

# Oakfield Primary School: Pupil premium strategy 20-21 and self-evaluation 19-20



1. Summary information					
Academic Year	2020-21	Total PP budget	£138 535	Date of most recent PP Review	09/20
Total number of pupils	227	Number of pupils eligible for PP	103	Date for next internal review of this strategy	01/21

2. Current attainment		
<i>No data available for the year 2019-20 due to COVID19 pandemic.</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	N/A	N/A
Progress measure reading	N/A	N/A
Progress measure writing	N/A	N/A
Progress measure maths	N/A	N/A

### 3. Barriers to future attainment (for pupils eligible for PP)

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

A.	% non-SEND pupils attaining at GDS in RWM combined
B.	Low baseline on entry to school
C.	Language and communication difficulties
D.	High percentage of PPG pupils with SEND (25%)

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

A.	Challenging home circumstances
B.	Limited life experience beyond local area

### 4. Intended outcomes *(specific outcomes and how they will be measured)*

	Success criteria
A.	% non-SEND pupils pupils attaining GDS in RWM in line with national
B.	Accelerated progress to ensure Y1 readiness
C.	All non-SEND pupils to make expected progress in RWM

% as NA
GLD in line with national average
Expected progress evidenced

## 5. Review of expenditure

Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	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
Staff CPD (whole staff and individual) to ensure that all staff are confident in teaching approaches which will enable pupils to attain at GDS	Increased % PPG pupils attaining at GDS in RWM	Incomplete due to COVID school closure.  Available data, evidence from book scrutiny and subject leader evidence indicated that teaching approaches are in place to enable pupils to attain at GDS.	Further development work to be undertaken in subject areas not covered due to school closure	£3500
Purchase of specific resources for identified pupils	PPG pupils with specific additional needs will have access to resources as required	Additional resources purchased and available for identified individuals/groups.	Continue with this approach	£500
Purchase of new reading scheme books to support phonics learning (Letters and Sounds)	Pupils will access early reading books which specifically match phonic learning	Additional reading books have been purchased and have replaced older, non-matched reading books	Positive feedback from staff and parents/carers. Further reading stock required.	£4000
ii. Targeted support				
Action	Intended outcome	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

<p>Additional TA provision to support closing any gaps in attainment/progress between PPG and non-PPG pupils (EYFS, KS1 and KS2)</p> <p>Additional 0.5 teacher allowing DHT to provide bespoke support for Y6 pupils</p>	<p>No gaps in attainment or progress between PPG and non-PPG pupils</p>	<p>The following table outlines KS1 and KS2 data at point of school closure</p> <table border="1" data-bbox="795 215 1377 726"> <thead> <tr> <th colspan="2">Data March '20</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y1</td> <td>PPG</td> <td>79</td> <td>79</td> <td>79</td> </tr> <tr> <td>Non-PPG</td> <td>60</td> <td>53</td> <td>60</td> </tr> <tr> <td rowspan="2">Y2</td> <td>PPG</td> <td>44</td> <td>44</td> <td>44</td> </tr> <tr> <td>Non-PPG</td> <td>90</td> <td>90</td> <td>90</td> </tr> <tr> <td rowspan="2">Y3</td> <td>PPG</td> <td>71</td> <td>71</td> <td>71</td> </tr> <tr> <td>Non-PPG</td> <td>87</td> <td>80</td> <td>80</td> </tr> <tr> <td rowspan="2">Y4</td> <td>PPG</td> <td>83</td> <td>83</td> <td>92</td> </tr> <tr> <td>Non-PPG</td> <td>58</td> <td>58</td> <td>63</td> </tr> <tr> <td rowspan="2">Y5</td> <td>PPG</td> <td>67</td> <td>60</td> <td>67</td> </tr> <tr> <td>Non-PPG</td> <td>73</td> <td>73</td> <td>73</td> </tr> <tr> <td rowspan="2">Y6</td> <td>PPG</td> <td>81</td> <td>75</td> <td>75</td> </tr> <tr> <td>Non-PPG</td> <td>90</td> <td>90</td> <td>90</td> </tr> </tbody> </table>	Data March '20		R	W	M	Y1	PPG	79	79	79	Non-PPG	60	53	60	Y2	PPG	44	44	44	Non-PPG	90	90	90	Y3	PPG	71	71	71	Non-PPG	87	80	80	Y4	PPG	83	83	92	Non-PPG	58	58	63	Y5	PPG	67	60	67	Non-PPG	73	73	73	Y6	PPG	81	75	75	Non-PPG	90	90	90	<p>Additional TA provision allows for two adults in each classroom, enabling class teachers to provide targeted and precise support to PPG pupils. Early data indicated that in the majority of classes, good progress was being made in closing the attainment gap between PPG and non PPG pupils.</p> <p>Additional 0.5 teacher allows targeted support for identified Y6 pupils to support high school readiness</p>	<p>£95 000</p>
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Y4	PPG	83	83	92																																																											
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Y6	PPG	81	75	75																																																											
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<p>Employment of SALT specialist 1 day per week</p>	<p>PPG pupils with SALT difficulties will receive appropriate intervention</p>	<p>SALTherapist worked with identified individuals/groups and staff prior to school closure. Support provided and assessments completed as required.</p>	<p>Continue with this approach</p>																																																												

