

## Oakfield Academy Pupil Premium Strategy Statement 2020/21

| 1. Summary information        |                         |                               |  |   |                  |
|-------------------------------|-------------------------|-------------------------------|--|---|------------------|
| <b>School</b>                 | <b>Oakfield Academy</b> |                               | <b>Total Budget 2020/21 £174,360.00 see graphic outlining allocation</b> |   |                  |
| <b>Academic Year</b>          | <b>2020/21</b>          |                               |  |   |                  |
| <b>Total number of pupils</b> | <b>666</b>              | <b>Number eligible for PP</b> | <b>163 (24%)</b>   | <b>Date for next internal review of this strategy</b> | <b>July 2021</b> |

| 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 25% for 2019-20 on 4.2.2020   |  |  |                              |                         |
| <b>% achieving in reading, writing and maths (Y6)</b>  | No data available                        | No data available                            | No data available            | No comparable data      |
| <b>% making progress in reading (Y6)</b><br>Based on teacher good/excellent comment              | <b>66</b>                                | <b>80</b>                                    | <b>76</b>                    | No comparable data      |
| <b>% making progress in writing (Y6)</b><br>Based on teacher good/excellent comment              | <b>68</b>                                | <b>87</b>                                    | <b>82</b>                    | No comparable data      |
| <b>% making progress in maths (Y6)</b><br>Based on teacher good/excellent comment                | <b>72</b>                                | <b>87</b>                                    | <b>83</b>                    | No comparable data      |
| <b>% achieving in reading, writing and maths (Y8)</b><br>Based on teacher good/excellent comment | No data available                        | No data available                            | No data available            | No comparable data      |
| <b>% making progress in reading (Y8)</b><br>Based on teacher good/excellent comment              | <b>64</b>                                | <b>80</b>                                    | <b>76</b>                    | No comparable data      |
| <b>% making progress in writing (Y8)</b><br>Based on teacher good/excellent comment              | <b>54</b>                                | <b>76</b>                                    | <b>71</b>                    | No comparable data      |

|   |           |           |           |                    |
|---|-----------|-----------|-----------|--------------------|
| <b>% making progress in maths (Y8)</b><br>Based on teacher good/excellent comment | <b>62</b> | <b>76</b> | <b>72</b> | No comparable data |
|---|-----------|-----------|-----------|--------------------|

**3. Barriers to future attainment (for pupils eligible for PP, including high ability)**

**In-school barriers (issues to be addressed in school, such as poor oral language skills)**

**A.** Following the pandemic teachers and parents have reported a proportion of pupils lacking motivation towards their learning.

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|------------------------|-------------------------|
| <b>Desired outcome</b> | <b>Success criteria</b> |
|------------------------|-------------------------|

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| Increased motivation towards learning for all pupils with particular focus on PP pupils. Measured in classroom observations and attitude to learning. | Pupils to enjoy their learning. Teachers to observe an increase in motivation towards their learning. An increase in attitude to learning score in termly reports. |
|---|--|

| <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 motivation and attitude to learning for individuals with parents, tutor and Head of Year. Teachers, Heads of Key Stage and Heads of Year to identify pupils displaying poor motivation, target through mentoring intervention and AFA intervention (with SEND involvement if appropriate). Embed core concepts from Infinity curriculum within subject areas and monitor the curriculum to ensure it is adapted / suitable to support the needs of all learners. Monitor the effectiveness of the revised PSHE offer. | Using individual approaches, knowing the pupils and families and using positive strategies.<br>Evidence of impact over the last year. | Increase in attitude to learning scores in termly reports, observed improvement in pupil motivation in class, pupil voice showing an improvement in their motivation to learn.<br>Listen to pupil voice from wellbeing survey. Consider Academy council role within this area.<br>Incorporate parent voice within the fundraisers forum to ensure their voice is heard. | EThomas<br>DMcGrath | Termly through link governor, AFE approach and Heads Report data collection.<br>Pupil survey.<br>Parent voice.<br>Staff reflections and observations. |

**Review**

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| <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 and 6 progress following recent disruption and transition.   |  |                               |                                 |
| <b>Desired outcome</b>  |  | <b>Success criteria</b>  |                               |                                 |
| Higher rates of progress across KS2 for pupils eligible for PP. Measured in teacher assessments and end of term progress tests.   |  | Pupils eligible for PP make as much progress as 'other' pupils in Year 5 and 6.<br>Staff are part of the new Boolean Maths Hub Mastery training and will cascade any CPD to KS2&3 maths staff.   |                               |                                 |
| <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>                   |
| 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.<br>Support will be offered though <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. | 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.<br>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. | Use of internal tracking systems as well as teacher assessment and the academy's <i>Provision Map</i> software.<br>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. Develop an effective catch up identification system.<br>Research interventions shown to have high impact using EEF Promising Projects.<br>Delivery of high quality interventions throughout the school week whilst keeping a broad and balanced curriculum for all pupils. Review of interventions and next steps in place. | DMcGrath<br>CCross<br>EThomas | Termly at each assessment point |
| <b>Review</b>   |  |  |                               |                                 |

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| <b>C.</b> Information sharing through internal transitions between year groups.  |   |  |                    |   |
| <b>Desired outcome</b>   |   | <b>Success criteria</b>  |                    |   |
| To embed the new pastoral changes to reduce the need for information sharing during internal transitions between year groups.  |   | Transitions for all pupils are smoother, safeguarding practices are more robust, pupil information is used more strategically to further improve behaviour management strategies and progress. |                    |   |
| <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>   |
| Review changes to the pastoral system and plan next steps.<br>Autumn 20 HoY in Y6 & 7 to take their year groups through to following year.<br>Autumn 19 review of transition and planning points with year teams.<br>Spring Term – staff opportunities to plan transition 2021 and what is needed to ensure it is successful.<br>Summer term – strategies for all year groups to support pupil expectations of transition. | Transition reviews, transition research and working with some of our most vulnerable parent voice to further improve systems. | Regular planning with Heads of Year and sound communication with staff.<br>Staff meetings-communication and staff voice.<br>Pupil voice 2021.  | EThomas            | Dec and March<br>Sept implementation  |
| <b>Review</b>  |   |  |                    |   |
| <b>External barriers (issues which also require action outside school, such as low attendance rates)</b>   |   |  |                    |   |
| <b>D.</b> Attendance figures were lower last year for the PP cohort  |   |  |                    |   |
| <b>Desired outcome</b>   |   | <b>Success criteria</b>  |                    |   |
| Improve attendance figures in line with pupils who are not eligible for PP.  |   | 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.<br>SLT intervention for target group with priority on PP pupils.  | SIMS report and National trend linked to Covid 19 pandemic.   | Regular planning and monitoring.<br>Track individual attendance over the year.<br>Track individual values linked to their school attendance.   | EThomas            | Attendance meetings every 2 weeks.<br>Termly data review using School Report. |

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| Specific strategies linked to individual year groups to increase attendance.  |   | Monthly report to SLT to track vulnerable groups and individuals. Monitor attendance through the AFE intervention.   |                    | Termly conversations by SLT to start term 3. |
| <b>Review</b>   |   |  |                    |  |
| <b>E.</b> Parental engagement for families eligible for PP being lower than non-PP families   |   |  |                    |  |
| <b>Desired outcome</b>  |   | <b>Success criteria</b>  |                    |  |
| Continued success with AFE 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 year.<br>Carefully chosen families who would benefit from AFE approach. Member of staff allocated up to 3 AFE families to work with through termly conversations on positive engagement and target setting for the pupil.<br>Regular communication of expectations for staff and evidence of monitoring to show impact for each family.<br>Support for staff where engagement is poor. | Evidence from AFE work over past 3 years using measures of progress, behaviour, self-esteem, attendance and engagement. | Regular planning, monitoring and communication of impact with staff.<br>Training package offered to new staff and refresher training for all staff.<br>Termly monitoring.<br>Careful tracking of impact. | EThomas            | Termly                                       |
| <b>Review</b>   |   |  |                    |  |

# Pupil Premium 2020-2021

## £174,360

|   |   |   |
|---|---|---|
| <p><b>Teaching Support - £25,992.00</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 - £33,812.00</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 - £53,545.00</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 - £47,966.50</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> |

