



Pupil premium strategy statement (Primary)

| 1. Summary information | | | | | |
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| School | Oakley Vale Primary | | | | |
| Academic Year | 2018/19 | Total PP budget | £61,990 | Date of most recent PP Review | |
| Total number of pupils | 420 | Number of pupils eligible for PP | 47 | Date for next internal review of this strategy | April 2019 |
| 2. Current Outcomes | | | | | |
| KS2 2018 Data (13 children 3/16 SEND of which 1 EHCP) | | | <i>Pupils eligible for PP (your school)</i> | <i>All Pupils (national average)</i> | |
| % achieving in the expected standard or above in reading, writing and maths | | | 45% | 65% (National 64%) | |
| % achieving expected standard or above in reading | | | 45% | 76% (National 75%) | |
| % achieving expected standard or above in writing | | | 64% | 80% (National 78%) | |
| % achieving expected standard or above in maths | | | 64% | 80% (National 76%) | |
| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | | | | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | | | | |
| A. | Reading and writing attainment needs accelerating to close the gap between PP and non-PP pupils – especially comprehension skills, writing with more accuracy and accurate spelling and punctuation across the whole school. | | | | |
| B. | Poor reasoning skills when using and applying in problem solving in maths is a barrier to achieving expected and above. | | | | |
| C. | Develop opportunities for challenging the more able PP pupils to accelerate their attainment and progress. | | | | |
| D. | Emotional, well-being and behaviour issues become a barrier in a small groups of pupils which affects their academic progress. | | | | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | | | | |
| E. | Attendance of PP (Disadvantaged) is a barrier to consistent learning for a minority of pupils- 2017/18 PP average DP5 - 93.3% Whole school attendance at the end of academic year 2017-18 96.51% 97%, 4.6% Persistent absence | | | | |

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| 4. Desired outcomes | | | | | |
| | <i>Desired outcomes and how they will be measured</i> | | | <i>Success criteria</i> | |
| A. | Improve the rate of attainment in Key Stage 1 and 2 in reading and writing ensuring that the more able pupils eligible for PP achieve the higher standard and that the gap between PP and non-PP pupils begins to close. | | | Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress than pupils in 2018 by the end of KS1 and KS2 in all subjects. At least 20% will attain the higher standards. The gap between PP and non-PP pupils narrows from the 2018 data gap. | |
| B. | Improve the rate of attainment in Key Stage 1 and 2 in mathematics ensuring that the more able pupils eligible for PP achieve the higher standard and that the gap between PP and non-PP pupils begins to close. | | | Pupils eligible for PP identified as high ability make at least the same progress as 'other' pupils identified as high ability so that both groups make more progress that pupils in 2018 by the end of KS1 and KS2 in all subjects. At least 20% will attain the higher standards. The gap between PP and non-PP pupils narrows from the 2018 data gap. | |
| C. | Improve the rate of attainment in EYFS, KS1 and KS2 for the higher attaining Pupil Premium pupils across the curriculum | | | Pupils eligible for Pp that are working above ARE achieve and continue to make progress and it doesn't slow. | |
| D. | Improve the well-being, emotions and behaviour issues of those pupils it is a barrier to learning and academic progress. | | | Children happy in school and their needs are being met by the welfare team and possible play therapist. | |
| E. | Increase the rate of attendance for those eligible for PP | | | Reduce the number of persistent absentees (PA) among PP pupils to 10% or below. Overall attendance among PP pupils to at least 97% | |
| 5. 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 | Staff lead | When will you review implementation? |



| | | | implemented well? | | |
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| <p>Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects.</p> | <p>Teaching to be never less than good for all children</p> <p>Moderation opportubites across the Trust and in school.</p> <p>PP children a focus on pupil progress meetings.</p> <p>Target 2018/19 90% good or better with 33% at Highly effective.</p> | <p>Where teaching is consistently good or better, pupils make better progress.</p> <p>Improved practice leads to improved outcomes.</p> <p>Professional development will be focused on improving pupil outcomes and supporting key school priority areas.</p> | <p>Robust teaching and learning monitoring cycle ensures that teaching is at a good or better standard- linked with data collection points.</p> <p>Staff have an individual development plan to allow for self-reflection.</p> <p>Comprehensive timetable of professional development.</p> | H/T & VP | Through the monitoring cycle each term |



