



Pupil premium strategy statement (primary)

1. Summary information					
School	Oakley Vale Primary				
Academic Year	2016/17	Total PP budget	69950	Date of most recent PP Review	n/a
Total number of pupils	409	Number of pupils eligible for PP	48	Date for next internal review of this strategy	April 2017
2. Current Outcomes					
KS2 2016 Data		<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		42% (National 60%)		53%	
% achieving expected standard or above in reading		50% (National 72%)		67% (National 66%)	
% achieving expected standard or above in writing		67% (National 79%)		78% (National 74%)	
% achieving expected standard or above in maths		58% (National 76%)		72% (National 70%)	
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 & Writing skills need developing – especially comprehension skills, writing with more accuracy and accurate spelling and punctuation.				
B.	Development of using and applying maths skills to improve reasoning and problem solving skills.				
C.	Develop opportunities for challenging the more able pupils				
D.	A small group of pupils receive emotional and behavioural support, as their academic progress is affected.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	Attendance of pupil premium (Disadvantaged) is a barrier to consistent learning for a minority of pupils- 2016 Raise FSM (92%), Non FSM (95.8)- Persistent absence FSM (21.8)%, Non FSM (9.1%)				
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 ensuring that More able pupils eligible for PP achieve the higher standard in all subjects.	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 2016 by the end of KS1 and KS2 in all subjects. At least 20% will attain the higher standards.
B.	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 95%
C.		
D.		

5. Planned expenditure					
Academic year		2016/17			
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 ?
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.	Teaching to be never less than good for all children Professional development opportunities are provided for all staff in all relevant subjects.	Where teaching is consistently good or better, pupils make better progress. Improved practice leads to improved outcomes. Professional development will be focused on improving pupil outcomes and supporting key school priority areas.	Robust teaching and learning monitoring cycle ensures that teaching is at a good or better standard- linked with data collection points. Staff have an individual development plan to allow for self reflection. Comprehensive timetable of professional development.	H/T & DHT	Half termly

<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>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation ?</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>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</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 more able Y6 pupils.</p>	<p>Coordinator will rigorously monitor the progress and attainment of each pupil premium pupil.</p> <p>Pupil Progress meetings</p> <p>Feedback from pupils</p>	<p>DHT</p>	<p>Half termly in line with Data points</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>Third Space learning – online targeted one to one intervention focusing Maths- to be used with Y6 PP pupils.</p>	<p>Third Space Learning provides one to one Maths tuition to 3,600 pupils each week in 350 schools in England and Wales. Over 50% of the pupils are in receipt of Pupil Premium funding. Headteacher's report up to 2-3 terms' progress in 1 term. Ref: www.thirdspacelearning.com</p> <p>The programme is one to one work online and work is tailored to individual need. Tried last academic year with a small group of pupils with positive results. High level engagement from the pupils.</p>	<p>The weekly session is monitored and reported to Coordinator and class teachers to ensure gaps are being closed. This information is used to inform Data point information.</p>	<p>DHT/ Class teachers</p>	<p>Weekly</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>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</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 more able pupils.</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>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>Staff training based around Trauma & Attachment training – Brave Heart.</p>	<p>Trauma and attachment can be an issue for many vulnerable pupils whether they are looked after, adopted or from challenging home environments. This can be a major barrier to learning. As a school we have 8 LAC pupils within our school and we consider that this training is essential to support staff to be able to support the pupils in reducing the barrier to learning.</p>	<p>Through Teaching and learning monitoring cycle.</p> <p>Attainment and well being of the identified pupils monitored.</p>	<p>SLT</p>	<p>Half termly</p>
Total budgeted cost					<p>£46000</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>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 Assesments.</p>	<p>We can't improve attainment for pupils if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key stop</p>	<p>Monitoring of attendance figures.</p> <p>Regular meeting between attendance worker and Head teacher.</p>	<p>H/T / Attendance support worker</p>	<p>Weekly</p>



	Liaison with Education Welfare Officer for the trust.				
Total budgeted cost					£5000

