvement through workshops and focussed drop-in sessions.</li> </ul>	<p><b>Research shows that quality first teaching is a significant factor in improving outcomes for all pupils.</b>  <i>Excellence in teaching model (Barak Rosenshine)</i>  <i>Pupil Premium is not working (Professor Becky Allen)</i>  <i>Teach everyone better (Tom Sherrington)</i></p> <p><b>Quality First Teaching (QFT) for all</b> using proven strategies has the greatest impact on development. (EEF)</p> <p><b>Communication and language approaches</b> – high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p><b>Early numeracy approaches</b> - high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p><b>Parental engagement</b> – moderate impact for moderate cost, based on moderate evidence (EEF –EY Toolkit)</p>	<ul style="list-style-type: none"> <li>• Personalised CPD in response to monitoring of individual staff</li> <li>• Trust Network meetings</li> <li>• Work scrutiny, learning walks and drop ins as part of the school support and monitoring cycle.</li> <li>• Performance management Targets will include a focus on PP pupils</li> <li>• Pupil Progress Meetings to review progress including the achievement of the most able PP pupils. Staff to identify actions to be taken to raise the achievement of PP pupils</li> <li>• Feedback from Trust and external professionals</li> <li>• Parent and Pupil Voice will inform future actions</li> <li>• Tracking information from SALT will inform support for individuals and groups of pupils</li> </ul>	<p><b>EYFS Lead</b></p>	<p>Quality reviews (half termly)</p> <p>Termly analysis of data and progress towards FFT targets, leading to a PP impact report</p> <p>Pupil progress meeting</p> <p>Overall review of impact – July 2019</p> <p>Chair of Gvs/PP gov termly meeting/learning walk with Principal.</p>

<p><b>B.</b>  <b>Further improve QFT across KS1 and KS2,</b> so that <b>PP pupils</b> in particular make accelerated progress by the end of the key stage in Reading, Writing and Maths.  The attainment gap to other pupils nationally closes during the academic year.</p>	<ul style="list-style-type: none"> <li>• CPD for staff in order to successfully implement/develop: <ul style="list-style-type: none"> <li>○ Talk for Writing</li> <li>○ Effective Maths</li> <li>○ Whole class reading</li> <li>○ The wider curriculum</li> <li>○ Impact of live feedback and peer and self-assessment</li> <li>○ Effective deployment of TAs</li> <li>○ Pedagogy and Subject Knowledge</li> <li>○ Behaviours for Learning (building learning powers)</li> <li>○ Differentiation</li> </ul> </li> <li>• In the classroom, all staff to provide effective support and challenge for the focus groups (including PP) as identified by the school's tracking data.</li> <li>• Smaller teaching groups in Y5 &amp; Y6</li> <li>• Additional resources for the wider curriculum</li> </ul>	<p><b>Research shows that quality first teaching is a significant factor in improving outcomes for all pupils.</b>  <i>Excellence in teaching model (Barak Rosenshine)</i>  <i>Pupil Premium is not working (Professor Becky Allen)</i>  <i>Teach everyone better (Tom Sherrington)</i></p> <p><b>Quality First Teaching (QFT) for all</b> using proven strategies has the greatest impact on development. (EEF)</p> <p><b>Feedback</b> - high impact for very low cost, based on moderate evidence (EEF Toolkit)</p> <p><b>Making Best Use of Teaching Assistants</b> (EEF Recommendations)</p> <p><b>Small Group Tuition</b> - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> <li>• Personalised CPD in response to monitoring of individual staff</li> <li>• Trust Network meetings</li> <li>• Work scrutiny, learning walks and drop ins as part of the school support and monitoring cycle.</li> <li>• Performance management targets will include a focus on PP pupils</li> <li>• Pupil Progress Meetings to review progress including the achievement of the most able PP pupils. Staff to identify actions to be taken to raise the achievement of PP pupils.