

Oakfield Junior School, Pupil Premium Strategy Statement.



The government believes that the Pupil Premium funding, which is in addition to main school budget allocation, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. The aim is to ensure that this funding tackles disadvantage and reaches the pupils who need it most. Schools are free to spend the Pupil Premium as they see fit, since they are best placed to assess what additional provision should be made for children within their responsibility.

1. Summary information					
Oakfield Junior School					
Academic Year	2018-19	Total PP budget	£45,237	Date of most recent PP Review	Sept 2018
		Including PP+	£9,597		
Total number of pupils	248	Number of pupils eligible for PP	30	Date for next internal review of this strategy	Termly

2.1 In Year Attainment Data 2017-18	
23 PP children on roll of which: (Years 3,4,5) 5 Learning and Additional Needs Centre (LAN Centre) 2 Adopted from care (LAC) 2 SEN support	<i>% of mainstream pupils in years 3,4 & 5 eligible for PP (20 pupils) Based on Teacher's end of year assessment</i>
% who have achieved Age Related Expectations (or better) in reading, writing and maths.	95%
% who have achieved Age Related Expectations (or better) in reading	95%
% who have achieved Age Related Expectations (or better) in writing.	100%
% who have achieved Age Related Expectations (or better) in maths.	95%
2.2 End of Key-stage Attainment Data 2017-2018	

8 PP were children on roll of which: 1 was SEND registered	
% who have achieved Age Related Expectations (or better) in reading, writing and maths.	100%
% who have exceeded Age Related Expectations in reading, writing and maths.	0%
% who have achieved Age Related Expectations (or better) in reading	100%
% who have exceeded Age Related Expectations in reading	63%
% who have achieved Age Related Expectations (or better) in writing.	100%
% who have exceeded Age Related Expectations in writing.	50%
% who have achieved Age Related Expectations (or better) in SPAG.	100%
% who have exceeded Age Related Expectations in SPAG.	50%
% who have achieved Age Related Expectations (or better) in maths.	100%
% who have exceeded Age Related Expectations in maths.	13%
Current Attainment Data for Academic Year 2017-18	
Reported termly to governors	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)	
A.	Pupils who did not achieve end of year progress targets have been identified as well as pupils who did not meet their end of year attainment target. This will prevent pupils making good progress and/or meeting age related expectations at the end of Key Stage 2 See data below (Summer 2 Data)
B.	Basic core subject skills in Key Stage 2 are lower for eligible pupils. This slows progress and adds to the concern of eligible pupils not meeting end of Key Stage 2 expectations in reading, writing and maths.
C.	Poor resilience skills of eligible PP children leading to mental health concerns, poor progress and attendance.
External barriers (<i>issues which also require action outside school</i>)	
D.	Lack of life enriching opportunities, children have less developed social, moral, cultural and spiritual skills.
E.	Home environment factors and/or unhealthy lifestyles, prevents sustained good progress in school.
F.	Low aspirations of parents/ guardians. A lack of home support limits progress in school.

4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success Criteria
A.	In a wide range of subjects, the progress of disadvantaged pupils currently on roll is close to or is improving towards that of other pupils with the same starting points. (90% of pupils in reading, writing and maths will meet age related expectations.)	Pupils eligible for PP identified as average ability make as much progress as non PP pupils identified with equal ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 through half termly assessments and progress meetings.
B.	85% of pupils who did not meet their end of year progress target the previous year will make accelerated progress of at least 5 points. Half termly assessments carried out to monitor progress in this area	Pupils eligible for PP in Key stage 2 make good progress in RWM by the end of the year so that all pupils meet personal targets.
C.	Improved resilience skills of eligible PP children leading to less mental health issues, good progress and improved attendance. Currently PP attendance for last academic year was 94.66% of which 4.64% was authorised. A slight improvement from the previous academic year. Attendance target for all pupils is: 96.5% There is clear evidence of fewer pastoral/ behaviour incidents. Attendance: Attendance of PP pupils is monitored closely if there are concerns, letters are issued and follow up meetings with HT/ parents/ EWO. Attendance report included in HT termly report Pastoral support: A number of PP pupils are receiving support from our ELSA.	Attendance rates have improved. Improved emotional well-being, reduced incidents of pastoral concerns and behaviour. Monitored through class pastoral folders and attendance records.
D.	Improved social, moral, cultural and spiritual skills of eligible PP children as a result of increased access to life enriching experiences	Pupils have developed new interests and had access to wider life experiences and opportunities; thus improving their SMSC skills.
E.	Fostered an active healthy lifestyle for eligible PP children. To offer all pupils breakfast To offer all pupils a sports club Breakfast: Pupils within the LAN centre are given toast daily as part of their social skills development and to encourage healthy lifestyles Clubs: The vast majority of PP pupils are attending a club	Improved concentration of pupils during morning sessions. Higher percentage of pupils involved in clubs

F.	School to instil high aspirations in children, through offering increased responsibility and leadership activities. To help promote self-worth and good progress. To offer academic support to children such as homework club and boosters to balance the lack of support from home. To increase the attendance of parents at workshops, parents evening etc. To develop a culture where adults work together and all take a responsibility for their learning.	Children develop a positive attitude to school and learning. There is a positive impact on self- esteem.
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5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. 90% of Pupils in each year group who are eligible for PP will achieve age related expectations in Reading, Writing and Maths make good progress and meet end of year attainment and progress targets.	Weekly small group sessions in maths for pupils with experienced teacher, in addition to standard lessons. 121 and small group provision.	<p>We want to provide extra support to maintain good progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p> <p>New classroom resources will help support all staff to differentiate and tailor learning for the individual.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Pupils to be monitored and tracked closely.</p>	Assistant Head/ Subject Leaders/	Termly

