



Pupil premium strategy statement (Primary)

1. Summary information					
School	Oakley Vale Primary School				
Academic Year	2019/20	Total PP budget	£63, 360	Date of most recent PP Review (external)	May 2019
Total number of pupils	420	Number of pupils eligible for PP	44	Date for next internal review of this strategy	Jan 2020

2. Current Outcomes – July 2019		
KS2 2019 Data (14 children 4/14 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 (combined)	57%	68% (National 65%)
% achieving expected standard or above in reading	71%	80% (National 73%)
% achieving expected standard or above in writing	64%	77% (National 78%)
% achieving expected standard or above in maths	71%	80% (National 79%)
KS1 2019 Data		
% achieving expected standard in reading	50%	73% (National 75%)
% achieving expected standard in writing	50%	76% (National 70%)
% achieving expected standard in maths	50%	73% (National 76%)
% achieving in the expected standard or above in reading, writing and maths (combined)	50%	63% (National 65%)

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.	Gaps in PP children’s learning (including achieving GDS) vs.non PP children in Reading, Writing and Maths due to multi-vulnerabilities (20% of PP pupils are also SEN, 14% of PP pupils have EAL).
B.	Poor oral language skills.
C.	Low aspirations of themselves/ being in control of what happens to them.
D.	Children have poor social and emotional skills compared to other children.
E.	Children have narrow experience opportunities making it more difficult to access the curriculum at times.
F.	45% of PP pupils are boys where a gender gap in R, W and M already exists across the whole school.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
G.	<ul style="list-style-type: none"> Poor attendance, PA and punctuality of PP pupils is a barrier to consistent learning for a minority of pupils: 2018/19 PP average (3rd Sept- 24th May) = 95.91% PA = 12.2% (6/49 pupils) Whole school attendance 3rd Sept – 24th May 2018/19 = 96.6% PA = 5.3% Homelessness, house fires, debt A lack of parental engagement.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To reduce the gap in PP pupil's attainment in Reading, Writing and Maths to a measurable amount in each year group.	All PP pupils who do not have any additional vulnerabilities will reach at least the expected standard for their year group. PP pupils who have EAL where language is not a barrier will meet at least the expected standard for their year group.
B.	Develop and enrich the language skills for PP pupils.	Identify and explain adventurous and ambitious vocabulary. Apply vocabulary learnt to their independent learning e.g. writing, conversations, reading
C.	To increase self- esteem, self-confidence and aspirations in PP pupils.	<ul style="list-style-type: none"> All PP pupils will have at least one piece of work posted in a 'boasting box' by the end of the year. Through pupil voice and pupil questionnaires, increase the percentage of PP pupils who express their confidence to try new opportunities. PP pupils will have the confidence to say at least one thing that they are good at and provide them with the opportunity to show it off. PP pupils will show more ambition/aspiration through the goals they want to achieve.
D.	To increase social and emotional skills of PP pupils compared to other children.	<ul style="list-style-type: none"> PP pupils will be able to communicate confidently with others and find social situations comfortable.
E.	To increase the experience opportunities making it easier for children to access the curriculum as well as other opportunities that may arise.	<ul style="list-style-type: none"> Percentage of PP pupils accessing extra-curricular after school clubs to have risen. Children to have experienced at least one 'new' experience per term eg. Cooking, gardening, sporting activity.
F.	To reduce the gender gap in Reading, Writing and Maths for PP pupils.	<ul style="list-style-type: none"> The gender gap of PP boys vs. Non PP boys reaching the expected standard in Reading, Writing and Maths to have reduced by a small percentage.
G.	To increase attendance, PA and punctuality of PP pupils to be at least in line with national. To increase parental engagement.	<ul style="list-style-type: none"> Identify and work with strategies to help PA decrease from 12.2% To decrease the % of poor attendance and punctuality for PP pupils. To engage at least 3 parents in their child's learning experiences by the end of the year.