</li> <li>• Feedback and support from Trust and external professionals</li> <li>• Parent and Pupil Voice will inform future actions</li> <li>• Tracking information from SALT will inform support for individuals and groups of pupils</li> </ul>	<p><b>Principal</b></p> <p><b>Vice Principals</b></p> <p><b>Assistant Principals</b></p> <p><b>SENDCO</b></p>	<p>Quality reviews (half termly)</p> <p>Termly analysis of data and progress towards FFT targets, leading to a PP impact report</p> <p>Pupil progress meeting</p> <p>Overall review of impact – July 2019</p> <p>Chair of Govs/PP gov termly meeting/learning walk with Principal.</p>
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<p><b>C:</b> <b>Embed QFT across KS1 &amp; KS2 in a range of subjects</b> and in order to close the gap in attainment at the end of each key stage between PP pupils and other pupils in school and nationally.</p>	<ul style="list-style-type: none"> <li>In addition to the CPD, provide opportunities for staff to: <ul style="list-style-type: none"> <li>Visit good and outstanding providers</li> <li>Receive SLE support</li> <li>Learn from each other through coaching, team teaching and modelling (implementation of IRIS)</li> </ul> </li> <li>In the classroom, all staff to provide effective support and challenge for the focus groups (including PP) as identified by the school's tracking data.</li> </ul>	<p><b>Research shows that quality first teaching is a significant factor in improving outcomes for all pupils.</b> <i>Excellence in teaching model (Barak Rosenshine)</i> <i>Pupil Premium is not working (Professor Becky Allen)</i> <i>Teach everyone better (Tom Sherrington)</i></p> <p><b>Quality First Teaching (QFT) for all</b> using proven strategies has the greatest impact on development. (EEF)</p> <p><b>Feedback</b> - high impact for very low cost, based on moderate evidence (EEF Toolkit)</p> <p><b>Metacognition and Self-regulation</b> - high impact for very low cost, based on extensive evidence (EEF Toolkit)</p> <p><b>Peer Tutoring</b> - moderate impact for very low cost, based on extensive evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> <li>Personalised CPD in response to monitoring of individual staff</li> <li>Trust Network meetings</li> <li>Work scrutiny, learning walks and drop ins as part of the school support and monitoring cycle.</li> <li>Performance management targets will include a focus on PP pupils</li> <li>Pupil Progress Meetings to review progress including the achievement of the most able PP pupils. Staff to identify actions to be taken to raise the achievement of PP pupils.</li> <li>Feedback and support from Trust and external professionals</li> <li>Parent and Pupil Voice will inform future actions</li> <li>Tracking information from SALT will inform support for individuals and groups of pupils</li> </ul>	<p><b>Principal</b></p> <p><b>Vice Principals</b></p> <p><b>Assistant Principals</b></p> <p><b>SENDCO</b></p>	<p>Quality reviews (half termly)</p> <p>Termly analysis of data and progress towards FFT targets, leading to a PP impact report</p> <p>Pupil progress meeting</p> <p>Overall review of impact – July 2019</p> <p>Chair of Goves/PP gov termly meeting/learning walk with Principal.</p>
<p>A Costing</p> <ul style="list-style-type: none"> <li>Wellcomm</li> <li>Makaton</li> <li>Contribution towards staffing</li> <li>Speech and Language therapist</li> <li>Resources</li> </ul> <p>B/C Costing</p> <ul style="list-style-type: none"> <li>Effective Maths development days</li> <li>Resources to support implementation of the curriculum</li> <li>Contribution towards staffing</li> <li>SLE support/CPD: SLE 350x10: £3500, CPD: Sonia Thompson £650x3= £1950</li> <li>IRIS</li> </ul>					<p>£125,000</p>

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	When will you review ?
