

Pupil Premium Strategy Statement 2018/19 – Oakfield CE Primary – Edition 3 dated 25 Mar 19

School Vision

Oakfield CE Primary is part of a Federation and works closely with the partner school, Arreton St George's CE Primary.

The school's vision is to enable each and every pupil to achieve as well as they can academically, socially, emotionally and spiritually. Within a caring Christian ethos, staff work to support the development of the whole child, taking into account their individual needs and starting points. The school is committed and determined to support and challenge pupils who have an educational disadvantage to succeed.

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £1,900 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Pupil Premium Strategic Principles

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils are capable of overcoming their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

Meeting individual learning needs

There is a strong understanding of the barriers to learning and how these barriers present in school.

Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

Data-driven

The progress of disadvantaged pupils is discussed at all pupil progress meetings/key assessment points. Actions are identified, implemented and regularly reviewed.

Accelerated progress must lead to higher attainment within an academic year and key stages.

Clear, responsive leadership

A Federation Strategy Group, which includes leadership and governors from both schools, review the effectiveness of strategies at the end of each assessment phase.

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.

Federation Pupil Premium Strategy Group (This group meets termly to review effectiveness of building blocks outlined above)	
Team member	Role
Colin Haley	Executive Headteacher – strategic monitoring
Vikki Reader & Maria Herbert	Heads of School for Oakfield and Arreton St George’s CE Primary – mentoring, data, funding allocation
Lee Williams & Maria Herbert	SENCOs (Oakfield and Arreton) – monitoring of PP children, liaison with teaching staff
Helene Allen & Glenna Realey	Inclusion governors (Oakfield and Arreton) – review impact of funding
Eric Hemming	Learning Committee Chair – coordination of monitoring and review of outcomes
Trudy Taylor	Federation Business manager – budget allocation and scrutiny
Review Dates for academic year:	Initial review 2018/19 7 November then March 2019, July 2019

Current Profile						
Year	2018/19	Number of Pupils eligible for PP	113 (+3 service)			
NoR	287	Total PP budget	£138,180	FSM/Ever 6	Service	LAC
Date of Statement	October 2018	Review Date(s)	7 November 2018 20 March 2019 July 2019	104	3	9

Cohort Profile of Disadvantaged Pupils in Key Stage 1 and 2 for academic year 2018/19 (Does not include Service pupils)					
Year Group	Number and % of disadvantaged pupils eligible for PP	Number and % of pupils on SEN register who are also eligible for PP	Lower Attaining Pupils from EYFS or KS1	Middle Attaining Pupils from EYFS or KS1	Higher Attaining Pupils from EYFS or KS1

EYFS	14 pupils 29%	6 pupils 13%			
Year 1	10 pupils 27%	3 pupils 8%	5	5	0
Year 2	11 pupils 22%	2 pupils 4%	4	7	0
Year 3	14 pupils 32%	12 pupils 27%	8	6	0
Year 4	19 pupils 49%	9 pupils 23%	10	9	0
Year 5	21 pupils 60%	13 pupils 37%	5	15	1
Year 6	16 pupils 47%	11 pupils 32%	4	12	0

Attainment KS2 (2018) Disadvantaged Pupils (17 pupils)							
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	Gap	National Non-PP Outcomes	Gap
R W M combined	35%	77%	-42	51%	+16	70%	+7
Reading	47%	82%	-35	64%	+17	80%	+2
Writing	41%	82%	-41	67%	+26	83%	-1
Mathematics	53%	94%	-41	64%	+11	81%	+13

Progress KS1 to KS2 (2018) Disadvantaged Pupils (17 pupils)							
	PP	Non-PP	Gap	National Disadvantaged Progress	Gap	National Non-PP Progress	Gap
Reading	-2.4	+1.6	-4.0%	-0.6	-1.8	+0.3	+1.3
Writing	-1.0	+1.3	-2.3%	-0.5	-0.5	+0.2	+1.1
Mathematics	-1.9	+1.3	-3.2%	-0.6	-1.3	+0.3	+1.0

	Attainment KS1 (2018) Disadvantaged Pupils (12 pupils)						
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	Gap	National Disadvantaged	Gap	National Non-PP Outcomes	Gap
Reading	67%	67%	0	63%	+4	79%	-12
Writing	75%	39%	+36	55%	+20	74%	-35
Mathematics	58%	49%	+9	63%	-5	80%	-31

The impact of the funding allocations and improvements outlined in the PP strategy 2017/18

Key Stage 1 outcomes for all pupils improved, particularly for disadvantaged pupils. However improvements in teaching must impact on the progress and attainment of all pupils. The proportion of pupils securing ARE+ in reading, writing and mathematics needs to further increase. Earlier identification of SEND has resulted in emotional needs being met more rapidly.

