

Pupil premium strategy statement (Primary)

1. Summary information					
School	Oakley Vale Primary				
Academic Year	2018/19	Total PP budget	£61,990	Date of most recent PP Review	May 2019
Total number of pupils	420	Number of pupils eligible for PP	47 47	Date for next internal review of this strategy	April 2019 May 2019

2. Current Outcomes		
KS2 2018 Data (13 children 3/16 SEND of which 1 EHCP)	Pupils eligible for PP (your school)	All Pupils (national average)
% 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 (issues to be addressed in school, such as poor oral language skills)	
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 (issues which also require action outside school, such as low attendance rates)

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 **Homelessness, house fires, debt**

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 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.
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%

6. Review of expenditure				
Previous Academic Year		2018/19		
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>Moderation opportunities 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>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 4 data points across the academic year (2018-19). All staff attended Trust moderation sessions for writing and also maths and writing moderation in school. At the end of 2018/19 93% of teaching was good or better with 22% outstanding. There is no inadequate teaching across the school. The English and Maths leads have continued to work closely with directors of subjects.</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> <p>Training on using data and assessment to identify and close gaps across the school.</p> <p>Staff training on what quality first teaching (SENCO) and differentiation looks like (VP) needed.</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>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 regularly (Y1, 3, 4, 5), to assess writing. Work was moderated at point throughout the year within school and externally. EYFS had external County moderation in the summer term. Data analysed and shared with new class teachers.</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> <p>Introduce new achievement plans for tracking data at each data point and continue with PP case studies to monitor and track impact.</p>	£5000

	Opportunities are identified to ensure that work is monitored closely against the 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 – Not Met – The strategy did not take place this academic year. BW students were used to hear PP pupils throughout the whole school read each week as a priority.	Continue with BW students hearing PP pupils read weekly and closer monitoring of pupils involved with the strategy needed at data points. Have a pupil questionnaire to track the impact on their reading i.e. confidence, enthusiasm before and at the end of the 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	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: Partially met – Beanstalk Readers could not offer availability to focus on Year 6 readers on a weekly basis. Education City used and a weekly club was set up to ensure that all PP pupils were accessing the resource.	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. Look at how Education City can be developed further to enhance the progress of PP pupils and be used to close the gap further.	£400
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.	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. Teachers to use Achievement trackers at data points. Work closely with SENCO to look at how interventions/closing the gap sessions will take place in 2019/20.	£20000

	Reading opportunities 1-2-1 as well as small groups.			
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>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. Key children received Play Therapy throughout the year and support given in the form of EHAs for key families.</p>	<p>These resources are invaluable in supporting pupils who have barriers to learning including trauma and challenging home circumstances.</p> <p>Opportunity for FSW and FSA to attend Lego Therapy training in Autumn term (£140) as another strategy to be used with PP pupils 2019/20.</p>	<p>£10000</p> <p>£9000</p>
Increase the rate of attendance for those eligible for PP	<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</p>	<p>Success Criteria: Partially met –.</p> <p>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 = 96.75% PA = 4.8%</p> <p>Increase in PP attendance this academic year. Attendance closely monitored and records kept on all children as to reasons why. Letters sent home and meetings arranged. Work continues with identified families and support offered this has been in the form of EHAs, support for breakfast and after school clubs to support attendance and lateness.</p> <p>Morris the Monkey used for attendance award each week to the class with the highest attendance.</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 – how do we reward the high attendance pupils?</p>	£3500

	Early Help Assessments. Liaison with Education Welfare Officer for the trust.			
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