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| <p>improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects.</p> | <p>Ensure that all staff are fully aware of the expectations for the end of Key Stage outcomes including the higher standards through having access the interim frameworks and exemplification documents.</p> <p>Opportunities are identified to ensure that work is monitored closely against the exemplification documents.</p> | <p>If staff are fully up to date of the expectations of desired outcomes they ensure that the pupils are receiving the right opportunities to achieve.</p> <p>Improved practice leads to improved outcomes.</p> <p>Marking feedback against the frameworks and exemplification documents ensure that the assessment judgements are accurate. It also provides valuable feedback to the pupils about how well they are doing and what they need to do, to improve.</p> | <p>Robust teaching and learning monitoring cycle including book scrutiny and moderation meetings ensure that work is being taught at an appropriate high standard.</p> <p>Pupils are able to feedback what they are doing well and what they need to do to improve.</p> <p>Data points and pupil progress meetings ensure that the pupils are achieving to their full potential.</p> | <p>SLT</p> | <p>Half termly</p> |
| Total budgeted cost | | | | | <p>£18,950</p> |

| ii. Targeted support | | | | | |
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| 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 implementation? |
| <p>Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects</p> | <p>Peer mentoring in Maths –Older pupils with younger pupils both using pupils within school and externally</p> <p>Secondary Pupils to support work with challenging the more able.</p> | <p>In the Teaching and Learning Toolkit (EEF) it is recognised that peer mentoring is a low cost intervention with positive impact. ‘Though all types of pupils appear to benefit from peer tutoring, there is some evidence that children from disadvantaged backgrounds and low attaining pupils make the biggest gains.’</p> <p>Access to students from our outstanding local secondary school- provides high quality challenge for the PP pupils throughout the school.</p> | <p>PP lead will rigorously monitor the progress and attainment of each pupil premium pupil.</p> <p>Pupil Progress meetings</p> <p>Feedback from pupils</p> | VP | Half termly in line with Data points |
| <p>Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects</p> | <p>Invest in Beanstalk Readers for PP pupils to close the gap and ensure they achieve ARE at the end of the academic year.</p> <p>Invest in Education City as a resource for enhancing the curriculum.</p> | <p>Both Beanstalk Readers and Education City have proven track record of success when being used for PP children.</p> <p>Education City's curriculum-linked teaching and learning resources are perfect for supplementing the normal classroom teaching and support many of the moderate and high impact areas as identified by the Education Endowment Foundation. Children will have access to interventions and use these to supplement their learning in the classroom to fill gaps and accelerate progress to achieve end of year targets.</p> | <p>Coordinator will monitor the use of both these interventions and analyse the data of all children accessing these resources.</p> | VP/ Class teachers | Alongside Data points and Pupil progress meetings |



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| <p>Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects</p> | <p>1-2-1 support / small group intervention work focusing on gaps in learning / misconceptions identified through assessment for learning in all subjects.</p> <p>Reading opportunities 1-2-1 as well as small groups.</p> | <p>These interventions will be led by teachers, HLTAs and highly experienced Teaching assistants. These groups will not focus on the Lower ability pupils but will address challenge for pupils that are more able.</p> <p>This will be focused on Y6 and Y2 initially and then across other year groups.</p> <p>Research from Teaching and Learning toolkit- EEF states: 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'</p> | <p>Individual pupils to be tracked on the school assessment system.</p> <p>Reviewed at each data point / pupil progress meeting.</p> | <p>SLT</p> | <p>Half termly by SLT but weekly by Class teachers</p> |
| <p>Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects</p> | <p>Family support worker to support identified pupils with any identified areas for support such as behavioural, family support, wellbeing and trauma / attachment which can be barriers to learning.</p> <p>Access to a Play therapist for identified pupil with specific need / trauma</p> | <p>If external barriers to learning can be removed or reduced this enables a pupil be able to learn and as result make progress and have a greater chance to achieve their long-term goals.</p> | <p>Interventions recorded with ongoing records against set targets.</p> <p>Regular meeting with class teachers and SLT as part of wellbeing feedback and support.</p> | <p>H/T & FSW</p> | <p>Weekly meeting between HT/FSW</p> <p>Half termly in line with data points.</p> |
| <p>Total budgeted cost</p> | | | | | <p>£46000</p> |



