

Pupil premium strategy statement

School overview

Metric	Data
School name	Oakfield Junior School
Pupils in school	255
Proportion of disadvantaged pupils	36
Pupil premium allocation this academic year	£49,460
Academic year or years covered by statement	2019-20
Publish date	30.10.19
Review date	22.7.20
Statement authorised by	D. Willemse
Pupil premium lead	J. Treen
Governor lead	A. Hunt

Disadvantaged pupil attainment for last academic year

2018-2019 Attainment Summary	
<ul style="list-style-type: none"> 36 Pupil Premium pupils on roll of which: (Years 3,4,5,6) 7 pupils have an EHCP and are in the Learning and Additional Needs Centre (LAN Centre) 3 pupils have been adopted from care (Post LAC) 7 pupils are on the SEND register SEN support XX%= 1 pupil 	<p><i>% of pupils in years 3,4,5 & 6 eligible for PP (36 pupils)</i></p> <p><i>Based on Teacher's end of year assessment</i></p>
% who have achieved Age Related Expectations (or better) in maths	81%
% who have achieved Age Related Expectations (or better) in reading	69%
% who have achieved Age Related Expectations (or better) in writing	72%

End of KS2 Attainment 2018-19.		
(10 pupils in year six on roll of which: 1 pupil with EHCP in the Learning and Additional Need Centre. 3 pupils with SEN support)		
Subject	Achieved Age Related Expectations	Exceeded Age Related Expectations
Reading	Pupil Premium: 60%	Pupil Premium: 20%
Writing	Pupil Premium: 70%	Pupil Premium: 0%
GPV & S	Pupil Premium: 80%	Pupil Premium: 0%
Maths	Pupil Premium: 80%	Pupil Premium

Disadvantaged pupil progress for last academic year

2018-2019 Progress Summary			
<ul style="list-style-type: none"> • 36 PP children on roll of which: (Years 3,4,5,6) • 7 EHCP Learning and Additional Needs Centre (LAN Centre) • 3 Adopted from care (LAC) • 7 SEN support 			
Cohorts	Maths	Reading	Writing
Pupil Premium (29) excludes 7 centre pupils			
3 points or more	97%	86%	93%
4 points or more (Good Progress)	69%	55%	69%
Pupil Premium (36) includes 7 centre pupils			
3 points or more	92%	78%	75%
4 points or more (Good Progress)	56%	44%	56%

End of KS2 2018-19 Progress	
(10 pupils on roll of which: 1 pupil with EHCP from Learning and Additional Needs Centre. 3 children with SEN support)	
Measure	Score
Reading	-3.23
Writing	-2.07
Maths	+1.53
<ul style="list-style-type: none"> • Progress is +1.53 for maths, but -2.07 in writing and -3.23 in reading – below national averages for English and the gap is widening • In Attainment percentage below national average for reading and writing but above for maths. However, in maths the gap has still widened by 11.6%. In SPAG cohort's attainment is 10% above national average 	

Pupil Premium Intent

The Government believes that the Pupil Premium Grant (PP), which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools are free to target the PP to best meet the needs of vulnerable children in their specific context. They are accountable for how they have used the additional funding to support students from low-income families. New measures of success will be included in the DfE performance

tables; these will capture the achievement of those disadvantaged pupils covered by the PPG.

Implementation	Impact	Projected spending	Actual spending (Feb 2020)
<p>1 Tailored intervention from teachers and support staff carried out.</p> <p>Booster sessions for PP pupils delivered by experienced members of teaching staff.</p> <p><i>SDP Section 4 Objective 1 Impact 3 & 4</i></p>	<p>Rates of progress for Off Track, SEND and Disadvantaged pupils in Reading & Writing & Maths improved</p> <p>Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing</p> <p><i>E.g. A Pupil in Year 4 achieved 4.5 their progress target was 4.7 This year the same pupil is expected to achieve at least 5.6</i></p>	£23,414	£23,414

ATTAINMENT: Children need to be on at least point 3, thus on track, to achieve Age Related Expectations (point 4) at Summer 2.