B. Basic core subject skills in Key Stage 2 are lower for eligible pupils. This slows progress and adds to the concern of eligible pupils not meeting end of Key Stage 2 expectations in reading, writing and maths.	121 and small group provision. SEND english support group.	Some of the students need targeted support to catch up. Improved resources which has been independently evaluated and shown to be effective in other schools to be used.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Pupils to be monitored and tracked closely.	SENDco	Termly
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Total budgeted cost					£23426
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ii. Targeted CPD

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. 90% Pupils in each year group who are eligible for PP will achieve age related expectations, make good progress and meet end of year attainment and progress targets.	<p>Maths Course Title: Success at Arithmetic Number Sense. £990 Not including 2x days cover at £180 per day</p> <p>Writing Course Title Talk for writing and planning workshops with writing consultant. £1000</p>	<p>Number Sense is about developing an understanding of numbers and the number system; this understanding underpins calculation. This course will focus on building an understanding of how our numbers work and fit together and includes exploring place value, comparing and ordering numbers and rounding, and applying this understanding in different contexts. Course Objectives: Build an understanding of how our numbers work and fit together</p> <p>Targeted support for raising standards and achievements in writing.</p>	<p>Ensure staff delivering provision have sufficient knowledge, preparation and delivery time.</p> <p>Pupils to be monitored and tracked closely.</p>	Assistant Head/ Subject Leaders/	Termly

<p>B. B. Basic core subject skills in Key Stage 2 are lower for eligible pupils. This slows progress and adds to the concern of eligible pupils not meeting end of Key Stage 2 expectations in reading, writing and maths.</p>	<p>Improved resources such as iPads to support PP LAN centre pupils and other intervention groups. Online resources for pupils and staff- cover school licensing costs.</p>	<p>Some of the students need targeted support to catch up. Improved resources which has been independently evaluated and shown to be effective in other schools to be used.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Pupils to be monitored and tracked closely.</p>	<p>SENDco</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>Total Costs £6800 Of which £3000 is from LAN PP funding.</p>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Improved resilience skills of eligible PP children leading to less mental health issues, good progress and improved attendance.	<p>Funding of ELSA's (Emotional literacy support assistant) salary, training and equipment.</p> <p>ELSA employed to monitor pupils and follow up quickly on issues. Identify a targeted behaviour intervention for identified students.</p> <p>ELSA to engage with pupils before further intervention is needed. Intervention groups.</p> <p>Home school link worker support PP pupils and families.</p> <p>Thrive Course .Course cost £1645 + 10 days release £450</p>	<p>The ELSA has had a positive impact on improving punctuality. Improved emotional wellbeing, reduced incidents of pastoral concerns and behaviour.</p> <p>Home school link worker has been effective in supporting children who are finding it difficult coming into school. Through home visits, meeting the children at the start of the day to help any anxiety.</p> <p>Thrive Approach: The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development. In addition, the Approach can equip you to work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</p>	<p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment and progress.</p> <p>ELSA's scaled score for children's feelings shows improved positive feelings.</p> <p>Through monitoring attendance figures of targeted children. Are there improvements in punctuality as well as attendance.</p>	SENDco	<p>Termly</p> <p>ELSA hours increased to 9 hours. This again will be reviewed at the end of this academic year.</p>

<p>D. Improve life enriching experiences, children have improved social, moral, cultural and spiritual skills.</p>	<p>Financial support for some children to take part in school visits, residential visits, bike-ability, music, swimming and paying clubs.</p>	<p>To allow children to develop new interests & experience and opportunities to socialise with peers and adults; thus improving their concentration, and self-esteem. Improved opportunities to develop social, physical and academic abilities. These opportunities will help develop enthusiasm for school and improved attendance.</p>	<p>Monitor behaviour and attitude to school but also monitor whether improvements in behaviour and attitude translate into improved attainment and progress.</p>	<p>LAN Centre Manager Year Group Leaders SENDco</p>	<p>Termly</p>
<p>E. Fostered an active healthy lifestyle for PP children..</p>	<p>Funding of Cool Milk, fresh fruit and healthy snacks. Financial support for uniform and other school equipment.</p>	<p>Teachers have reported children in receipt of milk have increased focus in lessons. Pupils with healthy balanced diets have improved concentration during morning sessions.</p>	<p>Monitor behaviour and levels of concentration but also monitor whether improvements in behaviour/ concentration translate into improved attainment and progress.</p>	<p>LAN Centre Manager SENDco</p>	<p>Termly</p>
<p>F. School to install high aspiration within children, through offering increased responsibility and leadership activities. To help promote self-worth and good progress.</p>	<p>Positive first wave teaching to ensure children achieve good progress. To offer academic support to children such as homework club to balance the lack of support from home. Increase the attendance of parental workshops, parents evening etc.</p>	<p>Children with strong self-belief and motivation can achieve good progress at school.</p>	<p>Monitor behaviour and attitude to school but also monitor whether improvements in behaviour and attitude translate into improved attainment and progress.</p>	<p>LAN Centre Manager SENDco</p>	<p>Termly</p>

	<p style="text-align: right;">Total budgeted cost</p> <p>£3,434 pp funding.</p> <p>£3095 from PP+ funding.</p> <p>£2000 LAN PP budget.</p>
<p>PP+ pupils.</p> <p>Meeting the needs of individual pupils.</p>	<p>£6502 funding leftover to be identified for supporting these pupils</p>