

## Oakfield Academy Pupil Premium Strategy Statement 2020/21

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

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

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

<b>Desired outcome</b>	<b>Success criteria</b>
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. 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. Listen to pupil voice from wellbeing survey. Consider Academy council role within this area. Incorporate parent voice within the fundraisers forum to ensure their voice is heard.	EThomas DMcGrath	Termly through link governor, AFE approach and Heads Report data collection. Pupil survey. Parent voice. Staff reflections and observations.

**Review**  
Data suggests that there is a significant difference between the academic attainments in core subjects of those eligible for pupil premium and those that are not eligible, particularly in Key Stage 2. Progress data suggests AFE intervention data highlights a high proportion of pupils showing success in areas of the curriculum through more targeted family support and intervention. The Trustee AFE feedback reflects the successes through staff reflections and feedback. Parental feedback from the academy survey suggests an overall positive picture of how the academy has responded to the pandemic in relation to supporting pupil mental health and wellbeing thus protecting motivation through intervention and support.

The SLT intervention for pupils lacking motivation was hugely positive which was shown in the impact. It suggests that regular coaching for some of these pupils will support them in accessing the learning and increase their pride and ambition.				
<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. 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 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.	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. Develop an effective catch up identification system. Research interventions shown to have high impact using EEF Promising Projects. 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 CCross EThomas	Termly at each assessment point
<b>Review</b> The attainment data shows a larger gap between PP and non PP pupils in Year 5 and Year 6 than in Year 7 and 8. Pupils who are not making expected progress across the years have been identified, interventions have been taking place with positive results for individual pupils and further interventions are planned for the new academic year.				

This is an area which has been identified as needing further intervention as we return to our usual monitoring processes. There will also be an increase in our use of the NTP to support a large portion of PP pupils with a large number of these interventions running outside of school time. This then allows pupils to still access the curriculum offer.

**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.		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. Autumn 20 HoY in Y6 & 7 to take their year groups through to following year. Autumn 19 review of transition and planning points with year teams. Spring Term – staff opportunities to plan transition 2021 and what is needed to ensure it is successful. 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. Staff meetings-communication and staff voice. Pupil voice 2021.	EThomas	Dec and March Sept implementation

**Review**  
Implementation of the pastoral changes went ahead despite the impact of Covid. The usual planned transition communication took place between heads of year, tutors as well as between First Schools to our year 5 team and our Head of Year 8 and Frome College. Extra tours for more vulnerable pupils took place for our year 8 pupils and those year 4s joining us. Many staff voices their preference to stay with their current year team following Covid, as their relationships had been strengthened. We made it possible for the newly appointed staff to come in for transfer day to meet their new tutees and prospective parents in year 5. Pupils were keen to voice their preference to stay within one geographical area for their year groups as it enhanced their cohesion as a year group.  
We ensured all pupils had a transfer day within our academy, including the new year 5 cohort. This will ensure all pupils are known and have a sense of belonging.

**External barriers (issues which also require action outside school, such as low attendance rates)**

**D.** Attendance figures were lower last year for the PP cohort

<b>Desired outcome</b>	<b>Success criteria</b>
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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. SLT intervention for target group with priority on PP pupils. Specific strategies linked to individual year groups to increase attendance.	SIMS report and National trend linked to Covid 19 pandemic.	Regular planning and monitoring. Track individual attendance over the year. Track individual values linked to their school attendance. Monthly report to SLT to track vulnerable groups and individuals. Monitor attendance through the AFE intervention.	EThomas	Attendance meetings every 2 weeks. Termly data review using School Report. Termly conversations by SLT to start term 3.
<b>Review</b> Our attendance figures show that there remains a difference of around 4% which remains similar to the previous year. When compared to national data this is positive as there is a widening gap nationally. This will remain a focus for 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 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. 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. Regular communication of expectations for staff and	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. Training package offered to new staff and refresher training for all staff. Termly monitoring. Careful tracking of impact.	EThomas	Termly

evidence of monitoring to show impact for each family. Support for staff where engagement is poor.				
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**Review**  
The progress data provided through the AFE data highlights the continued success of the intervention at engaging our more vulnerable families. It has been more difficult to directly compare the parental engagement due to the increased work carried out by staff at the academy throughout Covid. More frequent telephone conversations and Google Meets took place throughout the year for all families – more in line with the expectations for the termly structured conversations for AFE. The virtual parents evenings were a huge success and many more families engaged with the process than usual. The families that requested telephone conversations or progress updates in another format were able to do so.  
The AFE intervention will continue next academic year for our most vulnerable families to promote and maintain positive engagement and support pupil progress.

# 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>