Children to be on at least point 3 at Spring 2	MATHS	READING	WRITING
Year 3 (mainstream cohort = 59) Greater Depth @ KS1 (maths 17, reading 18, writing 13) Working Towards / Pre <u>Keystage</u> @ KS1 (maths 10, reading 9, writing 12)	4 (93%)	5 (93%)	5 (93%)
Year 3 (pupil premium cohort = 7)	2 (71%)	3 (57%)	3 (57%)
Year 4 (mainstream cohort = 58) Greater Depth @ KS1 (maths 17, reading 22, writing 13) Working Towards / Pre <u>Keystage</u> @ KS1 (maths 9, reading 7, writing 9)	2 (97%)	4 (93%)	3 (95%)
Year 4 (pupil premium cohort = 6)	1 (83%)	1 (83%)	1 (83%)
Year 5 (mainstream cohort = 56) Greater Depth @ KS1 (maths 14, reading 21, writing 13) Working Towards / Pre <u>Keystage</u> @ KS1 (maths 6, reading 5, writing 13)	1 (98%)	2 (96%)	3 (95%)
Year 5 (pupil premium cohort = 6)	0 (100%)	0 (100%)	0 (100%)
Year 6 (mainstream cohort = 54) Greater Depth @ KS1 (maths 10, reading 16, writing 10) Working Towards / Pre <u>Keystage</u> @ KS1 (maths 11, reading 5, writing 8)	1 (98%)	0 (100%)	0 (100%)
Year 6 (pupil premium cohort = 8)	0 (100%)	0 (100%)	0 (100%)
Total (mainstream cohort = 227)	8 (97%)	11 (95%)	11 (95%)
Total (pupil premium cohort = 27)	3 (89%)	4 (85%)	4 (85%)

More targeted support will be needed for year 3 Pupils for the next academic year.

<p>2</p>	<p>Introduce structured Read, Write, Inc. intervention (Centre and Lower KS2) and Fresh Start intervention (Upper KS2)</p> <p>Ensure all relevant staff have received paid-for training to deliver the intervention scheme effectively.</p> <p>Intervention programme delivered by support staff across school.</p> <p><i>SDP Section 4 Objective 2, Key Action 7</i></p>	<p>Rates of progress for Off Track, SEND and Disadvantaged pupils in Reading & Writing & Maths improve</p> <p>Teaching of reading, writing and phonics/spelling for Pupil Premium children is systematic and of high quality</p> <p>Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing.</p> <p><i>E.g. A Pupil in Year 4 achieved 4.5 their progress target was 4.7 This year the same pupil is expected to achieve at least 5.6</i></p> <p>The attainment and progress gap has closed between Pupil Premium and non-Pupil Premium children.</p>	<p>Read Write Inc. Phonics resources: £1986</p> <p>Fresh Start resources: £1003</p> <p>Training costs £260 per person x4</p> <p>Plus added cover costs and transport linked to training £520 x2</p> <p>Total costs: £5049</p>	<p>Phonic resources: £1,008</p> <p>Fresh Start resources: £1,990</p> <p>Training costs Fresh Start: £1,040</p> <p>Added Costs: £1,214</p> <p>Phonics resources: £401</p>
<p>Fresh Start and Read Write Inc. training was completed October 2019 and December 2019. Pupil sessions started Jan 2020. June 2020, Zoom sessions for some pupils. Due to lock down, impact cannot be measured but we had seen positive progress of pupils through the work units.</p>				
<p>3</p>	<p>ELSA (Emotional Literacy Support Assistant) employed (salary, training and resources) to monitor pupils and follow up quickly on emotional and social issues. ELSA to engage with pupils before further intervention is needed.</p> <p>Home School Link Worker (HSLW) employed to support PP pupils and families.</p> <p>Attendance of PP pupils is monitored closely if there are concerns, letters are issued and follow up meetings with HT/ parents/ Inclusion Officer.</p>	<p>PP children attendance improves</p> <p>Attendance target for all PP pupils is: 96.5%</p> <p>PP attendance for last academic year was 94.44% of which 4.38% was authorised and 1.18% was unauthorised</p> <p>Non PP attendance for last academic year was 96.37% of which 3.79% was authorised</p>	<p>ELSA: £3,480</p> <p>HSLW: £5,668</p> <p>(From ELP Budget)</p>	<p>Transport £506</p>

		and 0.54% was unauthorised		
Attendance of PP pupils as of March 2020:				
4	<p>To improve social, moral, cultural and spiritual skills of eligible PP children as a result of increased access to life enriching experiences.</p> <p>To allow PP children to develop new interests & experiences and opportunities to socialise with peers and adults; thus improving their concentration, and self-esteem.</p> <p>To improve opportunities to develop social, physical and academic abilities.</p> <p><i>SDP Section 3 Objective 1, Key Action 9</i></p> <p><i>SDP Section 5 Objective 1, Key Action 1</i></p>	<p>The school continues to provide well planned, rich experiences within the curriculum including residential & day trips; and through extra-curricular activities- children have retained the knowledge and skills learnt through these rich experiences</p> <p>Clubs: 100% of PP children are attending a club</p> <p>School trips and residential: 100% attendance by PP children</p> <p>Financial support is provided on request for pupil premium pupils to take part in bike-ability, music, swimming and paying clubs as well as school trips and residential.</p>	<p>£3,434 pp funding.</p> <p>£3095 from PP+ funding.</p>	<p>Funding for attending clubs/ music lessons: £280.</p> <p>Other resources: £7</p>
The impact of the Corona Virus has meant that only one of the three residential took place. All pupil premium pupils attended the High Ashurst Residential.				
5	<p>To ensure that PP children have access to social and emotional support.</p> <p>To provide high quality social and <i>emotional interventions (Thrive)</i>.</p> <p><i>SDP Section 3 Objective 1, Key Actions 6, 7 & 9.</i></p>	<p>Pupils accessing Thrive support social and emotional skills have improved as evidenced in the Thrive reports following half termly screening</p> <p>PP children attendance has improved</p>	<p>Thrive: £6,688</p>	<p>Thrive resources: £461</p> <p>Thrive training: £150</p> <p>Refurbishment costs £11</p> <p>Salaries: £6688</p>
The Hub was refurbished in 2019 to become our Thrive Room. We now have two members of staff who are trained as Thrive practitioners. Giving us the capacity to support more pupils.				

6	<p>To monitor and support behaviour throughout the day by providing support in class and at break times.</p> <p><i>SDP Section 3 Objective 1, Impact 11.</i></p>	<p>A decrease in the number of incidents of negative behaviour. (% of negative incidents decreased as evidenced on CPOMS)</p>	<p>Extra break time support.</p> <p>£3152</p>	<p>Salaries:£3152</p>
<p>Support at playtimes has reduced the number of behaviour incidents. Pupils returning to class are calmer and more willing to learn.</p>				
7	<p>All staff are aware of all PP children's academic and emotional targets.</p> <p>PP school lead is given time to ensure that there is a whole school understanding of priorities.</p> <p>To raise the profile of PP children within the school.</p> <p><i>SDP Section 1 Objective 1, Key Actions 6 & 8.</i></p>	<p>Termly meetings with class teachers and PP lead have successfully increased awareness of all PP children and the need to close the gap.</p> <p>Records show that the attainment and progress gap has closed between PP and non PP children.</p>	<p>Area leadership time 1hr per fortnight</p>	<p>EHCP Good practice resources: £38</p> <p>Transport £345</p>
<p>See data section 1.</p> <p>Number of PP on track to achieve A.R.E. is around 10% less than mainstream pupils.</p>				