

The Oaklands Primary School - Pupil Premium Strategy Statement

1. Summary information					
School	The Oaklands Primary				
Academic Year	2017/18	Total PP budget	£250,800	Date of most recent PP Review	Jan 18
Total number of pupils	402	Number of pupils eligible for PP	190 (54%)	Date for next internal review of this strategy	Oct 18

Attendance information				
	Overall absence		Persistent absence	
	The Oaklands Aut 16/Spr17	National Aut 16/Spr17	The Oaklands Aut 16/Spr17	National Aut 16/Spr17
Disadvantaged	5.0	5.4	13.9	15.6
Other	3.9	3.5	8.9	6.1
Overall	4.5	4.0	11.6	8.7

2. Outcomes – Statutory Testing Data					
2016/17	Pupils eligible for PP (national)	Pupils <u>not</u> eligible for PP (national)	In school difference	Difference to national other (National)	National Other Non- Pupil Premium
Oaklands / National					
EYFS GLD 57% / 71%	48% (56%)	67% (73%)	19%	23% (17%)	71%
Oaklands / National					
PHONICS Y1 85% / 81%	76% (69%)	91% (83%)	15%	8% (14%)	84%
Oaklands / National					
KS1 EXPECTED STANDARD READING, WRITING MATHEMATICS 39% / 64%	29%	50%	21% (27% 2016)	35%	64%

KS1 Higher STANDARD READING, WRITING, MATHEMATICS 0% / 11%	0%	0%	0%	11%	11%
KS1 EXPECTED STANDARD READING 60% / 76%	52% (-26%)	69%	17%	26%	78%
KS1 HIGHER STANDARD READING 11% / 25%	6%	15%	9%	21%	27%
KS1 EXPECTED STANDARD WRITING 51% / 78%	45% (-26%)	58%	13% (32% 2016)	26%	71%
KS1 HIGHER STANDARD WRITING 0% / 16%	0%	0%	0%	17%	17%
KS1 EXPECTED STANDARD MATHEMATICS 47% / 75%	32% (-46%)	65%	33%	46%	78%
KS1 HIGHER STANDARD MATHEMATICS 7% / 21%	3%	12%	9%	18%	22%
Oaklands / National					
KS2 EXPECTED STANDARD R / W / M 37% / 61%	35% (-32%)	43%	-8%	32%	67%
KS2 HIGHER STANDARD R/W/M 3% / 9%	4%	0%	+4%	7%	11%
KS2 EXPECTED STANDARD READING 57% / 72%	61% (-16%)	43%	18% (21% 2016)	16%	77%
KS2 HIGHER STANDARD READING 17% / 25%	21%	0%	+21%	8%	29%
KS2 <u>PROGRESS</u> READING -3.9	-2.9	-7.8			0.3
KS2 EXPECTED STANDARD WRITING 60% / 76%	52% (-29%)	86%	34%	29%	81%
KS2 HIGHER STANDARD WRITING	4%	33%	19%	17%	21%

10% /18%					
KS2 PROGRESS WRITING -5.1	-6.4	+0.3	-6.7	-6.6	0.2
KS2 EXPECTED STANDARD MATHEMATICS 43% / 75%	39% (-41%)	57%	18%	41%	80%
KS2 HIGHER STANDARD MATHEMATICS 10% /23%	4%	33%	29%	23%	27%
KS2 PROGRESS MATHEMATICS -5.2	-5.6	-3.6			0.3

3. Review of expenditure

Previous Academic Year 2016-17 (Resources and intended impact lifted from 2016/17 report).

i. Quality of teaching for all

	Resource	Intended impact:	Impact	
	SENDCO non-class based to lead interventions in maths and English as well as supporting teachers with improving provision for vulnerable pupils through coaching in class.	Diminish the difference in outcomes for disadvantaged pupils in reading, writing and maths at the end of KS2.	<p>2017 data shows: FSM (24chn): 38% achieved expected standard in R,W,M. NFSM (6chn): 33% achieved expected standard in R,W,M.</p> <p>2016 data showed: FSM (17chn)-18% achieved expected standard in R,W,M. NFSM (11chn): 18% achieved expected standard in R,W,M.</p>	

	Two non-class based Assistant Principals supporting PPA process to ensure sequences of lessons are appropriately planned to meet the needs of all learners. Additional strategies for supporting vulnerable pupils identified before the teaching sequence begins and reviewed each week.	Ensure the needs of all pupils are met through QFT, identification of pupils who require intervention to close the gap, coaching in class and leading interventions. Diminish the difference in outcomes for disadvantaged pupils in reading, writing and maths at the end of all key stages.	2017 data in all Key stage 2 shows FSM outperformed NFSM. KS1 data shows 23% difference to national other.	
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ii. Targeted support

	Resource	Intended impact	Impact	
	Teaching Assistant providing reading support for pupils in Y1.	Closing the identified gap from end of EYFS to improve outcomes in phonics and end of KS1 reading outcomes. Improving progress for high attaining pupils.	Phonics: 85% yr1 pass rate. KS1: FSM 19 chn: 29% expected standard in R,W,M. NFSM 36 chn: 50% expected standard in R,W,M. Higher attainers- 22 chn of which 0% achieved higher standard at KS1.	

	<p>Teaching Assistant led intervention programme to improve reading and maths outcomes for pupils in KS2. (ALK, Switch on Reading, Project X, Success at Arithmetic)</p>	<p>Closing identified gaps from internal data and end of Key Stage outcomes.</p>	<p>ALK impact showed little transference into classroom practice therefore this intervention was not continued.</p> <p>Impact of Switch on Reading: Found this was too time consuming and not enough staff to facilitate as Maths was the priority.</p> <p>Project X: yr 2 and yr 4 intervention: Yr2: 6/6 chn made accelerated progress in reading- exit data shows on average 1.52 years progress in reading age.</p>	
	<p>Additional EYFS Teaching Assistant to work across Nursery and Reception three days per week. Sports Coach to lead activities with small groups of children during the autumn term with a communication and language focus through curriculum engagement opportunities.</p>	<p>Supporting pupils with closing the gap from entry to end of EYFS outcomes with a focus on communication and language.</p>	<p>EYFS data for PP chn: 48%. GLD Communication and language: 69% achieved ELG compared to 72% nationally (all children). Additional support for EYFS to continue next year.</p>	
	<p>1:1 and/or small group tuition for pupils in Y5 and Y6.</p>	<p>Improve outcomes in reading, writing and maths in KS2.</p>	<p>Outcomes at end of KS2 2017: Increase of 19% from 18% combined to 37% combined at end of KS2.</p>	

	<p>Evolve Health Mentor providing additional 1:1 mentoring for children requiring behaviour support and for those where attendance is a concern. Provide family liaison to ensure parents/carers are fully involved in children's development and progress.</p>	<p>Ensuring vulnerable pupils across school are ready to learn and able to access and engage with the curriculum. Family engagement for vulnerable pupils.</p>	<p>Taken from Evolve impact report: For identified children (PP) 7% increase in physical activity from baseline 9% increase in personal development 13% increase in emotional wellbeing.</p> <p>Identified to work with vulnerable PP children at risk of exclusion.</p> <p>From a total of 20 short term exclusions, 3 were PP children.</p>	
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iii. Other approaches				
Desired outcome	Resource	Intended impact	Impact	
	<p>Curriculum enrichment programme during the autumn term in Y2 and Y3 provided by Artis.</p> <p>Additional EAL and language support for pupils in Y4.</p>	<p>Promote improved communication skills and provide support for transition to writing to improve writing outcomes in KS1 and KS2, closing the gap for vulnerable pupils.</p>	<p>Impact from Artis was limited and not measurable- The school quickly made the decision to terminate this contract.</p>	

	Learning Support Leader, engaging with parents, working alongside external agencies to coordinate additional support, attendance reviews and support for those with low attendance.	Ensuring vulnerable pupils across school are ready to learn and able to access and engage with the curriculum. Family engagement for vulnerable pupils. Multi-agency support for vulnerable pupils is appropriate and in place rapidly.	Learning Support Leader- integral member of SLT/inclusion team. Main liaison with outside agencies- works with identified vulnerable families and pupils. CPOMS clearly shows timely intervention from the Learning support leader and contact made with muliti- agency support as required. PP attendance better than national figures for absence and persistant absence.	
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4. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A.	EYFS: On entry, the basic linguistic and mathematical skills of PP pupils are typically below those of other pupils nationally.
B.	Writing & Maths: Due to limited subject and pedagogical knowledge, teaching across all year groups has not been good. As a result, PP pupils have not made as much progress, based on prior attainment, by the end of Key Stage 2 as other pupils nationally.
C.	Maths: Due to limited subject and pedagogical knowledge, teaching across all year groups has not been good. As a result, attainment of PP pupils at the end of each key stage has been significantly below other pupils nationally.