<p>Pupil counsellor employed 2 days per week</p> <p>Pastoral Assistant with specific 'pupil centred' role</p> <p>Development and resourcing of 'The Zone.'</p>	<p>PPG pupils with SEMH barriers to learning will access appropriate support or intervention</p>	<p>Success criteria met.</p> <p>Pupil counsellor caseload was full throughout the year prior to COVID pandemic. During lockdown, additional support was provided for identified pupils.</p> <p>Pupils with barriers to learning were identified and supported by the Pastoral Assistant using a variety of strategies including social groups, individual programmes of work, listening and attention groups, Lego Therapy,</p> <p>'The Zone' area refurbished and resourced to provide a quiet area for one to one and small group pastoral intervention.</p>	<p>Pupil counsellor caseload discussed and agreed at weekly Inclusion and Safeguarding meeting, which ensured that priority pupils were referred.</p> <p>More structured approach to pastoral assistant caseload including timetabling and regular review ensured that pupil needs were met.</p>	
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### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Ensure participation in trips and visits, including Y6 residential</p> <p>Provision of high quality musical tuition</p> <p>Provision of a variety of engaging extra-curricular activities</p>	<p>PPG pupils will have access to a variety of experiences to improve cultural capital</p>	<p>All pupils accessed trips and visits prior to school closure – no child missed any opportunities due to lack of funding.</p> <p>High quality musical tuition provided for all pupils. Levels of engagement high.</p> <p>All pupils given the opportunity to access a wide variety of extra-curricular activities at no additional cost.</p>	<p>Continue with all approaches into 2020-21</p>	<p>£13000</p>

Inclusion Manager will provide support to staff and pupils to ensure that needs of PPG SEND pupils are met	Appropriate support and intervention provided for those PPG pupils identified with SEND	<p>Graduated approach in place for all identified pupils with regular review built in.</p> <p>Inclusion manager provided support and training as required to enable staff to meet the needs of individuals/pupil groups.</p> <p>Increased parental engagement</p> <p>EHCPS secured for identified pupils</p>		
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**6. Planned expenditure**

**Academic year**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>Reading focus, linking to English action plan. CPD for all staff (reading, early reading, phonics)</p> <p>Purchase of new reading stock for classrooms and library.</p>	<p>Improved outcomes in reading across all year groups, impacting on pupils' ability to access and achieve in all subjects.</p>	<p>Poor reading skills impact negatively on pupils attainment across all subjects.</p> <p>Evidence from school closure indicates that a significant number of pupils in school undertook little or no reading, which has impacted on fluency and comprehension.</p>	<p>Monitoring by Literacy lead and shadow lead</p> <p>Book scrutiny/pupil voice/assessment data</p>	<p>DG</p> <p>CS</p>	<p>Termly</p>

Purchase of resources for individual pupils/groups to address specific needs	PPG pupils with specific additional needs will have access to resources as required	Significant percentage of PPG pupils are identified as having SEND, requiring alternative and additional resources to meet need.	Inclusion Manager to have oversight of provision. Discussion with class teachers/external agencies/Ed Psych	PA	Ongoing
Purchase of additional Ed Psych hours to allow essential assessments to be undertaken	Staff will be provided with information which supports them in meeting the needs of SEND PPG pupils	Significant percentage of PPG pupils have SEND and can be best supported when adults are aware of strategies to address their specific need	Inclusion Manager to have oversight of Ed Psych caseload.  Monitoring of provision and progress of PPG SEND pupils	PA	Half termly through Pupil Progress meetings
Staff CPD (whole staff and individual) to ensure that all staff are confident in teaching approaches which will enable pupils to attain at GDS	Increased % PPG pupils attaining at GDS in RWM	Attainment at GDS at end of KS2 not yet in line with national for RWM. Whole school training will support raising of attainment and accelerated progress	SLT to oversee CPD offer. Engagement with Trust CPD, Maths Hub, Ed Psych.	HF DG PA AF	Termly
<b>Total budgeted cost</b>					£20 000