The 'Six Strands' for positive behaviours for learning have led to a more systematic approach to engaging pupils with SEMH in their learning. All targeted pupils have made progress against the 'Six Strands'. Progress measures indicate that these pupils are moving closer towards ARE. The school has now integrated pupils with complex SEMH needs into mainstream classes. This will enable them to access programmes of study.

The strong emphasis on communication and language in EYFS has led to strong progress from low baseline for some disadvantaged pupils. Parenting classes have supported adult literacy skills which has benefitted some pupils as home learning has strengthened. Targeted pupils in EYFS and KS1 have benefitted from reading and phonic workshop sessions. The use of pupil premium passports has increased staff knowledge and awareness of individual need and allowed greater use of tailored support. As a consequence a greater proportion of disadvantaged pupils are now working at greater depth by the end of KS1.

The progress of some disadvantaged pupils in Key Stage 2 should have been stronger. However all pupils did make accelerated progress in Year 6. The progress measures for pupils that were not identified as disadvantaged were all positive. Disaggregating the PP group the data evidences that disadvantaged pupils that did not have SEN made stronger progress. In terms of attainment not enough disadvantaged pupils reached the expected standard.

We have worked hard to ensure regular attendance by pupil premium children (91.65% against a school end of year average of 95.49%). There were 6 fixed term exclusions in the period and one permanent exclusion.

Key Challenges for disadvantaged pupils
<p>External barriers that may affect some disadvantaged pupils</p> <ul style="list-style-type: none"> • multiple school moves; • impact of domestic violence/substance misuse/mental health factors; • financial difficulties/poverty; • family upset such as bereavement/significant illness/divorce or separation; • Attendance issues, including persistent absence and lateness. <p>To reduce these barriers the school uses Pupil Premium funding to support emotional well-being, enrichment and strategies to reduce lateness, absences and exclusions.</p>
<p>Barriers for learning that make some disadvantaged less successful in their learning</p> <ul style="list-style-type: none"> • poor social and emotional development ; • lower cognitive ability – statistically we have more SEND pupils who are also disadvantaged; • demotivation as a result of lack of educational success; • gaps in prior learning. <p>To reduce these barriers the school uses Pupil Premium funding to engage pupils in learning and ensure they have equity in terms of access to the curriculum and high quality teaching.</p>

Summary allocation of funding	Rationale	Expenditure
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • The SENCo works and monitors SEN/Disadvantaged team and PP spending weekly. 	Allocated hours.	£6, 000
<ul style="list-style-type: none"> • The HoS works and monitors PP spending, resource allocation and pupil support weekly. 	Allocated hours.	£14,000

<ul style="list-style-type: none"> • The LAC designated teacher works and monitors LAC weekly. • TA support for disadvantaged in classes including professional development (4 specialist support staff). • PP/SEN Admin support. • Speech and Language (SALT) support. • ELSA support • Release of phase leaders to monitor PP within phase. • Bridges for Learning • EWO (attendance) support 	<p>Allocated hours.</p> <p>Allocated LSAs (inc part time support).</p> <p>Allocated hours</p>	<p>£1,250</p> <p>£98,000</p> <p>£6,000</p> <p>£2,500</p> <p>£8,000</p> <p>£9,000</p> <p>£4260</p>
<p>Emotional, social and behavioural support</p> <ul style="list-style-type: none"> • After school and breakfast club provision – support disadvantaged in after school clubs. • Provision of uniform. • Support and challenge for children regularly late or who have social/emotional needs /support and attendance support(SK) • Youth Trust counselling (ceases 31 Mar 19) 	<p>100 hours @ £20/hr</p>	<p>£1,000</p> <p>£200</p> <p>£2,000</p> <p>£2,000</p>
<p>Enrichment</p> <ul style="list-style-type: none"> • Subsidised visits and trips. 		<p>£2,500</p>

