

Pupil premium strategy statement: Oakthorpe Primary School

1. Summary information					
School	Oakthorpe Primary School				
Academic Year	2016-17	Total PP budget	£220,860	Date of most recent PP Review	n/a
Total number of pupils	546	Number of pupils eligible for PP	162	Date for next internal review of this strategy	Jan 2017

Current Attainment

	% of PP achieving the expected standard	% of Non PP achieving the expected standard	Scaled Score PP	Scaled Score Non PP
Reading	60%	87.5%	103.26	105.65
Writing	77%	90%		
Spelling, Punctuation and Grammar	73%	90%	107.37	110.6
Maths	73%	92.5%	103.96	107.88
Combined reading, writing & maths	64%	78%	104.2	106.8

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A	High proportion of children with low oral language skills or with English as an additional language in KS1 and in particular in Reception for 2016/17	
B	Low attaining SEN pupils in KS2 and Reception.	
C	PP pupils do not always make better than expected progress from their starting points. PP pupils are just below all pupils in most year groups and need to make accelerated progress to be in line.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
A	Attendance of PP pupils in the last two academic years has been less than 96%. This is low in particular year groups due to the social care needs of some families..	
B	Many new starters during the academic year have been eligible for Pupil Premium and also have English as an additional language.	
C	There is a high level of social care needs amongst families where children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and little access to enrichment activities.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improvement in attendance of PP pupils.	Attendance of PP pupils will be consistently in line with or above 96%. The gap between PP and non-PP will reduce to less than 0.5%.
	Attendance of PP pupils is currently 95% but has improved throughout the year. The gap between PP and non-PP is currently 1%.	
B.	Improve progress across KS2.	Progress of PP pupils will be a minimum of 6 points in core subjects across the year. The percentage of PP pupils achieving expected progress will be in line with or above non-PP pupils.

	<p>In 67% of subject/cohort combinations, PP pupils made more progress than non-PP and all. E.g. across KS2, PP pupils in most core subjects made expected progress or better and made more progress than non-PP.</p> <p>This is due to support staff, TA and teacher led interventions, guided group work and parallel groups.</p>	
C.	Improve attainment of PP children who also have EAL.	<p>Attainment gap between EAL and non-EAL will diminish.</p> <p>Higher percentage of EAL pupils achieving ARE.</p>
	In most cohorts, a high percentage of EAL PP pupils are attaining ARE and are attaining better than non-EAL.	
D.	Narrow the gap between PP and non PP pupils in reading and maths.	<p>Percentage of PP pupils achieving ARE will be above 70% in reading and maths to make them in line with non PP attainment.</p> <p>PP pupils will make accelerated progress (more than 6 points)</p>
	<p>Gaps between PP and non-PP at ARE are variable across the school in maths and reading. In some cohorts, PP pupils are attaining better than non-PP.</p> <p>PP pupils are expected to make at least good progress by the end of the year.</p> <p>Year 5 have now stopped RWI intervention based on the reading and writing data for the cohort. In its place selected children are having a tailor made intervention based around key word spelling, reading and transference. The whole cohort have also been split into smaller spelling and reading comprehension ability groups.</p> <p>In year 4, PP pupils are having additional reading intervention...daily reading for many.</p> <p>One child in year one who had additional DSR, has made accelerated progress and no longer needs the additional support. He has also moved up a phonics group.</p>	
E.	Children with emotional difficulties are able to make good progress	<p>PP pupils are prioritised for support</p> <p>Children have good learning behaviours and make good progress</p>

	Many PP children have received support in the form of TAF, PSA support, bereavement support and a large number of staff are involved in supporting particular children and their families through regular meetings, advice and guidance.	
F.	Improved oral language skills across Reception and KS1	Children make rapid progress so a higher percentage reach ARE Children speak confidently in sentences Children are confident socially and able to express their feelings
	<p>The speech and language team have worked with a number of children across reception and KS1 in groups such as ELKLAN, Talk Boost, Speech Bubbles, Easy project. Artis and talking tables.</p> <p>One particular EAL pupil who is also PP have already made accelerated progress in listening and understanding due to additional EAL</p>	
	NB At least 60% of PP pupils have received additional support, in the autumn term, in some way. This includes reading, writing and maths intervention, EAL support, Speech and language support, social and emotional support and PSA guidance.	

