

Oakfield Junior School: Pupil premium strategy statement 2020-2021 (November 2020)

School overview

Metric	Data-
School name	Oakfield Junior School
Pupils in school	258
Proportion of disadvantaged pupils	35
Pupil premium allocation this academic year	£50,075.
Academic year or years covered by statement	2020-21
Publish date	7.10.20
Review date	22.7.21
Statement authorised by	D. Willemse
Pupil premium lead	J. Treen
Governor lead	A. Hunt

Due to School Closure there is no 2019-20 data.

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) 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 academic year 2018-19

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	
<small>(10 pupils on roll of which: 1 pupil with EHCP from Learning and Additional Needs Centre. 3 children with SEN support)</small>	
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 	

Covid 19

Key findings and implications from the Education Endowment Foundation.

School closures are likely to reverse progress made to narrow the gap in the last decade. The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%. However, the estimated rate of gap widening varied substantially between studies, meaning that there is a high level of uncertainty around this average. Plausible “good” and “bad” estimates range.

Sustained support will be needed to help disadvantaged pupils catch up. It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.

This year's strategy will reflect on these findings.

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.

Total budget for Pupil Premium is £50,075.				
Implementation		Impact	Projected spending	Actual spending
1	<p>Tailored intervention from teachers and support staff carried out. Booster sessions for Year 3 and 6 PP pupils for delivered by experienced members of teaching staff who know the children well.</p> <p>In class support</p> <p><i>SDP Section 4 Objective 1 Action 3 Impact 1 & 2</i></p> <p>Teaching Assistants Pupil Premium will contribute to the total cost of Teaching Assistants working throughout the entire school. Teaching Assistants, along with teachers, have been kept updated of the progress made of our disadvantaged children, their key barriers and how it is important that all learning activities are adapted to suit their individual learning styles</p>	<p>Rates of progress for Off Track, SEND and Disadvantaged pupils in Reading & Writing & Maths improved</p> <p><i>Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing 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>Year 3 teachers booster (Teacher) 3 x am per week.</p> <p>.</p> <p>Year 6 teachers cover (HTLA) 2 x pm per week.</p> <p>Year 5 teachers cover (Trainee Teacher) 1 day per week.</p> <p>Year 6 teachers cover (HTLA) 2 x pm per week.</p> <p>Projected Spending £ 4300 per term (12 weeks)</p>	

			Funds allocated from PP fund. £19,075	
Implementation		Impact	Projected spending	Actual spending
2	<p>Embed structured Read, Write, Inc. intervention (Centre and KS2) and Fresh Start intervention (KS2)</p> <p>Intervention programme delivered by support staff across school.</p> <p><i>SDP Section 4 Objective 2, Key Action 5 Impact 1 & 2</i></p>	<p>Rates of progress for Off Track, SEND and Disadvantaged pupils in Reading & Writing improve 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. 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</p>	<p>Read Write Inc. Phonics resources: £2000</p> <p>Fresh Start reading resources: £2000</p> <p>Year 4 intervention (HTLA) 2 x pm per week. £138 per term</p> <p>Year 4 intervention TA 4 x am per week. £92 per term</p> <p>Funds allocated from PP fund. £4500</p>	<p>Read Write Inc. resources: £4.94 £892.88</p> <p>Total: £897.82</p>
Implementation		Impact	Projected spending	Actual spending
3	<p>To ensure that disadvantage pupils achieve the highest standards in personal development, behaviour, attitude and attendance by providing targeted support.</p>	<p>All forms of monitoring; surveys, ELSA and Thrive reports etc., demonstrate that the highest possible standards in personal</p>	<p>ELSA practitioners: £3,480</p> <p>Mainstream Thrive Practitioner £400 per pupil per 3 sessions per term. 7 pupils receiving Thrive .</p>	<p>Thrive Resources: £46.43 £49.67</p> <p>Total: £96.10</p>

	<p>Two qualified ELSAs (Emotional Literacy Support Assistant) employed to work with pupils to ensure they develop social and emotional skills. (Early Help intervention)</p> <p>Qualified Thrive practitioner employed to work with pupils to ensure they achieve optimal social and emotional development. (Targeted Support)</p> <p>Home School Link Worker (HSLW) employed to provide high quality pastoral support for pupils and their families. (Targeted Support)</p> <p><i>SDP Section 3 Objective 2 Key Actions 5</i></p> <p>To monitor and encourage positive behaviour during less structured times e.g. at break times.</p> <p><i>SDP Section 3 Objective 2, Key Action 4</i></p> <p>Attendance is monitored closely and appropriate support put in place. Good communication and close partnerships with parents, school and support agencies (HSLW, Inclusion Officer, REMA Traveller Education Support Worker) developed.</p>	<p>development, behaviour and attitude are being achieved.</p> <p>Pupils achieve whole school attendance target of 96.5% A decrease in the number of incidents of negative behaviour. (% of negative incidents decreased as evidenced on CPOMS)</p>	<p>£8400</p> <p>Thrive Online tool £ 450 Thrive half termly screening sessions supply teaching cover costs £150 cover per day</p> <p>ELSA and Thrive Resources £ 250</p> <p>HSLW: £5688 Extra break time support. £3144</p> <p>Money Allocated from PP funding. £15,000</p>	
Implementation		Impact	Projected spending	Actual spending
4	<p>Cultural Capital: To increase access to life enriching experiences.</p> <p>The school provides coherently planned rich experiences in and outside the classroom:</p> <ul style="list-style-type: none"> • Residential • Workshops • Day trips • Extra-curricular activities. 	<p>Attendance by disadvantaged pupils:</p> <ul style="list-style-type: none"> • Clubs: 100% • School trips and residential: 90% <p>Pupils have meaningful opportunities to understand how to be responsible, respectful, active citizens</p>	<p>£4400</p> <p>Money Allocated from PP funding. £4000</p>	<p>CPG resources: £600 Pupil resources: £11.10</p> <p>Total: £611.10</p>

	Financial support is provided for pupil premium pupils to take part in activities described above. <i>SDP Section 3 Objective 1, Key Action 1 & 2</i>	who contribute positively to society Pupils' development skills beyond just the academic.		
Implementation		Impact	Projected spending	Actual spending
5	To monitor and ensure targeted support and funds are impacting positively on outcomes for pupils Termly meetings with class teachers and link governor (data and interventions). Half termly monitoring activities (book look, learning walk, pupil voice, case studies and data). Termly Evaluation of PP Strategy and governor report from PP lead. <i>SDP Section 5 Objective 1, Key Actions 1</i>	Data will illustrate the disadvantaged pupils make equal to or better than expected progress. Governors have a clear understanding of pupil premium expenditure and impact The profile of PP pupils is high across the school.	Area leadership time 1hr per fortnight	
LAN Centre				
Implementation		Impact	Projected spending	Actual spending
6	To ensure that disadvantage pupils access a bespoke personalised curriculum. To ensure that disadvantage pupils achieve the highest standards in personal development, behaviour, attitude and attendance by providing targeted support.	Rates of progress for disadvantaged pupils within the LAN Centre in Reading & Writing & Maths increased. All forms of monitoring, surveys and reports etc., demonstrate that the highest possible standards in	LAN Centre Thrive Practitioner £ 2400 LAN Centre staffing and curriculum resources £ 5500	LAN resources: £20.80 Total: £20.80

	<p>Qualified Thrive practitioner employed to work with pupils to ensure they achieve optimal social and emotional development. (Targeted Support)</p> <p>Cultural Capital: To increase access to life enriching experiences.</p> <p>The LAN Centre provides coherently planned rich experiences in and outside the classroom:</p> <ul style="list-style-type: none">• Residential• Workshops• Day trips• Extra-curricular activities. <p>Financial support is provided for pupil premium pupils within the LAN Centre to take part in activities described above.</p>	<p>personal development, behaviour and attitude are being achieved by disadvantaged pupils within the LAN Centre.</p>	<p>Money Allocated from PP funding. £7500</p>	
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