<p><b>A:</b>  <b>Develop the basic linguistic, communication and mathematical skills for pupils (Inc. PP) entering EYFS</b> so that they achieve a Good Level of Development (GLD) by the end– ready for entry to KS1.</p>	<ul style="list-style-type: none"> <li>S&amp;L Therapist screening 1:1 and small group intervention groups weekly</li> <li>S&amp;L Therapist led CPD for parents</li> <li>TA led follow-up 1:1 and small group intervention groups weekly</li> </ul>	<p><b>Communication and language approaches</b> – high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p><b>Making Best Use of Teaching Assistants</b> (EEF Recommendations)</p> <p><b>Small Group Tuition</b> - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> <li>Timetabling interventions</li> <li>Gathering entry and exit data and tracking progress</li> <li>Performance management Targets will include a focus on PP pupils</li> <li>Pupil Progress Meetings to review progress including the achievement of the most able PP pupils. Staff to identify actions to be taken to raise the achievement of PP pupils</li> </ul>	<p><b>EYFS Lead</b>  <b>SENDCO</b></p>	<p>Quality reviews (half termly)</p> <p>Termly analysis of data and progress towards FFT targets, leading to a PP impact report</p>
<p><b>B.</b>  <b>Further improve QFT across KS1 and KS2,</b> so that <b>PP pupils</b> in particular make accelerated progress by the end of the key stage in Reading, Writing and Maths. The attainment gap to other pupils nationally closes during the academic year.</p> <p><b>C:</b>  <b>Embed QFT across KS1 &amp; KS2 in a range of subjects</b> and in order to close the gap in attainment at the end of each key stage between PP pupils and other pupils in school and nationally.</p>	<ul style="list-style-type: none"> <li>Implement proven, research-based interventions: <ul style="list-style-type: none"> <li>Effective Maths development days</li> <li>Talk for Writing</li> <li>Whole class reading</li> <li>PAT (SEND) in Y4</li> <li>Reading Gladiators</li> <li>Switch on</li> </ul> </li> </ul>	<p><b>Making Best Use of Teaching Assistants</b> (EEF Recommendations)</p> <p><b>Small Group Tuition</b> - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p> <p><b>Sutton Trust research</b> shows that the most able disadvantaged pupils can fall behind at school - funding where appropriate should provide stretching activities for this group. (Reading gladiators is specifically for the most able)</p>	<ul style="list-style-type: none"> <li>CPD for teachers and support staff</li> <li>Trust Network meetings</li> <li>Timetabling interventions</li> <li>Gathering entry and exit data and tracking progress</li> <li>Regular monitoring by VPs/APs/SENDCO</li> <li>Performance management Targets will include a focus on PP pupils</li> <li>Pupil Progress Meetings to review progress including the achievement of the most able PP pupils. Staff to identify actions to be taken to raise the achievement of PP pupils</li> </ul>	<p><b>Vice Principals</b>  <b>Assistant Principals</b>  <b>SENDCO</b></p>	<p>Quality reviews (half termly)</p> <p>Termly analysis of data and progress towards FFT targets, leading to a PP impact report</p> <p>Pupil progress meeting</p> <p>Overall review of impact – July 2019</p> <p>Chair of Govs/PP gov termly meeting/learning walk with Principal.</p>

<p><b>A Costing</b></p> <ul style="list-style-type: none"> <li>○ Speech and language therapist</li> <li>○ Contributions towards staffing</li> </ul> <p><b>B/C Costing</b></p> <ul style="list-style-type: none"> <li>○ PAT resources</li> <li>○ Reading Gladiators</li> <li>○ Switch on Reading</li> <li>○ Contribution towards staffing</li> </ul>	£75,,800
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<b>iii. Other approaches</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
<p><b>D:</b>  <b>Continue to improve attendance, emotional resilience and behaviour for learning for PP pupils</b> in order to enable them to achieve in line with other pupils nationally at the end of each key stage.</p>	<ul style="list-style-type: none"> <li>• Health &amp; Well-being Lead (As Attendance Officer) working in partnership with EWO to support pupils and their families</li> <li>• Health and Well-being lead and Senco to provide/arrange personalised support for pupils and their families</li> <li>• Learning Mentor Support: <ul style="list-style-type: none"> <li>○ In-class coaching</li> <li>○ 1:1 Mentoring</li> <li>○ Small Group Social Groups</li> </ul> </li> <li>• Learning Mentor Interventions: <ul style="list-style-type: none"> <li>○ Lego Therapy</li> <li>○ Fun Friends</li> <li>○ Friends for Life</li> </ul> </li> </ul>	<p><b>Social and Emotional Learning</b> - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit)</p> <p><b>Behaviour Interventions</b> - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> <li>• CPD for Learning Mentor and Health and Well-being Lead</li> <li>• Timetabling pastoral interventions and support</li> <li>• Gathering and analysing attendance and behaviour data, and identifying actions to be taken</li> <li>• Regular monitoring of interventions and support by Senior Leaders</li> <li>• Performance management Targets will include a focus on PP pupils</li> <li>• Pupil Progress Meetings to review attendance, behaviour and data in order to ensure pupils' pastoral and learning needs are well met</li> <li>• Pupil/Parent Voice will inform future actions</li> </ul>	<p><b>Vice Principal (Inclusion &amp; Teaching &amp; Learning)</b></p> <p><b>Learning Mentor</b></p> <p><b>Health &amp; Well-being Lead</b></p> <p><b>SENDCO</b></p>	<p>Quality reviews (half termly)</p> <p>Termly analysis of data and progress towards FFT targets, leading to a PP impact report</p> <p>Pupil progress meeting</p> <p>Overall review of impact – July 2019</p> <p>Chair of Govs/PP gov termly meeting/learning walk with Principal.</p>