External barriers

D.	Many PP pupils face instability at home which affects their attendance and also their emotional resilience and behaviour for learning whilst in school.
E.	Many PP pupils have limited experiences outside of school, which in turn limits their general knowledge and wider perspective of the world.

4 . Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Develop the basic linguistic and mathematical skills for <u>all</u> pupils entering EYFS so that a greater proportion of PP pupils achieve a Good Level of Development (GLD), closing the attainment gap to other pupils nationally.	<ul style="list-style-type: none"> • Pupils effectively assessed and tracked and learning directed accordingly • Accelerated progress made so proportions of pupils eligible for PP securing GLD at least in line with other (NPP) pupils nationally
B.	Improve QFT across KS2 , so that PP pupils in particular make accelerated progress by the end of the key stage in Writing and Maths, closing the attainment gap to other pupils nationally.	<ul style="list-style-type: none"> • Pupils effectively assessed and tracked and learning directed accordingly • Teaching across KS2 consistently judged as Good or better • Accelerated progress made so proportions of pupils eligible for PP meet age-related expectations at least in line with other (NPP) pupils nationally
C.	Improve QFT of Maths and develop the curriculum across KS1 & KS2 , 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"> • Pupils effectively assessed and tracked and learning directed accordingly • Teaching across KS2 consistently judged as Good or better • Maths curriculum delivered effectively through use of proven programme • Accelerated progress made so proportions of pupils eligible for PP meet age-related expectations at least in line with other (NPP) pupils nationally
D.	Improve attendance, emotional resilience and behaviour for learning for PP pupils 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"> • PP pupils' attendance is line with other pupils in school and nationally • PP pupils' progress and attainment is in line with other (NPP) pupils in school and nationally
E.	Provide all pupils (inc. PP) with a wide range of experiences 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"> • PP pupils show increased motivation to learn and ability to access the wider curriculum • Increase in number of PP pupils meeting age-related expectations

5. 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	When will you review?
<p>A: Develop the basic linguistic and mathematical skills for pupils (inc. PP) entering EYFS 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"> • CPD for staff in order to successfully implement: <ul style="list-style-type: none"> ○ Talk for Writing ○ ‘Wellcomm’ programme (S&L) ○ Makaton (SEND) ○ Effective Maths • In the classroom, deploying staff effectively to target specific groups (including PP) based on tracking data for S&L, R, W and M • Additional S&L support from S&L Therapist • Effective Maths planning support for number development • Improved resources to support the curriculum – indoor and outdoor • Develop parental communication through workshops, drop-in sessions, induction inc. home visits 	<p>Quality First Teaching (QFT) for all using proven strategies has the greatest impact on development. (EEF)</p> <p>Communication and language approaches – high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p>Early numeracy approaches - high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p>Parental engagement – moderate impact for moderate cost, based on moderate evidence (EEF –EY Toolkit)</p>	<ul style="list-style-type: none"> • Ongoing, responsive CPD (within directed time, PPA support and feedback from work scrutiny) • Bespoke CPD for individuals • Work scrutiny, learning walks and formal observations as part of the SME schedule • Appraisal Targets • Pupil Progress Meetings to review progress • Feedback from external professionals • Parent and Pupil Voice 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>EYFS Lead</p>	<p>All aspects reviewed half-termly through PPM and SME schedule.</p> <p>Overall review of impact – July 2018</p>