6. Review of expenditure				
Previous Academic Year		2015-16		
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
To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics.	<p>All teaching to be at least good or better.</p> <p>Professional development opportunities are provided for all staff in all relevant subjects.</p> <p>Moderation opportunities within school and across the trust.</p>	<p>All teaching to be at least good and as a result all pupils to achieve end of year age expectations.</p> <p>Success Criteria: Partially Met: All year groups in Reading, Writing and Maths have demonstrated consistently strong progress from different starting points. Sheffield assessment system, was introduced and enabled all subject leaders to be able to monitor and scrutinize progress across all 4 data points across the academic year (2015-16). Based on progress 2015-16, a large majority of disadvantaged pupils, made at least expected progress across Reading, Writing and Maths and average at least 25% of them closed the gap during the academic year 2015-16 to achieve expected Age Related Expectation across Reading, Writing and Maths.</p>	<p>Y2 and Y6 the interim Frameworks for the end of year expectations were introduced in April 2016. They showed how expectations had been raised especially in Writing.</p> <p>The Sheffield Assessment system was robust in the being in line with the 2016 outcomes.</p> <p>More targeted teaching will need to be happen in terms of teaching of basic skills and applying them.</p>	£20000
To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics.	Introduction to the learning challenge curriculum – focus on a book and looked for appropriate curriculum links- leading to more meaningful learning.	Success Criteria not fully met: This has not had the impact in writing and maths in particular in Key Stage 1 outcomes as they were below national. For Writing PP (43%) against all 61% - National 65% and for Maths PP (43%) against all 61% - National 73%.	The curriculum does need to be developed. We learned that the curriculum promoted exploring different genres of writing but it was not allowing for quality of teaching of the components of the different types. In maths, the staff have embraced the use of a more practical approach to teaching but there needs to be more targeted teaching of reasoning and problem solving.	£5000
ii. Targeted support				



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
To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics.	Kumon Maths introduced to all Pupil Premium Pupils across the school YR-6	<p>Kumon approach to maths to support the pupils with developing their independence, strengthen their Maths Basic facts, building up learning stamina. Working in partnership with families.</p> <p>Success Criteria: Not met- limited impact – Pupils were not fully engaged in the approach, parents/ carers found it difficult to maintain the level of support needed on a daily basis for the pupils. 55% of PP who took it up (18) achieved ARE at the end of the academic year.</p>	We won't continue with this approach – due to limited impact due to its approach that didn't engage the pupils.	£11,000
To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics.	<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 needs</p>	<p>FSW and Play therapist work will support pupils to overcome at least some of their barriers to learning.</p> <p>Success Criteria: Target met. Pupils who have worked with these teams were able to achieve their end of year targets. Identified pupils: PP eligible</p>	These resources are invaluable in supporting pupils who have barriers to learning including trauma and challenging home circumstances.	<p>£10000</p> <p>£9000</p>

To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics.	Use of Clicker 6 (ICT package) available at home for those PP pupils with SEN.	SEN PP children who have access to Clicker 6 in school able to access it at home through the purchase of the home license.	Pupils able to use the resource they use in class to use at home for their homework	£650
To ensure that all pupils achieve at least end of year age expected standard in Reading, writing and Mathematics.	Access to Teaching assistants / HLTA to work as 1-2-1 or small group interventions to address misconceptions, gaps in learning and provide challenge for more able	Success Criteria: Met – interventions did have impact on the small group work.	Some of the PP pupil needed additional support during Lunchtimes and playtimes due to them finding unstructured time more challenging.	£15000
iii. Other approaches				
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
To ensure all pupils have access to a school uniform to raise self esteem and confidence	Provide uniform and subsidise costs of families	All pupils are able to wear school uniform encouraging school cohesion and community ethos.	By assisting with the costs pupils are able to have access to a uniform.	£500
Access to educational visits to all and after school clubs	To ensure that all children are able to attend the residential visit, after school clubs by subsidising them	All pupils to have the experience of a residential, sports club Success Criteria: Met: All PP pupils were able to attend the residential visits.	Pupils had the opportunity to do something that they wouldn't have been able to do without the subsidy.	£2000



Access to music tuition to all	To ensure that all children are able to access music lessons	All pupils to have the experience of learning a musical instrument. Success Criteria: Met: All PP pupils who wished to were able to attend music lessons.	Pupils had the opportunity to do something that they wouldn't have been able to do without the subsidy	£500
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk