



Pupil premium strategy statement (Primary)

1. Summary information					
School	Oakley Vale Primary				
Academic Year	2017/18	Total PP budget	61,000 80,500 £72,160	Date of most recent PP Review	May 2018 July 2018
Total number of pupils	420/420	Number of pupils eligible for PP	47 60 57	Date for next internal review of this strategy	July 2018

2. Current Outcomes		
KS2 2017 Data (14 children)	<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	36%	31% (National 61%)
% achieving expected standard or above in reading	50%	57% (National 66%)
% achieving expected standard or above in writing	57%	50% (National 74%)
% achieving expected standard or above in maths	43%	59% (National 71%)

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- 2017 Raise FSM (94.7%), Whole school attendance at the end of academic year 2016-17 97%, 6.02% PA.



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 2017 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 97%
C.		
D.		

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 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>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>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 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>H/T & DHT</p>	<p>Half termly</p> <p>Data tracked at data points. Teachers monitored through observations/data/books.</p> <p>All staff have also been observed by Rachel Mortlock and been given feedback. Staff have been revisited to ensure teaching in good or better across the school.</p> <p>Mid-year performance management meetings have taken place.</p> <p>Key Stage 1 and Key Stage 2 results:</p> <ul style="list-style-type: none"> - EYFS GLD being above National (81%) - Phonics being above National (87%) - KS1 data being above National at EXE (Reading – 82% Writing – 72% Maths - 79%) - KS1 data being above National at GDS (Reading – 33% Writing 28% Maths – 35%)

					<ul style="list-style-type: none"> - KS2 data being above National at EXE (Reading – 76% Writing 80% Maths 80% Combined – 65%) - KS2 data being above National at GDS in Maths and Writing (Writing 22% Maths – 30%)
<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>	SLT	<p>Half termly</p> <p>Regular staff meetings and moderation of work across the school and throughout the trust ensures staff are aware of the end of year expectations for their year groups/phases and Key stages.</p> <p>Reading has been identified as an area of focus for PP children in 2018-19 academic year.</p>
Total budgeted cost					£18,950

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>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 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>	DHT	<p>Half termly in line with Data points</p> <p>Data analysed at each data point</p> <p>Data analysed at each data point and will be scrutinised for the start of 2018-19 to identify focus intervention groups throughout the school.</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>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.</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 achene 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>	DHT/ Class teachers	<p>Alongside Data points and Pupil progress meetings</p> <p>Beanstalk readers has not taken place due to no availability on their pat. We are in the process of booking them for next academic Year (2018-19).</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 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 Y6 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>Focussed interventions planned by the teachers and led by HLTAs/Tas on target groups especially in Year 5 and 2. Year 2 have used an extra teacher also.</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>Children are accessing Play therapy where needed. GE to meet regularly with the children form Services families to check on their welfare and wellbeing.</p> <p>Children accessing games club and other sessions with JB and GE throughout the week.</p> <p>Target children for attendance also. Children continue to work with JB/GE and play therapist.</p>
Total budgeted cost					£46000
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 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>	<p>H/T / Attendance support worker</p>	<p>Weekly</p> <p>GE checks attendance. JB and GE will do home visits to ensure children are in school when they should be. Poor attendance is followed up with a letter and closely monitored.</p> <p>Overall impact on attendance - attendance 96.51% persistent absence 4.6%. Overall Primary and Trust attendance award.</p>
<p>Total budgeted cost</p>					<p>£5000</p>

6. Review of expenditure				
Previous Academic Year		2016-17		
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 within school and across the trust</p>	<p>Success Criteria: Partially Met: All year groups in Reading, Writing and Maths have demonstrated consistently strong progress from different starting points. STAT online was used and enabled all subject leaders to be able to monitor and scrutinize progress across all 4 data points across the academic year (2016-17). Based on progress 2016-17, a large majority of disadvantaged pupils, made at least expected progress across Reading, Writing and Maths.</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, used weekly, to assess Writing. Work was moderated at point throughout the year within school and external.</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

	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.	£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	Third Space learning – online targeted one to one intervention focusing Maths- to be used with Y6 PP pupils.	Success criteria: Not met – This strategy did not prove value for money and many children did not achieve ARE in their end of year tests.	We will not be using this intervention next year we will look at Beanstalk readers and Education City as a resource.	£7500
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.	£20000

<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: Target met. 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>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>Success Criteria: Met – training used for identified children and strategies in place for individual children at unstructured times like lunchtime.</p>	<p>Ensure the training we received is used for identified children next academic year and is readdressed if needed. Training does not need to take place again on Attachment but other training needs may arise throughout the year for individuals.</p>	<p>£3000</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>Success Criteria: Partially met – PP attendance 94.7 for the year.</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>



	<p>Close work with families to address barriers including Early Help Assessments.</p> <p>Liaison with Education Welfare Officer for the trust.</p>			
--	--	--	--	--

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.

Pupil Premium Funding and the impact of this is a regular item on the agenda for Full Governors meetings