5. Planned expenditure					
Academic year	2016-2017				
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?
Improve reading skills for all pupils.	Daily Supported Reading Programme for year 1 and 2 pupils, and Reception pupils later in the year. Daily reading in other year groups.	The programme has shown an improvement in reading attainment and progress for year 1 pupils. Staff trained and able to continue with the programme.	DSR Lead to monitor. AHT to analyse data. Observation. AHTs to monitor. Timetabled daily. AHTs to monitor. Timetabled daily.	Literacy lead AHTs DSR lead	January 2017 March 2017 July 2017
In year 1 there is NO attainment or progress gap between PP and non-PP pupils! More than 70% of PP are at ARE and they made better than expected progress.					
Apart from one year group, more than 60% of PP pupils are at ARE in reading.					
Children receive more personalised support to enable them to make good or better progress.	Targeted teaching for maths, literacy and phonics. Increased time for high quality oral feedback	Accelerated progress for PP pupils in these subjects. More PP pupils reaching age related expectations. Involvement with MITA Project identified strategies for improved deployment of TAs.	AHTs to ensure that support teachers’ groups are well selected. Monitor changes to groups.	Headteacher, Deputy Headteacher, AHTs Support teachers	July 2017
Support teachers, TAs, S&L team, EAL team have all worked effectively with targeted groups throughout the autumn term and continue to do so.					
As mentioned previously, PP pupils are on many occasions making better progress than others and in most cohorts have a high percentage attaining age related expectations.					

Mastery for Maths and Reading developed across the school	Inset for all staff. Selected staff to receive additional CPD Mastery focus in observations / learning walks	Close the attainment gap between PP and non PP, including at a higher level Raise attainment of more able PP pupils.	Literacy and Maths lead to monitor.	Literacy and Maths Lead	December 2016 March 2017 June 2017
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There has been inset in reading and maths mastery for all teaching staff on 5 occasions so far this year and during these sessions staff shared examples of mastery in maths books and in guided reading records. It was evident that mastery activities were being used for ALL children.

More able PP pupils in year 5 had a grammar intervention and they all made accelerated progress.

Setting in maths allows for specific, targeted mastery tasks and teaching.

In year 4, there is a weekly PP guided reading group focusing on mastery comprehension. There is also a maths intervention group for PP children at ARE which focuses on mastery.

The high attaining maths group in year 6 is much smaller giving staff the opportunity for more focused feedback and target setting.

Total budgeted cost					£71,000
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ii. Targeted support

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?
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Improve reading skills for pupils eligible for PP.	Support teachers and TAs run intervention groups in phonics and reading.	<p>Some pupils need targeted support and programmes matched to their individual needs.</p> <p>The programme has shown positive outcomes across 2 local authorities in KS1 reading.</p> <p>Tracking data in the school shows that pupils in year 1 made better than expected progress in reading.</p>	<ul style="list-style-type: none"> Improving outcomes in reading is a school priority. Groups will be tracked termly and assessment information analysed Timetabled to ensure that interventions take place 	AHTs Literacy Lead	<p>December 2017</p> <p>March 2017</p> <p>June 2017</p>
Please refer to target re reading further up.					

Accelerate progress of all PP pupils in reading, writing and maths.	Support teachers, TAs, AHTs, graduate TAs to provide intervention programmes and teach targeted groups in reading, writing and maths including : Read, Write Inc, Catch-up Literacy, First Class Number and Toe-by-Toe	<p>Some pupils need targeted support to close the gap and to have individual support matched to their needs</p> <p>Data for 2016 in the school showed positive progress measures where additional support and interventions were implemented.</p> <p>The data for PP pupils shows they must continue to make accelerated progress to narrow the gap with all pupils nationally.</p> <p>Good results from some of these programmes are available on the Sutton Trust Toolkit.</p>	<p>Groups will be tracked termly and assessment information analysed.</p> <p>Focused pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support.</p> <p>Informal observations of interventions by SLT.</p>	HT DHT AHTs	<p>December 2017</p> <p>March 2017</p> <p>June 2017</p>
<p>Combined progress across the school for PP shows that many cohorts are attaining close to good progress and in most cases are making better combined progress than non-PP pupils.</p> <p>This is due to parallel maths and literacy groups in most year groups, regular guided reading and DSR, a shared growth mindset, continued inset in all areas and in particular mastery in maths and reading, TA interventions in reading, writing and maths, high quality teaching, speech and language intervention across the school as well as social and emotional support for select children and their families and PSA involvement to improve attendance and punctuality.</p>					

Provide additional support for EAL PP pupils in particular in reception and new arrivals in KS2.	<p>Provide EAL pupils with 1:1 and group intervention.</p> <p>EAL lead to track progress.</p> <p>EAL lead to train staff in new assessment criteria.</p> <p>Induction of these pupils by EAL support staff.</p>	<p>School data shows that there is still a high percentage of EAL pupils not achieving the expected standard in reading and writing in particular.</p> <p>EAL pupils need intervention to support them to develop fluency when speaking English.</p> <p>Starting points of EAL learners will vary according to their age, level of English and educational background, so no single induction programme will match everyone's needs.- British Council 2016</p>	<p>EAL Lead will take a leading role in ensuring pupils outcomes are improving and that the provision supports pupils to develop their fluency in speaking English.</p> <p>SMT to look at data and to highlight the needs of pupils during pupil progress meetings.</p>	<p>EAL Lead</p> <p>AHTs</p> <p>DHT/HT</p>	<p>December 2017</p> <p>March 2017</p> <p>June 2017</p>
<p>EAL lead has provided inset to all staff focusing on tools and strategies for supporting EAL pupils.</p> <p>There has been consistent, high impact intervention in reception and for new arrivals in KS2 which will continue. These are carried out by support staff who have received extensive training in supporting children with EAL.</p>					

Improve oral language skills for all PP pupils.	<p>Provide Speech and Language intervention for targeted pupils.</p> <p>Provide parents of EAL and PP pupils with support through ESOL and translators.</p>	<p>Speech and Language Team to provide targeted intervention programmes such as:</p> <p>Talk Boost</p> <p>ELKLAN</p> <p>School data shows accelerated progress of pupils having these interventions.</p>	<p>Speech and Language Lead and SMT to ensure interventions are happening regularly.</p> <p>SMT to look at data and to highlight the needs of pupils during pupil progress meetings.</p>	<p>S&L Lead</p> <p>AHTs</p> <p>SENco</p>	<p>December 2017</p> <p>March 2017</p> <p>June 2017</p>
<p>Please refer to comments above regarding oral language skills for reception and KS1.</p> <p>Other speech and language interventions in KS2 include: Starfish and 1:1 support for many children from speech and language lead.</p> <p>These interventions have resulted in PP pupils making a positive start to the school year and their progress being immediate. For example, 2 children receiving 1:1 support three times a week have made good progress in reading, writing and maths.</p>					
Improve social and emotional skills of PP pupils.	<p>SEN team to provide programmes.</p> <p>Provide support for selected families.</p>	<p>School data and evidence shows the positive impact had on selected pupils.</p> <p>Programmes such as EYSI and Learning Mentor time have proved successful.</p>	<p>SENco to meet with team to review impact regularly.</p> <p>SMT to review data and other logs to analyse impact.</p>	<p>SENco</p> <p>AHTs</p> <p>DHT</p> <p>HT</p>	<p>December 2017</p> <p>March 2017</p> <p>June 2017</p>
<p>In this area, 10% of PP pupils have received support so far this year and many continue to do so. This includes Team Around the Family, Dazus, art therapy, PSA support.</p> <p>There has been 2 success stories in terms of housing for families and attendance and punctuality.</p> <p>3 children have received bereavement support and are making good progress this year.</p> <p>1 child with long term sickness is attending school more often due to the support of her teacher, TA and welfare assistant.</p>					
Total budgeted cost					£ 109,000

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?

All PP pupils to participate in wider opportunities.	Provide pupils with the opportunity to attend residential trips, school visits, after school clubs and learn to play a musical instrument. Edmonton Schools Partnership subscription allowing access to wider opportunities	Engage pupils. Improve attendance.	PSA to have regular contact with parents. SMT and CTs to monitor.	PSA HT AHTs	June 2017
<p>Many school educational visits have been funded for PP pupils.</p> <p>Some PP pupils are receiving funded music lessons.</p> <p>Residential trips for some have also been funded or part funded.</p>					
Improve attendance and punctuality of PP pupils.	PSA, Assistant Heads and Head of School to focus on PP pupils attendance	We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to	Tracking of attendance data Regular meetings with EWO. Governors to have a termly report to ensure clear actions	HT DHT AHTs PSA	December 2016 March 2017 July 2017
<p>A growing number of PP pupils are now attaining 100% attendance.</p> <p>PSA meets with EWO half termly to identify children with low attendance and punctuality in order to offer support, guidance and options to families to help improve this.</p> <p>There is only a 1% gap in attendance between PP and non-PP.</p>					
Total budgeted cost					£ 25, 500

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Part time support teachers and TAs to make targeted teaching more possible.	Targeted teaching for maths, literacy and phonics.	<p>Many success stories amongst all of the targeted teaching groups. E.g. PP pupils made more progress than non-PP pupils in reading in year 1.</p> <p>Year 2 PP pupils made 6.89 points progress in writing last year, which is better than expected progress for all pupils and they also made more progress than they did in the previous year.</p> <p>In year 4, there are now more PP pupils closer to ARE in reading and writing.</p>	<p>RWI in upper key stage 2 is not as prescriptive and will include other approaches.</p> <p>Targeting PP pupils within interventions has made a big difference to progress across the school.</p> <p>Targeted teaching will continue in this way.</p>	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve social and emotional skills of PP pupils.	SEN team provided many programmes for pupils as well as support for parents.	<p>Discussions with class teachers and learning mentors has shown that ALL pupils receiving 1:1 learning mentor time made huge improvements and gained age appropriate social skills.</p> <p>Boxall profiles demonstrated great progress for pupils having learning mentor time.</p> <p>Group of SEN/PP pupils from year 6 with complex social barriers made good progress and were able to carry out independent day to day activities by the end of the year.</p>	The impact of mentoring is low in terms of direct effect on academic outcomes, however, the benefits of social and emotional outcomes are huge.	
Improve oral language skills for all PP pupils.	<p>Provide Speech and Language intervention for targeted pupils.</p> <p>Provide parents of EAL and PP pupils with support through ESOL and translators.</p>	<p>Many success stories in speech and language development.</p> <p>Most PP children involved in the Talk Boost programme achieved an age appropriate skill base by the end of it. All of them made accelerated progress over the year.</p> <p>e.g. Child X</p> <p><u>Entry measure</u> Social and Emotional 5</p> <p>Intellectual understanding/play 5</p> <p>Listening and understanding 4</p> <p>Expressive skills 3</p> <p><u>Exit measure</u> Social and Emotional 8 + 3</p> <p>Intellectual understanding/play 8 + 3</p> <p>Listening and understanding 9 + 5</p>	<p>Talk based programmes have high impact and excellent outcomes for identified pupils.</p> <p>Greater attendance at parent meetings.</p> <p>Implementation of new NASSEA steps.</p>	

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve attendance and punctuality of PP pupils.	Families supported by PSA.	Narrowed the gap a little between PP and non PP pupils with low attendance. Percentage of persistent absentees who were PP in 2014-15 was 75%. In 2015-16 it reduced to 40%.	Further support for vulnerable families and PP pupils who are persistent absentees.	
All PP pupils to participate in wider opportunities.	Provided pupils with the opportunity to attend residential trips, school visits, after school clubs and learn to play a musical instrument.	SEN/PP pupils got to experience things that they wouldn't ordinarily get to. Year 5 visit to Kidzania had aspirational impact on pupils.	Continue to provide as many of these opportunities for pupils. Work with Edmonton Schools Partnership.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Please see Expenditure of PP Grant from academic year 2015/16 for more in-depth analysis of impact.