Total Expenditure	£152, 450
--------------------------	------------------

Area of Focus	Expected Impact
<p>Leadership and management</p> <p>a) Establish PP strategy group comprising EXHT, HoS, SENCo and Inclusion Governor (in place). Allocate clear roles and accountabilities. Meet to review and set actions after each summative assessment analysis (in place). Review ethos, attendance, behaviour, progress data for disadvantaged pupils based on prior attainment groups and the quality of teaching in each cohort (underway). Set actions for top leaders, inclusion leaders and subject leaders to monitor and offer professional development. Leaders to evaluate impact at next review (underway). The SENCo has worked extensively with Local Authority support to strengthen action plans that positively impact on SEN provision.</p> <p>b) Communicate PP strategy to all staff to ensure they are clear of accountabilities and actions. Complete PP profiles set accelerated progress targets for 18/19 and identify subjects where disadvantaged pupils could excel. Prioritise pupils at greatest risk of underachieving. Link to high impact teaching plan. Evaluate impact in place and monitoring. Mid-year data drop indicating mixed progress picture.</p>	<p>Flexible and more effective use of PP funding. Higher expectations Strategic leaders driving strategies through teaching teams to ensure disadvantaged pupils accelerate progress. The progress of targeted pupils are monitored closely by SLT. A reduction in pupils on SEN register</p>
<p>Teaching , learning and assessment</p> <p>a) Teachers to evaluate their impact of teaching inputs and feedback to disadvantaged pupils. Link to performance management. Evidence of progress in books, response to oral and written feedback and strengthening of domains which result in a greater proportion being close to, on track to or exceeding ARE. Teaching improvements across classes have helped vulnerable groups progress – improved learning journeys, feedback and learning expectations evident.</p> <p>b) Develop pupils’ metacognitive knowledge of how they learn. Support pupils to plan, monitor and evaluate their learning. (EEF research). Link to the ‘Six strands’ to develop positive behaviours for learning. Summer term focus on curriculum development and whole school pedagogies.</p> <p>c) Within writing learning journeys develop pupils’ language capability; talk for learning and closing the vocabulary deficit are foundations for higher quality writing (EEF research). Summer focus on vocabulary development as part of curriculum review. Writing stamina generally improving across cohorts.</p>	<p>Progress evident within in year assessment phases</p> <p>Communication and language strategies enable pupils to engage in learning that will secure ARE+ More pupils to achieve ELG and KS1 reading EXS</p>

<p>d) EYFS and KS1; use a balanced approach to develop reading including phonological awareness and the forensic systematic teaching of phonics. KS2 Teach reading comprehension strategies through modelling and supported class-based interventions (EEF research). Parishioners for Pupil Premium reading initiative providing adult reading support throughout the school to PP children.</p> <p>e) Develop conceptual understanding of mathematics through the CPA approach and guided reasoning sessions which enable pupils to understand and use mathematical vocabulary and have strategies to solve problems.</p>	<p>More pupils achieve EXS and GDS</p>
<p>Personal development, behaviour and development</p> <p>a) For disadvantaged pupils who also have SEN identify, implement and evaluate impact of class-based interventions led primarily by the teacher.</p> <p>b) Evaluate the effectiveness and responsiveness of strategies to improve attendance and reduce persistent absences that are adversely affecting learning. Process to improve attendance in place and engagement with families where persistent absence evident (including multi-agency support). Working with EWO. Attendance is, however, down on 2017/18 in part to lower school illness which impacted on vulnerable group pupils in particular.</p> <p>c) Engage with parents to improve both pupil and parent literacy skills and emotional well-being. Developing Mental Health and well-Being strategy alongside curriculum review during Summer. Draft mental health policy under review.</p> <p>d) Support pupils, including disadvantaged, with their social, emotional and mental health needs (SEMH) through specific interventions (eg Youth trust counselling, after school club support (skateboarding)). Self-esteem, friendship, forest schools etc.</p> <p>e) Extend support to improve reading for pupils at home. Revised guided reading strategies as part of curriculum development under review.</p> <p>f) Regular enrichment sessions for LAC pupils (Autumn – cookery) for improve well-being.</p>	<p>Equity enables pupils to make greater progress towards ARE</p> <p>Reduction in absences</p> <p>Home learning increases</p> <p>Higher engagement in learning</p> <p>Motivated confident readers</p>

Pupil Premium Strategy

The school must publish a strategy for the school’s use of the pupil premium. For the current academic year it must include:

- The school’s pupil premium grant allocation amount

- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how the pupil premium funding will be spent to overcome those barriers and the reasons for that approach
- how the effectiveness of the pupil premium can be measured
- the date of the next review of the school's pupil premium strategy

For the previous academic year, it must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils