

# Oakfield Academy

## Pupil Premium

### Strategy Statement 2019/20



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

1. Summary information					
<b>School</b>	Oakfield Academy		Total Budget 2019/20 £199,890 see graphic outlining allocation		
<b>Academic Year</b>	2019/20				
<b>Total number of pupils</b>	649	<b>Number eligible for PP</b>	156 (24%)	<b>Date for next internal review of this strategy</b>	July 2020

2. Current attainment				
	<b>Pupils eligible for PP (Oakfield)</b>	<b>Pupils not eligible for PP (Oakfield)</b>	<b>All Pupils (Oakfield)</b>	<b>National average</b>
PP 28% for 2018-19 on 1.7.2018				
<b>% achieving in reading, writing and maths (Y6)</b>	27	53	46	65
<b>% making progress in reading (Y6)</b>	50	60	57	No comparable data
<b>% making progress in writing (Y6)</b>	93	89	90	No comparable data
<b>% making progress in maths (Y6)</b>	76	87	84	No comparable data
<b>% achieving in reading, writing and maths (Y8)</b>	40	71	61	No comparable data
<b>% making progress in reading (Y8)</b>	25	32	30	No comparable data

<b>% making progress in writing (Y8)</b>	20	30	27	No comparable data
<b>% making progress in maths (Y8)</b>	57	77	71	No comparable data
Y6 SATS attainment 13.5.2019	other data from internal grades 1.7.2019			

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>				
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>				
<b>A.</b>	Exclusion rates for pupils eligible for PP are 57% - marginally higher than non PP pupils – work to reduce so there is no significant difference.			
<b>Desired outcome</b>		<b>Success criteria</b>		
Decrease exclusion rates for all pupils with particular focus on PP pupils. Measured in FTE		Fewer behaviour incidents requiring FTE for these pupils in the school, without changing recording practices or standards.		
<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>How will we ensure it is implemented?</b>	<b>Lead person</b>	<b>Review</b>
Carefully monitor behaviour for individuals with parents, tutor and Head of Year. Heads of Year to identify pupils at risk and consider strategies to positively managing behaviour such as contracts to improve standards (with SEND involvement if appropriate). Embed core concepts from Infinity curriculum within subject areas. AFA approach with target PP families.	Using individual approaches, knowing the pupils and families and using positive strategies. Evidence of impact over the last year.	Reduced exclusion rates, no significant difference between pupil premium and non-pupil premium. HoY meetings-review strategies.	EThomas	Termly through link governor, AFA approach and Heads Report data collection.
<b>B.</b>	Progress for PP pupils in Maths and English in KS2 is lower than expected which prevents sustained high achievement in KS3. Focus on Y5 progress following transition.			
<b>Desired outcome</b>		<b>Success criteria</b>		
Higher rates of progress across KS2 for pupils eligible for PP.		Pupils eligible for PP make as much progress as 'other' pupils in Year 5 and		

Measured in teacher assessments and end of term progress tests.		6. Staff are part of the new Boolean Maths Hub Mastery training and will cascade any CPD to KS2&3 maths staff.		
Chosen action	Evidence and rationale	How will we ensure it is implemented?	Lead person	Review
<p>Identify those PP pupils not making expected or better than expected progress in English and Maths. This will be achieved through formative and summative assessments with intervention being implemented based on pupil need.</p> <p>Support will be offered through <i>Catch-Up Numeracy</i> strategies being used through the <i>Catch Up 7</i> funding in KS3. There will also be a series of bespoke morning interventions run by teachers and trained TAs linked to the needs of PP pupils from their lessons.</p>	<p>A combination of external and internally moderated assessments allows for finer analysis of where the need is for PP pupils and what accompanying intervention will be required.</p> <p>Research evidence demonstrates that shorted interventions have a greater impact in the long term for all pupils. Not holding interventions after school is also a measure that will allow for staff to pre-teach pupils so the gaps in their learning are filled in before lessons; pupils will almost be retrieving their understanding and applying it successfully rather than approaching learning with pronounced gaps.</p>	<p>Use of internal tracking systems as well as teacher assessment and the academy's <i>Provision Map</i> software.</p> <p>Alongside this will be opportunities for learning walks and discussions with staff to ensure that targeted pupils are making progress, and if not how they are supporting them.</p>	DMcGrath	Termly at each assessment point
<b>C.</b> Information sharing through internal transitions between year groups.				
Desired outcome		Success criteria		
To embed the new pastoral changes to reduce the need for information sharing during internal transitions between year groups.		Pupil transitions are smoother, safeguarding practices are more robust, pupil information is used more strategically to further improve behaviour management strategies and progress.		
Chosen action	Evidence and rationale	How will we ensure it is implemented?	Lead person	Review
Review changes to the pastoral system and plan next steps. Autumn 19 HoY in Y5&6 to take	Transition reviews, transition research and working with some of our most vulnerable	Regular planning with Heads of Year and sound communication with staff.	EThomas	Nov and March Sept implementation

their year groups through following audit and staff voice. Autumn 19 review of transition and planning points with year teams. Spring Term – staff opportunities to plan transition 2020 and what is needed to ensure it is successful. Summer term – comic books for Y5, 6 and 7 to support pupil expectations of transition.	parent voice to further improve systems.	Staff meetings-communication and staff voice. Pupil voice 2020.		
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**External barriers (issues which also require action outside school, such as low attendance rates)**

