

# Oakfield CE Primary

## Pupil Premium Strategy Statement 2016 / 2017

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.

### Funding

Financial year 2016 to 2017

In the 2016 to 2017 financial year, primary schools will receive £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 will also receive £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 have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the [virtual school head \(VSH\)](#) in the local authority that looks after the child.

For 2016/17 Oakfield CE Primary has 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 have been in local authority care. Total income £160,420.

Total Income:	£160,420.00
Less Expenditure:	£183,388.10
Funded from School Budget:	£ 22,968.10

## Current attainment (results Summer 2016)

### Foundation Stage

Area of Learning	PSED	PD	C&L	Reading	Writing	Number	SSM
% expected progress	100 %	100%	90%	100%	100%	100%	90%
% better than expected progress	40%	20%	20%	20%	30%	30%	

### KS1

#### Reading

Result Set	Number of Results	Not on Track		Close to on Track		Securely on Track		Beyond	
		Number	%	Number	%	Number	%	Number	%
Year 2 Milestone 3									
Pupil Premium	14	7	50%	7	50%	0	0%	0	0%
Not Pupil Premium	20	9	45%	11	55%	0	0%	0	0%
Gap			5%		5%		0%		0%

#### Writing

Result Set	Number of Results	Not on Track		Close to on Track		Securely on Track		Beyond	
		Number	%	Number	%	Number	%	Number	%
Year 2 Milestone 3									
Pupil Premium	14	5	36%	7	50%	2	14%	0	0%
Not Pupil Premium	21	7	33%	14	67%	0	0%	0	0%
Gap			2%		17%		14%		0%

#### Maths

Result Set	Number of Results	Not on Track		Close to on Track		Securely on Track		Beyond	
		Number	%	Number	%	Number	%	Number	%
Year 2 Milestone 3									
Pupil Premium	10	3	30%	5	50%	2	20%	0	0%
Not Pupil Premium	15	3	20%	6	40%	6	40%	0	0%
Gap			10%		10%		20%		0%

## KS2

<b>READING</b>	<b>Pupils eligible for pupil premium School Results</b>	<b>Pupils not eligible for pupil premium National results</b>
Cohort total no: 34	<b>No: 20 (59%)</b>	
Progress calculation for whole cohort (where 0 is calculated as in line with others with similar prior attainment): +2.04	Progress calculation for whole cohort (where 0 is calculated as in line with others with similar prior attainment): +2.95	
<b>% Achieving higher standard</b>	5%	23%
<b>% Achieving expected standard</b>	70%	71%

<b>WRITING</b>	<b>Pupils eligible for pupil premium School Results</b>	<b>Pupils not eligible for pupil premium National results</b>
Cohort total no: 34	<b>No: 20 (59%)</b>	
Progress calculation for whole cohort (where 0 is calculated as in line with others with similar prior attainment): +2.18	Progress calculation for whole cohort (where 0 is calculated as in line with others with similar prior attainment): +2.21	
<b>% Achieving higher standard</b>	0%	18%
<b>% Achieving expected standard</b>	75%	79%

<b>MATHS</b>	<b>Pupils eligible for pupil premium School Results</b>	<b>Pupils not eligible for pupil premium National results</b>
Cohort total no: 34	<b>No: 20 (59%)</b>	
Progress calculation for whole cohort (where 0 is calculated as in line with others with similar prior attainment): +0.19	Progress calculation for whole cohort (where 0 is calculated as in line with others with similar prior attainment): +0.28	
<b>% Achieving higher standard</b>	10%	20%
<b>% Achieving expected standard</b>	55%	75%

## Challenges to overcome for Pupil Premium Pupils in 2016/17

There are some individual pupil specific needs but the following key main barriers to educational achievement have been identified for pupil premium pupils at Oakfield CE Primary School:

- Social, emotional and mental health issues;
- Low baseline – pupils enter school well below national expectations
- Gaps in learning due to multiple school moves or gaps in schooling;
- Poor attendance;
- Aspirations;
- Key learning skills appropriate for stages of development;

## How do we plan to tackle these challenges?

### 1. Meta-cognition and self-regulation

Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. We will be using an outside consultant to train staff to develop effective strategies which help pupils identify clear success criteria and teach pupils key skills which make them effective learners, in particular we will be looking to develop their thinking skills. We will also be working with Early Excellence to develop enquiry based learning approaches across the school which will ensure we continue to develop pupils’ characteristics of effective learning which are focused on in the Reception year.

Self-regulation means managing one’s own motivation towards learning. We will be looking to increase pupils’ ability to persevere with learning, see mistakes as learning opportunities, and enjoy the challenge of ‘hard learning’.

#### **How effective is it?**

According to the Education Endowment Foundation who have looked at different strategies to improve pupil progress:

‘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.’

#### **Planned costs: £3,492.40**

Costs have been calculated to reflect a pro-rata percentage of consultant and training costs reflecting the number of pupil premium pupils who will benefit.

## 2. 1:1 support from class teachers and teaching assistants

We will be providing release time on a weekly basis for teachers in Years 2 – 6 to work on a 1:1 basis with pupil premium pupils who need more intensive individual support. Research shows that intervention by trained teachers is the most effective.

We also have allocated teaching assistant hours to every class to reflect the level of identified need for additional regular intervention – this can be academic or behavioural support or both.

**Planned costs: £46,281.21**

## 3. Behaviour and Mental Health support

For pupils with identified social, emotional and mental health needs (SEMH) we will be providing 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.

**Planned costs: £87,775.24**

- In house SEMH support: £85,419.64
- Counselling costs: £2,355.60

## 4. Targeted extra-curricular activities

Pupils will be targeted for activities where they have shown some degree of natural talent and/or activities which will support their learning and social and emotional skills. 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 and child and has been very helpful for looked after pupils.

**Planned costs: £2,540.00**

Costs have been calculated to reflect a pro-rata percentage of staffing and running costs reflecting the number of pupil premium pupils who will benefit.

## 5. Foundation Stage additional support

Two TA's in the EYFS provision are employed to ensure that our PP children get the additional support they may require.

**Planned costs: £25,296**

## 6. Attendance support

Our attendance Officer and Family Inclusion officer will work together to identify early on pupils at risk of poor attendance and put individual family strategies in place to support improved attendance. Where strategies do not work there will be quick intervention by referral to EWS.

**Planned costs: £18,003.25**

### **Expected outcomes:**

- Pupils will be more effective as learners in all areas of the curriculum and their progress rates will increase so that more are making expected or better progress over the year.
- Pupils will attend school regularly and on time;
- 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;

### **How will we measure the impact of pupil premium?**

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