

**Oakfield CE Primary**  
**Pupil Premium Strategy Statement 2017 / 2018**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

This report was compiled in September 2017 and includes a review of the 2016/17 spending for Oakfield CE Primary and a statement regarding the intended spending for 2017/18.

<b>1. Summary information</b>		
Total number of pupils as at October 2017 Census	Number of pupils eligible for PP	Total PP budget 2017/18
298	106	£151,680 Allocation £155,838 Spend £ 4,158 Funded by School

<b>2. Current attainment (KS2 SATS Summer 2017)</b>			
Age related expectations (ARE)	Total 38 pupils, 21 boys, 17 girls 23 SEN (61%) inc 3 EHCP/Statements	Pupils eligible for PP 21 pupils (53%) 16 SEN, inc 2 EHCP/Statements (76%)	Pupils not eligible for PP 17 pupils ((47%) 7 SEN, inc 1 EHCP Statement (41%)
% Achieving ARE in reading, writing and maths	18 pupils (47%) <i>National average: 61%</i>	7 pupils (33%)	11 pupils (65%)
% Achieving ARE in reading	28 pupils (74%) <i>National average: 71%</i>	14 pupils (67%)	14 pupils (82%)
% Achieving ARE in writing	20 pupils (53%) <i>National average: 76%</i>	8 pupils(38%)	12 pupils (71%)
% Achieving ARE in maths	27 pupils (71%) <i>National average: 75%</i>	11 pupils (52%)	16 pupils (94%)
Expected Progress or Better	32 pupils with KS1 data which allows progress to be measured	16 pupils with KS1 data. 5 pupils were not in an English school for KS1	16 pupils with KS1 data 1 pupil was not in an English school for KS1
% making expected or better progress in reading	26 pupils (81%) <i>School progress score: +3.8 which puts school in top 25% of schools nationally</i>	11 pupils (69%)	15 pupils (94%)

		<i>All 5 pupils who did not achieve expected progress were SEN pupils with SEMH as an identified need.</i>	<i>The pupil who did not make expected progress had been in the school less than one term.</i>
% making expected or better progress in writing	23 pupils (72%) <i>School progress score: -4.3 which puts school in bottom 5% of schools nationally</i>	9 pupils (56%) <i>All 7 pupils who did not achieve expected progress were SEN pupils with SEMH as an identified need.</i>	14 pupils (88%) <i>One of the pupils who did not make expected progress had been in the school less than one term.</i>
% making expected or better progress in maths	25 pupils (78%) <i>School progress score: +0.7 which puts the school in top 40% of schools nationally</i>	10 pupils (63%) <i>All 6 pupils who did not achieve expected progress were SEN pupils with SEMH as an identified need.</i>	15 pupils (94%)

3. Barriers to future attainment				
Barrier	Action	Evidence and rationale for action	Predicted costs	Staff Lead
High levels of SEND which require effective differentiation and targeted support.	<p>Improve teacher task design linked to tight learning intentions.</p> <p>Improve TA skills so that they are better able to support pupils with identified needs.</p> <p>Improve early identification of SEND so that specific details of need can be understood and supported as quickly as possible.</p> <p>For pupils with more complex SEMH needs continue to develop Nurture and Alternative Provision support.</p>	<p>Work with Hampshire Advisory team has confirmed this as an area for development this year.</p> <p>EEF research has informed this new training programme for TAs</p> <p>Impact of SENCO absence has provided in house evidence that progress drops when early assessment and support is not possible.</p> <p>Provision in school over last 7 years has provided clear evidence of the positive impact of the Nurture and APU support</p>	<p>Hants advisory days: External Consultancy training for TAs:  £3,650</p> <p>Nurture and Alternative provision costs: £98,464 Training with Primary Behaviour Service consultant: £750</p>	<p>Vikki Reader</p> <p>Laura Bosworth and Eileen Eaton</p>
Poor basic literacy skills on entry	Joint work with pre-school providers and agencies working pre-school to improve on entry levels.		Release time for EYFS Lead: £711	Becki Howlett Suze Keynes:

	Parenting classes to improve adult literacy skills.		Parenting classes and support: £2,544	
Mental health issues affecting pupils' readiness for learning.	Work with social care and mental health services where available to improve 'chaotic' home lives for identified pupils. Counselling and therapeutic work for pupils identified with need in this area.		Full time Family and Inclusion Lead to co-ordinate work: £39,847 Youth Trust Counselling: £7,328	Suze Keynes

#### 4. Desired outcomes

- Increase the numbers of pupil premium pupils who are reaching ARE especially in writing by the end of KS2. Closer to National average.
- All pupil premium pupils are making expected progress from their starting points and most are getting closer to ARE by the end of the year.
- Teachers and teaching assistants will be providing more effective support for pupils with SEND who are also pupil premium so that they are achieving better outcomes.
- Pupils will attend school regularly and on time.
- More parents/carers will be providing effective support for their children and having a positive impact on their child's progress and attainment.
- Pupils will have positive attitudes to learning, have good self-esteem and self-confidence and will be able to persevere when learning is more challenging.

