

## Oakfield Academy Pupil Premium Strategy Statement Review 2019/20

1. Summary information					
<b>School</b>	Oakfield Academy		Total Budget 2019/20 £200,318.53 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>Review</b>				
Exclusion rates show 39% of the pupils excluded are eligible for pupil premium and 35% of the days lost to exclusion were to pupils eligible for pupil premium. This indicates a marked reduction compared to the figures last academic year which suggests that the strategies employed to reduce exclusions for our most vulnerable pupils were successful. An increased awareness of pupil need made a difference to approach and proved a positive approach for all pupils when dealing with challenging behaviour. However, the figures do not reflect a complete academic year.				

<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. 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. 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. 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. 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. 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.	DMcGrath	Termly at each assessment point
<b>Review</b> Due to Covid 19 there was not the usual externally marked assessments. The data collected is not comparable to the data last academic year. As an Academy we hold evidence of interventions for the Autumn term; some Spring term interventions ran but were not completed. The initial evidence from interventions and teacher assessments were mixed and worth further exploration.				

**C.** 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.		Pupil transitions 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>
<p>Review changes to the pastoral system and plan next steps.</p> <p>Autumn 19 HoY in Y5&amp;6 to take their year groups through following audit and staff voice.</p> <p>Autumn 19 review of transition and planning points with year teams.</p> <p>Spring Term – staff opportunities to plan transition 2020 and what is needed to ensure it is successful.</p> <p>Summer term – comic books for Y5, 6 and 7 to support pupil expectations of transition.</p>	<p>Transition reviews, transition research and working with some of our most vulnerable parent voice to further improve systems.</p>	<p>Regular planning with Heads of Year and sound communication with staff.</p> <p>Staff meetings-communication and staff voice.</p> <p>Pupil voice 2020.</p>	EThomas	<p>Nov and March</p> <p>Sept implementation</p>

**Review**

Due to Covid 19 the academic year did not run as planned. However, many of the strategies have been implemented as planned. The HoY from Years 6, 7 and 8 have taken their year group through to their next year and extra strategies were implanted alongside to further improve the transition for all our pupils with particular focus on our most vulnerable and disadvantaged. Rather than comic books, we updated our website to include a section on transition for each year group, this area included a welcome message from the tutor and head of year as well as a virtual tour; expectations for their return and transition activities. Tutors and Heads of Year made telephone calls regularly throughout the time pupils were not in school due to Covid 19 and recorded their progress and any concerns; our virtual offer had a wellbeing section; pupils unable to access the virtual offer had packs delivered to their homes to support their learning and wellbeing. We set up a comprehensive safeguarding register to record and monitor concerns for our most vulnerable and disadvantaged pupils across the academy. Staff led a pupil briefing on inset to update relevant staff on individual pupil progress and concerns, this will be followed up once every half term. Our first week back in September was staggered so our new Year 5 pupils and our most vulnerable and disadvantaged pupils had more focused transition back to school. Parents have been positive with regards to the transition their children have experienced. Pupil behaviour has been excellent on return which highlights the impact of the carefully planned transition.

External barriers (issues which also require action outside school, such as low attendance rates)				
<b>D.</b> 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.
<b>Review</b> Due to Covid 19 the attendance figures are not comparable to the figures available last year. The SLT intervention was underway until lockdown and the initial individual improvement for the selected pupils was looking positive and will be an intervention we are keen to explore further this academic year. During lockdown the attendance of keyworkers, our families with a social worker, EHCP and vulnerable families was high. Attendance will be a continued focus into the next academic year.				
<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 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 year. Member of staff allocated up to 3 AFA families to work with through termly conversations on positive engagement and target setting for	Evidence from AFA work over past 2 years using measures of progress, behaviour, attendance and engagement.	Regular planning, monitoring and communication of impact with staff. Termly monitoring. Careful tracking of impact.	EThomas	Termly

<p>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>				
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**Review**  
 Due to Covid 19 the Achievement For Everyone data is not comparable to the previous year. However, the intervention was up and running and many of the initial data signals were positive. During lockdown, the alternative measures were in place, such as the tutor calls and the safeguarding register. These measures enables us to continue our positive engagement, signpost our most vulnerable and disadvantaged families to support and ensure they were safe. It will be important for the AFE approach to be implemented within the first term for our most disadvantaged families next academic year.

# Pupil Premium 2019-2020

## £200,318.53

<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>