**D.** Attendance figures 2% lower in last year's 5 & 6 for PP cohort / PA figures for current Y6 PP cohort sig higher.

<b>Desired outcome</b>		<b>Success criteria</b>		
Improve attendance figures and reduce PA figures in line with pupils who are not eligible for PP-with particular focus on years 5 and 6.		Pupils eligible for PP attend school more.		
<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>How will we ensure it is implemented?</b>	<b>Lead person</b>	<b>Review</b>
Continued focus on attendance by HoY and TMalley. Breakdown further by PP. SLT intervention for target group with priority on PP pupils.	Evidence from colleague in other schools.	Regular planning and monitoring. Track individual attendance over the year. Track individual values linked to their school attendance.	EThomas	Attendance meetings every 2 weeks. Termly data review using School Report. Termly conversations by SLT.

**E.** Parental engagement for families eligible for PP being lower than non-PP families

<b>Desired outcome</b>		<b>Success criteria</b>		
Continued success with AFA approach targeting families who are eligible for PP, vulnerable and struggle to engage positively with school. Measured through monitoring of academic progress, behaviour, attitude and attendance.		Positive engagement with 'hard to reach' families through structured conversations three times a year.		
<b>Chosen action</b>	<b>Evidence and rationale</b>	<b>How will we ensure it is implemented?</b>	<b>Lead person</b>	<b>Review</b>
Disaggregated inset for the work completed throughout the school	Evidence from AFA work over past 2 years using measures	Regular planning, monitoring and communication of impact with staff.	EThomas	Termly

<p>year. Member of staff allocated up to 3 AFA families to work with through termly conversations on positive engagement and target setting for the pupil. Carefully chosen families who would benefit from AFA approach. Regular communication of expectations for staff and evidence of monitoring to show impact for each family. Support for staff where engagement is poor.</p>	<p>of progress, behaviour, attendance and engagement.</p>	<p>Termly monitoring. Careful tracking of impact.</p>		
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# Pupil Premium 2019-2020

## £200,318.53



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

<p><b>Teaching Support - £31,992.00</b></p> <ul style="list-style-type: none"> <li>• Targeted TA support during lessons</li> <li>• Data Manager enabling tracking of pupil progress</li> </ul>	<p><b>Classroom Teachers - £33,812.03</b></p> <ul style="list-style-type: none"> <li>• Additional specialist teachers in Maths and English to enable an extra class and a bespoke structure</li> <li>• Small teaching groups in KS3</li> </ul>	<p><b>Study Support - £10,744.50</b></p> <ul style="list-style-type: none"> <li>• Homework clubs KS2 &amp; KS3 Lunchtime 'Catch Up' sessions</li> <li>• Bespoke study sessions</li> <li>• Booster classes during lunch times and before school</li> </ul>
<p><b>Focused Curriculum Cost - £63,545.00</b></p> <ul style="list-style-type: none"> <li>• Accelerated Reading Scheme for all pupils</li> <li>• AR extra books</li> <li>• Study books provided for KS2 revision</li> <li>• Subsidised swimming lessons</li> <li>• Maths software for Primary (SSS Learning Ltd)</li> <li>• My Maths</li> <li>• Alternative curriculum provisions</li> <li>• Subsidised cookery</li> </ul>	<p><b>Pastoral Support - £57,925.00</b></p> <ul style="list-style-type: none"> <li>• Support &amp; Guidance Hub</li> <li>• Breakfast club each morning</li> <li>• Nurture Groups</li> <li>• Attendance Officer</li> <li>• Support for parents to purchase uniform/equipment</li> <li>• Transition</li> </ul>	<p><b>Enrichment Opportunities - £2,300.00</b></p> <ul style="list-style-type: none"> <li>• Subsidised peripatetic music lessons</li> <li>• Larkrise community farm</li> <li>• Wednesday afternoon enrichment - visiting speakers, financial &amp; careers advice fairs, visits to local universities</li> <li>• Support with funding for curriculum, reward and residential trips</li> <li>• Forest School, Horse riding, outside activities, equipment etc</li> </ul>