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
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<p>Additional TA provision to support closing any gaps in attainment/progress between PPG and non-PPG pupils (EYFS, KS1 and KS2)</p> <p>Additional 0.5 teacher allowing DHT to provide bespoke support for identified pupils</p>	<p>No gaps in attainment or progress between PPG and non-PPG pupils</p>	<p>Targeted support will enable precise teaching to give PPG pupils optimum opportunity to close gaps in learning</p>	<p>Progress and attainment reviewed at half termly PP meetings</p> <p>Monitoring of data</p> <p>Inclusion Manager oversight of interventions</p>	<p>HF/PA</p>	<p>Half termly PP meetings</p>
<p>Employment of SALT specialist 1 day per week</p>	<p>PPG pupils with SALT difficulties will receive appropriate intervention</p>	<p>Number of pupils identified with speech and language difficulties. 1:1 support will enable pupils to make accelerated progress.</p>	<p>Inclusion Manager to review regularly with SALTherapist</p>	<p>PA</p>	<p>At end of individual pupil programmes</p>
<p>Reception teacher and TA to undertake training and implement Nuffield Early Language Intervention for identified pupils in EYFS</p>	<p>Improvement in pupils' oral skills</p>	<p><a href="https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap">https://www.gov.uk/government/news/early-years-support-package-to-help-close-covid-language-gap</a> Low baseline on entry to FS2</p>	<p>Inclusion manager to oversee and support with implementation</p> <p>Regular review of progress</p>	<p>CH</p>	<p>PP meetings</p>

<p>Pupil counsellor employed 2 days per week</p> <p>Pastoral Assistant with specific 'pupil centred' role</p> <p>Introduction and implementation of Forest Schools programme for identified pupils</p>	<p>PPG pupils with SEMH barriers to learning will access appropriate support or intervention</p>	<p>Significant number of PPG pupils experiencing crisis.</p> <p>Number of pupils identified as SEND through SEMH difficulties</p> <p>Safeguarding data/information</p> <p>EEF Teaching and Learning Toolkit</p> <p>Outdoor Adventure Learning</p>	<p>Weekly safeguarding meetings (HT, IM, PM)</p> <p>Pupil Progress meetings</p> <p>Pastoral Manager and Inclusion Manager oversight</p> <p>FS leader is a member of SLT. Inclusion manager oversight</p>	<p>HF/PA/LW</p> <p>AF</p>	<p>Weekly meetings</p> <p>Half termly PP meetings and reviews</p> <p>At end of each programme</p>
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**Total budgeted cost**    **£100 000**

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
<p>Ensure participation in trips and visits, including Y6 residential</p> <p>Provision of high quality musical tuition</p> <p>Provision of a variety of engaging extra-curricular activities</p>	<p>PPG pupils will have access to a variety of experiences to improve cultural capital</p>	<p>Learning opportunities and experiences will enhance pupils' life experience impacting positively both academically and on SMSC development</p> <p>Increased opportunities to develop desired learning behaviours; collaboration, perseverance, organisation</p>	<p>All trips/visits/visitors planned under oversight of DHT.</p> <p>Music provision monitored by RB (Music lead)</p> <p>Monitoring of attendance and participation in extra curricular clubs by HF</p>	<p>HF</p> <p>DG</p> <p>BW</p>	<p>Ongoing</p> <p>Subject leader monitoring cycle</p> <p>Termly</p>



<p>Inclusion Manager will provide support to staff and pupils to ensure that needs of PPG SEND pupils are met</p>	<p>Appropriate support and intervention provided for those PPG pupils identified with SEND</p>	<p>25% pupils in receipt of PPG are identified as having SEND</p> <p>Personalised learning opportunities will be provided to enable best progress.</p>	<p>Termly review of graduated response approach</p> <p>Termly feedback to SLT</p>	<p>PA</p>	<p>Pupil Progress cycle</p> <p>Review of graduated response approach</p>
<b>Total budgeted cost</b>					<b>£14 000</b>

**7. Additional detail**