5. Planned expenditure					
Academic year		2019/20			
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 implementation?
<p>To reduce the gap in PP pupil's attainment in Reading, Writing and Maths to a measurable amount in each year group.</p>	<p>Data headlines to be completed at every data point to track progress and assess that interventions/support is having an impact (DP1, DP2, DP3)</p> <p>Moderation opportunities across the Trust and in school. (3 per year)</p> <p>Continue with PP case Studies for all PP pupils to track interventions and impact. (ongoing)</p> <p>Development of a reading culture across the whole school – introduce book marks and continue using new reading scheme, reading comprehension strategies and reading opportunities such as staff at a school, firemen and reading buddy system. (ongoing)</p> <p>Blue Maths catch-up sessions to target PP pupils to ensure all gaps are addressing misconceptions. (ongoing)</p> <p>Tracking of interventions and the impact that they are having regularly and after each assessment week that takes place. (training day September 2019)</p>	<p>Where teaching is consistently good or better, pupils make better progress.</p> <p>Sutton Trust found that 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers'</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>Range of strategies to enhance the reading experiences with a focus on learners understanding of written texts 'On average reading comprehension approached deliver an additional six months' progress.' (EEF Toolkit). From a recent PP review the tracking of interventions was an area of development.</p> <p>Attainment rates of last year show that PP pupils remain below the national figures for reading and many of these pupils are not heard read regularly at home which has a direct link to writing and maths (reading of reasoning problems) and language development.</p>	<p>Robust teaching and learning monitoring cycle, including learning walks to ensure that teaching is at a good or better standard- linked with data points and pupil progress meetings. .</p> <p>Staff have an individual development plan to allow for self-reflection.</p> <p>Comprehensive timetable of professional development.</p>	<p>SLT</p> <p>Phase leaders</p> <p>Maths/ English lead</p> <p>Directors of English and Maths</p>	<p>Termly at each data point.</p>



	Take part in Northamptonshire 'closing the gap' pilot for 2 years, starting January 2020.	EEF have shown that small group interventions with highly effective staff are effective in promoting pupils progress.			
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<p>Develop and enrich the language skills for PP pupils.</p>	<p>Staff training on Mrs Wordsmith approach to language and vocabulary (September 2019).</p> <p>Mrs Wordsmith resources shared throughout the school and 'word of the day' shared 3 times a week (15 mins) in all classes.</p> <p>English Lead to develop whole school approach and disseminate.</p> <p>Implementation and awareness of Tier 2 and tier 3 vocabulary to encourage a wider range of more aspirational language to be used.</p> <p>PP pupils to be targeted during sessions (monitored by session drop'ins and learning walks)</p> <p>Evidence in writing books that Mrs Wordsmith words are being used and applied (book scrutinies)</p> <p>Weekly assemblies led by SLT to target 'words of the week'. (Started October 2019)</p> <p>Staff to identify PP pupils who needs focussed intervebtions for language and to plan for these within their timetable.</p> <p>Take part in Northamptonshire 'closing the gap' pilot for 2 years, starting January 2020.</p>	<p>Hart and Risley (2003) suggest that by the age of 4 a child from a 'welfare' family is exposed to 30 million fewer words than a child from a 'professional family' (Early Catastrophe)</p> <p>The Matthew Effect for reading suggests that this lexical disparity widens as the language rich get richer and the language poor get poorer.</p> <p>Research indicates that students learn around 3000 new words every academic year. Beck et al (2002) assert that this figure relies heavily on wider reading and less than 10% of these words are explicitly taught. For reticent readers, this approach is simply not good enough. We must teach vocabulary.</p> <p>This is a whole Trust focus.</p>	<p>Monitoring by curriculum leads and reporting.</p> <p>Pupil tracking and pupils voice.</p> <p>Book scrutinies and learning walks during vocabulary sessions.</p> <p>Pupil Progress meetings</p> <p>Tracking of impact of intervention groups and cost.</p>	<p>SLT</p> <p>PP lead</p> <p>Curriculum leads.</p> <p>Mrs Wordsmith lead.</p>	<p>Termly</p>
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<p>To reduce the gender gap in Reading, Writing and Maths for PP pupils.</p>	<p>Measure impact of QFT, intervention and enrichment opportunities at all 3 data points by ensuring that test scores have risen, progress has been made (even small steps) and children are able to access the curriculum objectives.</p> <p>Ensure the SEND lead and the PP lead work together to close the gap on children who have multi-vulnerabilities to be close in line with their peers.</p> <p>Investing in 'boxing' programme to target boys to increase confidence/self-esteem.</p> <p>Take part in Northamptonshire 'closing the gap' pilot for 2 years, starting January 2020.</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>	<p>PP lead</p> <p>Curriculum leads</p> <p>SLT</p>	<p>Half termly in line with Data points</p>
Total budgeted cost					£26,000

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 implementation?
<p>To increase attendance, PA and punctuality of PP pupils to be at least in line with national.</p>	<p>EWA 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>Work with other outside agencies including EIPT team,</p> <p>Weekly class attendance awards to raise the profile in school. (Morris, Morisette and Morris Minor)</p> <p>100% attendance stickers for PP pupils each term.</p> <p>Termly PP attendance figures shared with PP lead and re-direction of EWA accordingly.</p> <p>Encourage PP governor to be actively involved in addressing attendance, PA and punctuality of PP pupils.</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>	<p>SLT</p> <p>EWO</p> <p>EWA</p>	<p>Weekly</p>



<p>To increase self-esteem, self-confidence and aspirations for PP pupils.</p> <p>To increase social and emotional skills of PP pupils compared to peers.</p>	<p>Introduce new behaviour strategy across the school (Positive Behaviour)</p> <p>Increase contact time with wellbeing team to boost confidence/morale.</p> <p>Look to invest in programmes that are designed to boost confidence/self-esteem and raise aspirations e.g. TARGET.</p> <p>EWO share 1, 2, 3 magic with targeted families.</p> <p>Plan for targeted interventions and access to 'games club' at lunch times with EWA.</p> <p>Work with outside agencies including EIPT team.</p> <p>Work with the Play Therapist to provide support where necessary.</p> <p>Lego therapy provided by Wellbeing team.</p>	<p>The EEF toolkit suggests interventions which target social and emotional learning improve pupils' interaction with others and self-management of emotions.</p> <p>Children with emotional and behavioural difficulties are struggling academically and need interventions to support.</p>	<p>Effective CPOMs and referral systems to ensure early identification of pupils with behavioural difficulties.</p> <p>Embedding behaviour plans for key pupils.</p> <p>Effective PPM and team meetings targeting key pupils.</p> <p>Rigorous referral system which tracks progress throughout.</p> <p>Case studies of pupils Regular liaison with external agencies.</p>	<p>EWA EWO SLT</p>	<p>Termly – when arises</p>
Total budgeted cost					<p>£30, 760</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 implementation?
<p>To increase the experience opportunities making it easier for children to access the curriculum as well as additional opportunities that may arise.</p>	<p>These will form part of the whole school offer that the child will experience with us by the time they reach the end of KS2 and fall in line with the wider school ambition to allow children to access the '50 before 11' challenge as set by the Trust curriculum core group.</p> <p>Target groups of PP children for specific extra-curricular activities that arise during the year i.e. STEMFEST, author visits.</p> <p>Encourage children to PP pupils to attend extra-curricular club such as Pacesetters, Acorns 'before and after' school club, music lessons.</p> <p>Ensuring Parents are aware of reduced rates for clubs.</p> <p>Investing in curriculum rich opportunities e.g. cooking classes, gardening who may lack such experiences at home.</p>	<p>We recognised that many of our PP children do not have the same extra-curricular opportunities as many non PP children. We aim to rectify this by targeting groups of PP and other vulnerable children on a half-termly basis.</p> <p>By ensuring involvement in enrichment opportunities it will motivate pupils and this will impact their self-esteem, wellbeing and their academic successes,</p> <p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation as it has positive effects on pupils.</p> <p>When children have previously attended trips/experiences, feedback is overwhelmingly positive.</p>	<p>Effective monitoring of the new curriculum by VP to ensure trips/visitors etc enhance the learning opportunities.</p> <p>Tracking of finance allocations by RL and BA.</p>	<p>SLT</p> <p>PP lead</p> <p>Finance team</p>	<p>Termly</p>
Total budgeted cost					£6600



6. 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.