<p>B: Improve QFT across KS2, so that PP pupils in particular make accelerated progress by the end of the key stage in Writing and Maths.</p>	<ul style="list-style-type: none"> • CPD for staff in order to successfully implement/develop: <ul style="list-style-type: none"> ○ Talk for Writing ○ Effective Maths ○ Impact of Feedback ○ Impact of TA Support ○ Pedagogy and Subject Knowledge ○ Pupils' Behaviour for Learning • In the classroom, deploying staff effectively to target specific groups (including PP) based on tracking data • Smaller teaching groups in Y4 & Y6 • Effective Maths planning support and resources • Peer tutoring within class and across year groups 	<p>Quality First Teaching (QFT) for all using proven strategies has the greatest impact on development. (EEF)</p> <p>Feedback - high impact for very low cost, based on moderate evidence (EEF Toolkit)</p> <p>Making Best Use of Teaching Assistants (EEF Recommendations)</p> <p>Small Group Tuition - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p> <p>Metacognition and Self-regulation - high impact for very low cost, based on extensive evidence (EEF Toolkit)</p> <p>Peer Tutoring - moderate impact for very low cost, based on extensive evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> • Ongoing, responsive CPD (within directed time, PPA support and feedback from work scrutiny) • Bespoke CPD for individuals • Work scrutiny, learning walks and formal observations as part of the SME schedule • Appraisal Targets • Pupil Progress Meetings to review progress • Feedback from external professionals • Parent and Pupil Voice 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>Assistant Principals (Maths & English)</p> <p>SENDCO</p>	<p>All aspects reviewed half-termly through PPM and SME schedule.</p> <p>Overall review of impact – July 2018</p>
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<p>C: Improve QFT of Maths and develop the curriculum across KS1 & KS2, 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"> • CPD for staff in order to successfully implement/develop: <ul style="list-style-type: none"> ○ Effective Maths ○ Impact of Feedback ○ Impact of TA Support ○ Pedagogy and Subject Knowledge ○ Pupils' Behaviour for Learning • In the classroom, deploying staff effectively to target specific groups (including PP) based on tracking data • Smaller teaching groups in Y2, Y4 & Y6 • Effective Maths planning support and resources • Peer tutoring within class and across year groups 	<p>Quality First Teaching (QFT) for all using proven strategies has the greatest impact on development. (EEF)</p> <p>Feedback - high impact for very low cost, based on moderate evidence (EEF Toolkit)</p> <p>Making Best Use of Teaching Assistants (EEF Recommendations)</p> <p>Small Group Tuition - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p> <p>Metacognition and Self-regulation - high impact for very low cost, based on extensive evidence (EEF Toolkit)</p> <p>Peer Tutoring - moderate impact for very low cost, based on extensive evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> • Ongoing, responsive CPD (within directed time, PPA support and feedback from work scrutiny) • Bespoke CPD for individuals • Work scrutiny, learning walks and formal observations as part of the SME schedule • Appraisal Targets • Pupil Progress Meetings to review progress • Feedback from external professionals • Parent and Pupil Voice 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>Assistant Principal (Maths)</p> <p>SENDCO</p>	<p>All aspects reviewed half-termly through PPM and SME schedule.</p> <p>Overall review of impact – July 2018</p>
Total budgeted cost					£154,517.5

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>A: Develop the basic linguistic and mathematical skills for pupils (inc. PP) entering EYFS 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"> S&L Therapist screening (Aut Term), 1:1 and small group intervention groups weekly S&L Therapist led CPD for EYFS TAs TA led follow-up 1:1 and small group intervention groups weekly 	<p>Communication and language approaches – high impact for very low cost based on extensive research (EEF – EY Toolkit)</p> <p>Making Best Use of Teaching Assistants (EEF Recommendations)</p> <p>Small Group Tuition - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> Timetabling interventions Gathering entry and exit data and tracking progress Appraisal Targets Pupil Progress Meetings to review progress 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>EYFS Lead</p> <p>SENDCO</p>	<p>Review impact half-termly through PPM and SME schedule.</p> <p>Overall review of impact – July 2018</p>
<p>B: Improve QFT across KS2, so that PP pupils in particular make accelerated progress by the end of the key stage in Writing and Maths.</p> <p>C: Improve QFT of Maths and develop the curriculum across KS1 & KS2, 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"> Implement proven, research-based interventions: <ul style="list-style-type: none"> Success @ Arithmetic in Y4, Y5 & Y6 PAT (SEND) in Y4 Cued Spelling (SEND) in Y4 	<p>Making Best Use of Teaching Assistants (EEF Recommendations)</p> <p>Small Group Tuition - moderate impact for moderate cost, based on limited evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> CPD for T/TA Leads Timetabling interventions Gathering entry and exit data and tracking progress Regular monitoring by VP/SENDCO Appraisal Targets Pupil Progress Meetings to review progress 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>SENDCO</p>	<p>Review impact half-termly through PPM and SME schedule.</p> <p>Overall review of impact – July 2018</p>