#### 5. Measuring the impact

All teachers keep updated a pupil premium provision map which identifies every pupil premium pupil and the interventions and support they are receiving. Teachers carry out a half termly review and planning activity to ensure the interventions and support strategies that pupils are accessing are having a positive impact. Some assessments are about qualitative judgements but these are supported by academic assessments and mental health assessments. The senior leadership team monitor pupil progress using the Hampshire Assessment model which involves teacher assessment against national age expectations. They also carry out work sampling, pupil progress meetings and observational activities.

In this way there is an ongoing review of the School's pupil premium strategy throughout the year so that changes can be made as appropriate. The Governing Body monitors the work through the Learning Committee and receive a review report in the Summer Term

#### 6. Review of expenditure in 2016/17

##### Summary

In the 2016 to 2017 financial year, primary schools received £1,320 for pupils in reception year to year 6 for each child registered as eligible for free school meals at any point in the last 6 years

Schools also received £1,900 for each pupil identified in the spring [school census](#) as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Children who had been in local-authority care for 1 day or more also attracted £1,900 of pupil premium funding. Funding for these pupils was managed by the [virtual school head \(VSH\)](#) in the local authority that looked after the child.

For 2016/17 Oakfield CE Primary received £160,620 Pupil Premium Funding based on 121 pupils registered as eligible for Pupil Premium and 3 pupils eligible for Service Pupil Premium, plus £7,800 for 7 children who are or had been in local authority care. Total income £168,220.

Total Income: £168,220.00  
 Less Expenditure: £183,388.10  
 Funded from School Budget: £ 15,168.10

Barrier identified	Strategy used	Cost	Intended outcome	Evaluation
1. Poor motivation for learning and/or under-developed basic learning skills. This is particular linked to poor baseline levels and high mobility for pupil premium pupils.	<u>Meta-cognition and self-regulation</u>  Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) which aim to help learners think about their own learning more explicitly. We used an outside consultant to train staff to develop effective strategies to help pupils identify clear success criteria and teach pupils key skills which make them effective learners, in particular we looked at developing their independence as learners. We also began to work with Early	<b>£3,492.40</b>  Costs were calculated to reflect a pro-rata percentage of consultant and training costs reflecting the number of pupil premium pupils who would benefit.	Pupils will continue to develop their basic learning skills beyond the reception year so that they can become more effective independent learners. They can self-regulate and manage their own motivation towards learning. They can persevere when learning gets 'tough'.  According to the Education Endowment Foundation who have looked at different strategies to improve pupil progress:	We have seen a significant improvement in positive attitudes to learning from identified pupils including those with high anxiety and self-esteem difficulties across the school. The outcomes in reading at the end of KS2 in particular reflected great improvements in pupils being able to extract key information and 'not panic' during comprehension tests. This was evidenced in the better than national average outcomes in reading, and although the outcomes for pupil premium pupils were not as good as non-pupil premium, the figures reflected the higher percentage of pupil premium pupils with SEN. In maths there was also an improving picture for pupil premium pupils at KS2 including outcomes for pupil in the Alternative Provision unit who were not able to access mainstream classroom – of these five pupils one was unable to

	Excellence to develop enquiry based learning approaches across the school which will ensure we continue to develop pupils' characteristics of effective learning beyond the Reception year.		'Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.'	access the tests but the remaining four all achieved ARE in maths and three also attained ARE in reading. In KS1, a higher % of pupil premium children compared with non-pupil premium achieved the Year 1 phonics ARE. However, the effective teaching of phonics in KS1 remains a priority to ensure more pupils reach ARE and secure good progress and attainment in reading and writing. The % of pupil premium children reaching ARE in reading, Writing and Maths is below that of non-pupil premium and well below national in KS1. As a consequence the SLT are focussing support and CPD for staff in KS1 to improve 2018 outcomes and progress. Qualitative evidence from observations, pupil interviews and work sampling identified that targeted pupils across the school had improved attitudes to learning and were better able to use appropriate learning skills and enjoy the challenge of 'hard learning'. <u>Next steps:</u> This initiative should continue next year with a particular aim to improve outcomes in writing where pupils with high anxiety really struggle due to committing themselves to paper. Tightly focused pupil specific learning journeys will further develop this work.
2. High levels of SEN in every class especially amongst pupil premium pupils. Many classes around 50% and	<u>1:1 support from class teachers and teaching assistants</u> As research shows that intervention by trained teachers is the most effective, we provided release time on a weekly basis for teachers in Years 2 – 6 to work on a 1:1 basis with pupil premium	<b>£46,281.21</b>	Pupil premium pupils with identified additional needs will receive appropriate and effective individual support to help them get closer to ARE.	In maths and reading there is an improving picture for most SEND pupils. However Pupil Premium pupils with SEND still fall behind SEND pupils who are not Pupil Premium. In writing progress remains poorer for those with SEND. Key areas to tackle are speaking and communication difficulties and SEMH, especially high anxiety and low self-esteem issues. Pupils who made very good progress with this additional support also