| iii. Other approaches | | | | | |
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| 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 implementation? |
| Increase the rate of attendance for those eligible for PP and reduce PA rate. | <p>Support worker employed to work with attendance</p> <p>Attendance to be tracked alongside attainment.</p> <p>Absences to be tracked daily.</p> <p>Procedure to be in place to address when absence drops below 95%.</p> <p>Close work with families to address barriers including Early Help Assessments.</p> <p>Liaison with Education Welfare Officer for the trust.</p> | <p>We cannot improve attainment for pupils if they are not attending school. NfER briefing for school leaders identifies addressing attendance as a key issue.</p> <p>Improved attendance will result in improved progress due to the children having fewer gaps in learning as they have less time off school.</p> | <p>Monitoring of attendance figures.</p> <p>Regular meeting between attendance worker and Head teacher.</p> | H/T / FSW | Weekly |
| Total budgeted cost | | | | | £5000 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017/18 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects. | <p>Teaching to be never less than good for all children</p> <p>Professional development opportunities are provided for all staff in all relevant subjects.</p> <p>Moderation opportunities across the Trust and within school.</p> | <p>Success Criteria: Partially Met: All year groups in Reading, Writing and Maths have demonstrated consistently strong progress from different starting points. Tracking documents were used and enabled all subject leaders to be able to monitor and scrutinise progress across all 5 data points across the academic year (2017-18). All staff attended Trust moderation sessions for writing and also maths and writing moderation in school. At the end of 2017/18 85% of teaching was good or better with 22% outstanding.</p> | <p>Robust teaching and learning monitoring cycle ensures that teaching is at a good or better standard- linked with data collection points.</p> <p>Staff have an individual development plan to allow for self-reflection.</p> <p>Comprehensive timetable of professional development.</p> <p>Ensure PP children are a focus in pupil premium meetings between class teachers and SLT.</p> | £20000 |
| Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects. | <p>Ensure that all staff are fully aware of the expectations for the end of Key Stage outcomes including the higher standards through having access the interim frameworks and exemplification documents.</p> <p>Opportunities are identified to ensure that work is monitored closely against the</p> | <p>Success Criteria: Partially Met – End of year assessment expectations shared with staff and used to assess Year 2 and Year 6. These were developed in Independent writing books throughout the school and used weekly (Y2/6) and fortnightly (Y1, 3, 4, 5), to assess writing. Work was moderated at point throughout the year within school and externally. Year 2 had external County moderation as did EYFS.</p> | <p>Ensure PP children are discussed at pupil progress meetings as an agenda item.</p> <p>Ensure PP children have their work moderated within school and externally to discuss what could be done to better improve their progress or achievements.</p> | £5000 |



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| | exemplification documents. | | | |
| Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects | Peer mentoring in Maths –Older pupils with younger pupils both using pupils within school and externally Secondary Pupils to support work with challenging the more able. | Success Criteria – Partially Met – The strategy was successful and the children that participated enjoyed the sessions. This was used with Year 6 children and BW students and Year 5 and Year 3 children. | Closer monitoring of pupils involved with the strategy needed at data points. Look at his working with Year 2 children and Year 6 with BW students onto the next academic year with a focus on reading. | £1500 |
| Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects | Invest in Beanstalk Readers for PP children in Y6 to close the gap and ensure they achieve ARE at the end of the academic year. Invest in Education City as a resource for enhancing the curriculum. | Success criteria: Not met – Beanstalk Readers could not offer availability to focus on Year 6 readers on a weekly basis. | We will continue to contact Beanstalk Readers as an intervention for PP children who are working at B2/E1 to accelerate progress to achieve expected. | |
| Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects | 1-2-1 support / small group intervention work focusing on gaps in learning / misconceptions identified through assessment for learning in all subjects. Reading opportunities 1-2-1 as well as small groups. | Success Criteria: met – Interventions did have impact on a small group work. | Ensure we focus on the HA to ensure they continue to accelerate and gain greater depth at the end of the academic year. Use data from each capture point and test results to target interventions. | £20000 |

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| <p>Improve the rate of attainment in Key Stage 1 and 2 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects</p> | <p>Family support worker to support identified pupils with any identified areas for support such as behavioural, family support, wellbeing and trauma / attachment which can be barriers to learning.</p> <p>Access to a Play therapist for identified pupil with specific need / trauma</p> | <p>Success Criteria: Partially met. Most of the pupils who have worked with these teams were able to achieve their end of year targets. Identified pupils: PP eligible</p> | <p>These resources are invaluable in supporting pupils who have barriers to learning including trauma and challenging home circumstances.</p> | <p>£10000</p> <p>£9000</p> |
| <p>Increase the rate of attendance for those eligible for PP</p> | <p>Support worker employed to work with attendance</p> <p>Attendance to be tracked alongside attainment.</p> <p>Absences to be tracked daily.</p> <p>Procedure to be in place to address when absence drops below 95%.</p> <p>Close work with families to address barriers including Early Help Assessments.</p> | <p>Success Criteria: Partially met – PP attendance 93.3 for the year. Attendance closely monitored and records kept on all children as to reasons why. Work continues with identified families and support offered.</p> | <p>Look closely at reasons why (other vulnerable groups i.e. EAL/SEN/medical)</p> <p>More needed throughout the school to raise the profile of attendance – needs discussing with wellbeing team.</p> | <p>£3500</p> |



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| | Liaison with Education Welfare Officer for the trust. | | | |
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7. Additional detail

To monitor progress on attainment a separate document has been developed where attainment and attendance is tracked at each data point. At Oakley Vale Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each data point and will include a member of Senior Leadership, SENCO and teachers. At each review, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets. Vulnerable groups will be monitored by one SLT member and shared so closer monitoring can be achieved and measures can be put onto place quicker for greater impact.

Pupil Premium Funding and the impact of this is a regular item on the agenda for Full Governors meetings and a regular Pupil Premium subject leaders report is shared with SLT. The Pupil Premium leader will attend regular meeting with other PP leaders across the Primary School in the Trust and continue to seek out any further training opportunities available.