<p>D: Improve attendance, emotional resilience and behaviour for learning for PP pupils in order to enable them to achieve in line with other pupils in school and nationally.</p>	<ul style="list-style-type: none"> • Health & Well-being Lead (As Attendance Officer) working in partnership with EWO to support, as well as hold families to account • Health & Well-being Lead Support for most vulnerable pupils (inc. CP/CIN/LAC pupils) • Learning Mentor Support: <ul style="list-style-type: none"> ○ In-class coaching ○ 1:1 Mentoring ○ Small Group Social Groups • Learning Mentor Interventions: <ul style="list-style-type: none"> ○ Lego Therapy ○ Fun Friends ○ Friends for Life 	<p>Social and Emotional Learning - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit)</p> <p>Behaviour Interventions - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> • CPD for LM & H&WL • Timetabling interventions • Gathering entry and exit data and tracking progress • Regular monitoring by VP/SENDSCO • Appraisal Targets • Pupil Progress Meetings to review progress • Pupil/Parent Voice 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>Learning Mentor</p> <p>Health & Well-being Lead</p> <p>SENDSCO</p>	<p>Review impact half-termly through PPM and SME schedule.</p> <p>Overall review of impact – July 2018</p>
Total budgeted cost					<p>£79,967.8</p>

iii. Other approaches					
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: Improve QFT across KS2, so that PP pupils in particular make accelerated progress by the end of the key stage in Writing and Maths</p> <p>C: Improve QFT of Maths and develop the curriculum across KS1 & KS2, 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"> Extension to school day for Y6 in the morning to allow time for additional Maths skills time Y6 Maths Booster Sessions after school twice a week for targeted pupils Subscription to online homework programmes: <ul style="list-style-type: none"> TT Rockstars SPaG.Com 	<p>Extending school time – low impact for moderate cost based on moderate evidence (EEF Toolkit)</p> <p>Homework – low impact for very low cost based on limited evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> Additional cover for Y6 teachers as needed for preparation of resources Monitoring of use of homework programmes by APs 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>Assistant Principals (Maths & English)</p>	<p>Review impact half-termly through PPM and SME schedule.</p> <p>Overall review of impact – July 2018</p>
<p>D: Improve attendance, emotional resilience and behaviour for learning for PP pupils in order to enable them to achieve in line with other pupils in school and nationally.</p>	<ul style="list-style-type: none"> Embedding attendance rewards – including ‘Attendance Monopoly’ where pupils earn rewards as a class inc. non-uniform days 	<p>These motivational strategies led to improved attendance last year:</p> <p>2015-16 % of classes 95%+ : 11%</p> <p>2016-17 % of classes 95%+ : 40%</p> <p>2017-18 % of classes 95%+ (<i>to date</i>) : 64%</p>	<ul style="list-style-type: none"> Attendance reappear agenda item in weekly Inclusion/Safeguarding meetings Attendance Officer and Lead to monitor 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>Learning Mentor</p> <p>Health & Well-being Lead</p>	<p>Review impact half-termly through PPM and SME schedule.</p> <p>Overall review of impact – July 2018</p>

<p>E: Provide all pupils (inc. PP) with a wide range of experiences in order to broaden their knowledge and perspective of the world.</p>	<ul style="list-style-type: none"> • Through the Topic and Science curriculum, class teachers to plan for: <ul style="list-style-type: none"> ○ access to wider range of resources ○ curriculum linked trips ○ visitors/workshops • Throughout the year, plan for extra-curricular opportunities inc. sports and arts – subsidising as necessary for PP pupils • Provide opportunities for KS2 pupils to attend residential trips – subsidising as necessary for PP pupils 	<p>Outdoor Adventure Learning – moderate impact for moderate cost based on limited evidence (EEF Toolkit)</p> <p>Arts Participation – low impact for low cost based on moderate evidence (EEF Toolkit)</p> <p>Sports Participation – low impact for moderate cost based on limited evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> ○ Topic/Science Lead to provide long term planning and support medium term planning of these subjects – ensuring opportunities are planned for ○ EVC Lead to monitor and evaluate regularity and suitability of experiences offered. 	<p>Principal</p> <p>Vice Principal (Inclusion & Teaching & Learning)</p> <p>EVC/Topic Lead</p> <p>Sports Lead and Sports Coach</p>	<p>Overall review of impact – July 2018</p>
<p>inc.</p> <p>To support attendance, emotional resilience and behaviour for learning: Learning Mentor salary (0.1) Attendance initiatives budget (£1000)</p> <p>To provide pupils with a wide range of experiences : Sports Coach salary (0.1) Class budgets for Y1-Y6 (£3300)</p>					<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">£16,314.70</p>