upwards of SEN. This makes it very challenging for teachers to meet the needs of every pupil especially those who need to be on 'catch up' to reach or get close to ARE.	pupils who needed more intensive individual support. We also allocated teaching assistant hours to every class to reflect the level of identified need for additional regular intervention – this was both academic and behavioural support.			had stable home lives and an adult who responded positively to advice from the class teacher to support the learning in school. Pupils who achieved least well had significant cognitive difficulties and working memory issues. <u>Next steps:</u> Teachers to design tasks better linked to identify needs. Teaching assistants to be better able to support individuals with identified needs through appropriate questioning and support informed by teacher planning.
3. High numbers of pupils with significant and complex social, emotional and mental health difficulties which negatively impact on their ability to access learning.	<u>Behaviour and Mental Health support</u> For pupils with identified social, emotional and mental health needs (SEMH) we provided a range of support strategies including 1:1 support and specific interventions such as self-esteem and social skills groups, anxiety management with Heartmath programme, counselling provided through Barnados and Youth Trust, and intensive support through our Nurture Group or Alternative Provision class.	<b>£87,775.24</b>  In house SEMH support: £85,419.64 Counselling costs: £2,355.60	Pupil premium pupils with identified social, emotional and mental health needs will receive appropriate and effective individual support to help them get closer to ARE.	5 pupils who were unable to access mainstream classroom activities at the beginning of the year were able to do so by the end of the school year. End of KS2 data showed that all but two pupils with identified complex SEMH needs achieved better than expected results from initial targets at the beginning of the year. Mental health assessments showed 100% improvement for targeted pupils in their identified aspect of mental health. No pupil had greater than five days exclusion and yet many were at risk of permanent exclusion in their previous school or as a result of key pastoral factors which changed their home situation in year. <u>Next steps:</u> These support strategies continue to be effective and should continue.
4. Limited activities outside of school lead to under-developed literacy skills and	<u>Targeted extra-curricular activities</u> Pupils were targeted for activities where they had shown some degree of natural talent and/or activities which supported their	<b>£2,540.00</b>  <i>Costs have been calculated to reflect a</i>	Pupils will develop their language and communication skills through enrichment activities. Self-esteem and self-confidence will improve	We have found that performance arts have been particularly successful in developing pupils' language and communication skills as well as their self-esteem and self-confidence. Cookery Club has been targeted to support building positive relationships between parent

<p>poor social and emotional skills.</p>	<p>learning and social and emotional skills.</p>	<p><i>pro-rata percentage of staffing and running costs reflecting the number of pupil premium pupils who will benefit.</i></p>	<p>through succeeding at something they enjoy. They will have a wider range of opportunities to apply their learning from the classroom.</p>	<p>and child and has been very helpful for looked after pupils. Pupils who have accessed extra-curricular activities have shown improved attitudes to learning. Where activities have enabled pupils to apply their learning from class this has had a positive impact – this has been seen particularly through improved pupil voice in writing for pupils who have accessed theatre club. <u>Next steps:</u> We need to continue the extra-curricular activities as they develop language skills and social and emotional skills which improve outcomes for pupils in the classroom. In addition we need to target pupils who are at risk of obesity to get them more active.</p>
<p>Low entry baseline means that many pupils have significant ‘catch up’ needed to get close to end of Foundation Stage expectations.</p>	<p><u>Foundation Stage additional support</u>  Two additional TA’s in the EYFS provision were employed to ensure that our PP children get the additional support they may require.</p>	<p><b>£25,296</b></p>	<p>Pupils will improve from their starting points so that they get closer to age expectations.</p>	<p>In EYFS progress measures evidenced that: 95+% made expected or better progress in PSED and 72+% made better than expected progress (2+ years in one year). 95+% made expected or better progress in C&amp;L and 85+% made better than expected progress (2+ years in one year). 100+% made expected progress in PD and 87% made better than expected progress (2+ years in one year). 92+% made expected progress in Reading and 65% made better than expected progress (2+ years in one year). 82+% made expected progress in Writing and 56+% made better than expected progress (2+ years in one year). 97+% made expected progress in Number and 79+% made better than expected progress (2+ years in one year).</p>

				<p>In order to provide individual support for pupils with significantly low baseline as well as those with SEN, extra adult support was required beyond the normal ratios. Many pupils need regular 1:1 support.</p> <p><u>Next steps:</u> Early discussions regarding the new intake identified need for additional adult support again this coming year.</p>
Poor attendance levels restrict effective access to learning.	<p><u>Attendance support</u> Our attendance Officer and Family Inclusion officer worked together to identify early on pupils at risk of poor attendance and put individual family strategies in place to support improved attendance. Where necessary there was also intervention by referral to EWS.</p>	<b>£18,003.25</b>	Pupils will attend school regularly and on time so that they can access all learning opportunities.	100% of pupil premium pupils who had identified issues relating to attendance improved their attendance as a result of the input received.

To be reviewed: 28<sup>th</sup> June 2018