

1. Summary information					
School	Oakthorpe Primary School				
Academic Year	2017/18	Total PP budget	£230,280	Date of most recent PP Review	September 2017
Total number of pupils	550 Oct 2017	Number of pupils eligible for PP	170	Date for next internal review of this strategy	January 2018

2. Current attainment: End of KS2 2017						
	% of PUPIL PREMIUM children working at Age Related at OAKTHORPE	% of other children working at Age Related at OAKTHORPE	% of PUPIL PREMIUM children working at Greater Depth at OAKTHORPE	% of other children working at Greater Depth at OAKTHORPE	Progress Score for PUPIL PREMIUM children at OAKTHORPE	Progress Score for other children at OAKTHORPE
Combined	46%	55%	8%	13%	-1.3	-0.2
Reading	71%	60%	21%	19%	-0.7	-1.9
Writing	83%	79%	38%	30%	+3.75	+2.4
Maths	58%	72%	8%	28%	-1.9	+1.4
Grammar, Punctuation and Spelling	88%	72%	36%	29%	+2.2	+2.1

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 KSI and Reception.	
B	High percentage of SEN pupils who are eligible for Pupil Premium in year 1.	
C	High proportion of pupils in upper key stage 2 with social and emotional challenges.	
External barriers		
A	Attendance of PP pupils is below 96% and below other children.	
B	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.	
C	A high proportion of in-year admissions eligible for pupil premium have EAL or SEN.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve attainment in core subjects, particularly reading and writing.	Attainment gap (secure+) between PP and others will diminish.
B.	Improve attainment of PP pupils who also have EAL.	Higher percentage of PP/EAL pupils achieving age related expectations or higher. Progress of EAL/PP pupils will be good across core subjects.The percentage of EAL/PP achieving expected progress will be in line or above non-PP/EAL pupils.
C.	Accelerate progress of PP pupils across the school.	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.
D.	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%.

5. Planned expenditure					
Academic year		2017-2018			
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  Small group phonics  Cracking Comprehension Guided Reading pre-read	Pupils in reception and KSI made accelerated progress in reading due to these programmes. Most able PP pupils are targeted to extend learning.  More structured reading comprehension has been successful where used in KS2 with many children making better progress.  Reading is key to accessing the curriculum	Being a school priority, this will be monitored regularly by SMT and literacy team. DSR Lead to monitor regularly ensuring all groups are fluid and accurate. New staff trained AHTs to analyse data. Timetabling/monitoring	DSR Lead Literacy Lead AHTs	January 2018 March 2018 July 2018
To provide children with more personalised support to enable them to make good or better progress.	Targeted teaching for maths, literacy, phonics and reading.  Smaller groups allowing for increased time for high quality feedback-oral and written.  Carefully planned interventions led by support staff and class teachers.	A high proportion of identified children made good or better progress.  Improved deployment of TAs and TA training.  Evidence from EEF suggests effective feedback has high impact on learning and that small group tuition is an effective strategy.  High quality feedback has been observed in lessons and noted in books	AHT to ensure that support staff groups are well selected and staff strengths are utilised.  AHTs to monitor progress and changes in groups.	Headteacher Deputy Headteacher Assistant Headteachers	January 2018 March 2018 July 2018

Embed teaching of mastery in Reading and Maths.	Mastery focus in observations and marking/work scrutiny.  Planning to include mastery.	There is a need to raise attainment of more able Pupil Premium pupils nationally and in school and to close the attainment gap between PP and other pupils who are working at greater depth.  Mastery teaching is 'a promising strategy for closing the gap' (EEF)	Core curriculum coordinators and Senior Leadership Team to monitor.  Staff to share mastery ideas.  Embedding mastery is an aspect of our whole school priorities.	Core Curriculum coordinators Senior Leadership Team	November 2017 February 2018
Total budgeted cost					£85,500
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?
Improve reading skills for pupils eligible for PP.	Support teachers and trained TAs run intervention groups in phonics and reading.  Continued professional development for staff in relation to teaching reading skills.	Improving outcomes in reading is a whole school priority.  The DSR programme has shown positive outcomes across 2 local authorities in KSI reading.  Tracking data in the school shows that pupils in year 1 made better than expected progress in reading.  End of KS2 data and whole school data identified that PP pupils do not make as much progress in reading.	Being a school priority, this will be monitored regularly by SMT and literacy team.  Groups will be tracked termly (and in line with programmes used) & assessment information analysed to ensure interventions are well structured and PP pupils are making good progress.	SMT Literacy Lead	January 2018 March 2018 June 2018

Accelerate progress of all PP pupils in reading, writing and maths.	Support teachers, TAs, graduate TAs to provide intervention programmes and teach targeted groups in reading, writing, phonics and maths including : Read, Write Inc (phonics only), Catch-up Literacy, Catch-up Numeracy, Toe-by- Toe, DSR, Artis etc.	<p>Some pupils need targeted support to close the gap and to have individual support matched to their needs</p> <p>Data for 2016/17 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>Groups will be tracked termly and assessment information analysed.</p> <p>Pupils identified through pupil progress meetings and outcomes tracked to measure the impact of the support.</p> <p>Informal observations of interventions by SMT.</p>	HT DHT AHTs	January 2018 March 2018 June 2018
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, incl pre-teaching</p> <p>EAL lead to track progress.</p> <p>EAL lead to ensure that all staff feel secure in assessing proficiency in English and providing support</p> <p>Induction of these pupils adapted and carried out by EAL support staff</p>	<p>School data for 2016/2017 shows that EAL pupils across the school made better progress with support than non-EAL in core subjects</p> <p>EAL pupils who are eligible for PP attained better in reading and writing than EAL pupils who are not eligible for pupil premium.</p> <p>New arrivals benefitted from the small group/1:1 support.</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 prominent 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>	EAL Lead AHTs DHT/HT	January 2018 March 2018 June 2018

Improve oral language skills for all PP pupils.	<p>Provide Speech and Language intervention for targeted pupils: Talk Boost, ELKLAN, Talking Technologies, Artis, Sunshine/EYSL,</p> <p>Some additional SaLT time funded through ECP subscription</p>	<p>School data shows good progress of pupils having these interventions.</p> <p>Programmes and interventions are recommended by our SaLT</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&amp;L Lead AHTs SENco</p>	<p>January 2018 March 2018 June 2018</p>
Improve social and emotional skills of PP pupils.	<p>SEN team to provide programmes. (Talk Boost, Sunshine, starfish etc)</p> <p>Learning mentors to work with specific children</p> <p>Provide support for selected families.</p>	<p>School data and evidence shows the positive impact on selected pupils.</p> <p>Programmes such as EYSL and Learning Mentor time have proved successful.</p>	<p>SENco to meet with team to review impact regularly.</p> <p>Boxall Profile used where appropriate</p> <p>SMT to review data and other logs to analyse impact.</p>	<p>SENco AHTs DHT HT</p>	<p>January 2018 March 2018 June 2018</p>
Total budgeted cost					£ 1114,780

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, breakfast club and learn to play a musical instrument. ECP subscription enables access to wider opportunities	A number of children do not have access to wider opportunities out of school.  These provide children with a variety of rich topics and activities, which widen their horizons, develop language, increase engagement and improve attendance.  .	PSA to have regular contact with parents.  AHTs and CTs to monitor.  GB request attendance figures for clubs	PSA HT AHTs	June 2018
Improve attendance and punctuality of PP pupils.	PSA, with support from Assistant Heads, to prioritise attendance of PP pupils	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 the improvement of progress and attainment.  Attendance of PP pupils remains below 96% and below that of other pupils	Tracking of attendance data  Regular meetings with EWO.  Reports to governors each half term, include attendance of PP pupils and actions taken.	HT DHT AHTs PSA	December 2018 March 2018 July 2018
Increase parental engagement and aspirations	Provide parents of EAL pupils with ESOL and translators.  Subject leaders run workshops, including reading with children  Weekly drop in sessions to support Reception parents	Parental engagement and high aspirations is associated with success at school (EEF)	PSA and other staff target parents of PP pupils	PSA AHTs	
Total budgeted cost					£ 30,000

6. Review of expenditure				
Previous Academic Year		2016-17		
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
Improve reading skills for all pupils.	Daily Supported Reading Programme for year 1 and 2 pupils, and Reception pupils later in the year.  Reading Comprehension and group or individual reading increase to 3-4 times per week for all pupils.	Good progress was made across the school for pupils eligible for pupil premium and those not eligible in reading.  The progress gap between pupil premium and others is very small (3/4 weeks).  Progress across the school for ALL pupils was good.  84% of year 1 pupil premium made good or better progress and 23% made accelerated progress.  60% of year 2 pupil premium made good or better progress and 20% made accelerated progress.	Reading is a school priority for 2017/18 and programmes such as DSR, reading comprehension and group/individual reading will continue.  PP children have benefitted from additional DSR in key stage 1 and so this will continue.  Implement a more structured approach to developing comprehension skills in key stage 2.	



Children receive more personalised support to enable them to make good or better progress.	<p>Reduced sizes in teaching groups for Literacy, Maths, Phonics, Guided Reading and Reading Comprehension.</p> <p>Increased time for high quality oral feedback</p>	<p>Progress in Reading, Writing and Maths was good for pupils eligible for PP and those not eligible. In some year groups, PP pupils made better progress than other pupils. Maths is a strength for PP pupils in KS2.</p> <p>SMT reviewed data and had quality progress meetings based on this termly.</p> <p>Half termly reviews of interventions and discussions with all staff running these was regular meaning that groups were fluid and met the needs of identified children.</p>	<p>SMT to continue close monitoring throughout the year and adapting support for individual and key groups.</p> <p>Maintain additional support teachers to allow smaller groups to continue.</p>	
Mastery for Maths and Reading developed across the school	<p>Inset for all staff.</p> <p>Selected staff to receive additional CPD</p> <p>Mastery focus in observations/ learning walks</p>	<p>The attainment gap (ARE and above) between Pupil premium and other pupils reduced in maths.</p> <p>Similar percentages of PP are exceeding in maths as in previous years.</p> <p>PP pupils across the school had additional intervention in either maths or reading with class teachers due to appraisal targets having a PP focus.</p> <p>Teachers' implementation of mastery techniques and strategies improved as a result of a series of mastery inset that took place throughout the year focusing on reading and maths.</p> <p>Good feedback from SIA during Aspect Review on mastery evidence in lessons and in books.</p> <p>Work scrutiny by SMT and core curriculum leaders identified good evidence of mastery teaching.</p>	<p>Appraisal targets for class teachers to have a PP focus.</p> <p>Mastery teaching to now be embedded and included in every day teaching.</p> <p>Supported Self Review will include a focus on mastery.</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 reading skills for pupils eligible for PP.	Support teachers and TAs run intervention groups in phonics and reading.	<p>Pupil premium pupils made similar progress to non-pupil premium in all year groups.</p> <p>Year 1 Pupil Premium received additional group DSR as well as 1:1 reading.</p> <p>Most pupil premium across the school received additional group or 1:1 reading 3 to 4 times per week.</p> <p>PP pupils at the end of key stage 2 achieved in line with all children nationally.</p> <p>End of Key Stage 1: 53% of PP achieved ARE in reading and 60% of PP achieved ARE in writing and maths.</p> <p>60% made good or better progress in reading and 73% made good or better progress in writing and maths.</p> <p>76% of PP pupils passed the phonics screening.</p>	<p>Continue additional DSR for PP pupils.</p> <p>Additional 1:1 and group reading across the school was effective for many pupils.</p> <p>Continue with embedded interventions: Toe-by-Toe, Catch-up Literacy, phonics for year 3.</p>	

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.	Interventions allowed most PP children to make good progress and some to make accelerated progress.  Through the Catch-up Literacy programme one child's reading age increased by 18 months over the 10 week programme.  Many children working through the toe-by-toe programme made good progress.  Pupils in targeted teaching groups across the school often made good progress.	Continue with Catch-up literacy, Toe-by-Toe, Lifeboat, Rainbow, Catch-up Numeracy, Springboard maths etc.	
Provide additional support for EAL PP pupils in particular in reception and new arrivals in KS2.	Provide EAL pupils with 1:1 and group intervention.  EAL lead to track progress.  EAL lead to train staff in new assessment criteria.  Induction of these pupils by EAL support staff.	EAL pupils across the school made better progress than non-EAL pupils in reading, writing and maths.  EAL pupils who are eligible for pupil premium attained better in reading and writing than EAL pupils who are not eligible for pupil premium.  There is a higher percentage of EAL pupil premium at secure plus than 2015/16.  One child came in to year 5 with no English and by the end of Key stage 2 achieved age related expectations across the board.	Training for staff on Communication in Print so that it can be used across the school.  EAL support staff to focus support on EAL/PP children.	

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>PP funding enabled us to provide programmes such as Artis, Speech Bubbles, DSR, ELKLAN, Talking Technologies, Sunshine and Talk Boost, which contributed to 70% of PP pupils with EAL in Reception making good or better progress.</p> <p>Also, in Year 1, 100% of EAL pupils eligible for pupil premium are at secure plus.</p> <p>In Year 2, 78% are at secure plus in reading and 55% in writing.</p> <p>The Speech and language team supported a year 6 PP pupil for literacy throughout the year and he made accelerated progress compared to the previous year.</p>	<p>Continue with current programmes as huge success has come from them.</p> <p>Staff have developed their skills because of them and now more staff are trained and able to implement programmes and strategies.</p>	
Improve social and emotional skills of PP pupils.	<p>SEN team to provide programmes.</p> <p>Provide support for selected families.</p> <p>Learning mentor support, particularly for upper KS2</p>	<p>Children who had previously been in nurture group were enabled to access the curriculum in class, avoided exclusion and had few behaviour issues.</p> <p>Children who have suffered bereavement were supported to attend school.</p> <p>EYSP project was successful in developing social skills in Reception and Year 1 and enabled children to contribute in class.</p>	<p>75% of pupils with social and emotional needs that have been identified for the coming year are PP premium.</p> <p>Historically they make good progress in these areas.</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

All PP pupils to participate in wider opportunities.	<p>Provide pupils with the opportunity to attend residential trips, school visits, after school clubs and learn to play a musical instrument.</p> <p>Edmonton Community Partnership subscription allowing access to wider opportunities.</p>	<p>Year 5 took part in a construction workshop funded by the Edmonton Schools Partnership.</p> <p>Some Pupil Premium pupils were funded to attend residential trips, after school clubs, breakfast club</p>	<p>Continue to fund visits and music lessons.</p> <p>Continue to cultivate good relationship with Edmonton Schools Partnership.</p>	
Improve attendance and punctuality of PP pupils.	PSA, Assistant Heads and Head of School to focus on PP pupils attendance	<p>Attendance of PP pupils is 95%.</p> <p>The attendance gap between Pupil Premium and others is 1.58%. This is largely due to long term absence for pupils who suffered a bereavement.</p> <p>The PSA has worked closely with the EWO and families who have low attendance. (success stories / case studies), prioritising PP pupils.</p>	PSA and SLT will continue to monitor attendance regularly.	

## 7. Additional detail

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