

Oak Meadow Primary School Pupil Premium Strategy  
2017 – 2018

**What is Pupil Premium?**

The Pupil Premium Fund is government money designated to help disadvantaged children and young people do well at school. The funding is allocated to schools for children who have been registered free school meals in the last six years, are in care of the local authority or have parents in the armed forces. In 2017/18, the funding allocated is £1320 per child of Primary School age and £1900 for Looked After Children.

**How will we make decisions about the spending of the Pupil Premium Funds allocated to us?**

At Oak Meadow, we continually review the progress and attainment of the children in our care. Senior Leaders and class teachers regularly analyse how well our disadvantaged pupils do compared to other children. Decisions are then made based on identified priority areas.

Confidence and self-esteem are key factors in raising attainment of disadvantaged children and ensuring all children can participate in the school community. Indeed, at Oak Meadow we believe that a confident child achieves. Additional adults, including our home school liaison officer also provide time and pastoral support to improve confidence, self-esteem and coping strategies where necessary.

All pupils are entitled to the very best curriculum and learning opportunities whatever their level of ability so we ensure that our disadvantaged children receive help when they find learning difficult but are also offered challenges in areas where they excel. We also ensure that they have a wide range of resources and enrichment opportunities through visits to places of interest and participation in community events.

Pupil Premium spending is reviewed in an ongoing way as each year progresses in light of regular evaluations. Future priorities are made in response to new research as well as the school's rigorous self – evaluation processes.

**Main barriers to educational achievement faced by eligible pupils at Oak Meadow**

- Behaviour: having a readiness to learn with good 'behaviour for learning' in school – pupils with specific social and emotional needs that affect their learning.
- Social and emotional conditions: requiring support, nurture and family support.
- Access to extra-curricular activities: educational experiences such as trips; residential or physical activities.
- Resilience to overcome difficulties

**Rationale for overcoming barriers for 2017 – 2018**

This year we will focus our Pupil Premium spending on diminishing the differences identified from 2016 – 2017 data analysis, comparing Pupil premium children's attainment and progress against the national picture but also looking at in-school differences between Pupil Premium children and non-Pupil-Premium children. This will include diminishing the difference in Reading, Writing and in Maths in all year groups; ensuring Pupil Premium children make accelerated progress. This also involves differences Year 1 identified with GLD scores (2016 – 17) and rigorously monitoring our new cohort of Reception children.

This will include investing in all identified barriers to progress and attainment such as the 1<sup>st</sup> Class intervention programmes for writing and mathematics; Rapid Reading; small-group phonics teaching; monitoring attendance and punctuality and supporting vulnerable families through liaison with our home school liaison officer.

Teaching assistants have received training to deliver focussed intervention programmes such as 1<sup>st</sup> Class at Number and 1<sup>st</sup> Class at Arithmetic; 1<sup>st</sup> Class at Writing Pirate Writing Crew and Dragon Hunters and Rapid Reading to provide further support to PP pupils with specific difficulties in specific year groups. Financial support is also provided to families to help pay for educational trips and residential visits. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to support the payment for these additional expenses throughout the academic year.

Pupil Premium spending will therefore be allocated into the following key areas:

1. Attainment and Achievement
2. Well-being
3. Removing Barriers
4. Teaching & Assessment

### Impact Measures

- Attainment and progress of pupils eligible for the Pupil Premium fund in reading, writing and mathematics compared to non-pupil premium pupils. We will analyse year group data and compare achievements against national standards. Where we observe differences in achievement, we agree ways to diminish the difference so that all children attain well against local and national standards.
- Attendance data.
- Exclusion data and other monitoring of behaviour.
- Engagement with extra-curricular activities and events.
- Pupil voice through questionnaires and interviews.
- Parent feedback through questionnaires.
- Case studies

### Number of pupils and Pupil Premium Funding (PPF) received

Total number of pupils on roll	413
Total number of pupils eligible for PPF	113
Total amount of PPF received	£14,9,160

### Intended Spend

Item/ project	Cost	Objective	Success Criteria
One to one or small group interventions in reading, writing and mathematics. ✓	Reading Y1-Y6: 18.5hrs per week at £10.23 = £7380.95 Writing Y1-Y6: 6.5hrs per week at £10.23 = £2593.31 Maths Y1-Y6: 8hrs per week at £10.23 = £3191.76 <b>Total: £13166.02</b>	To reduce gaps in attainment through carefully differentiated interventions to support reading, writing and maths.	Attainment is in line with or exceeds national expectations and in-school gaps close
Targeted teaching of pupils in reading, writing and mathematics at risk of underachievement ✓	YR-Y6 Reading: 2.5hrs per week (x7) at £26.21 = £458.68 Writing: 5hrs per week (x7) at £26.21 = £917.35 Maths: 5hrs per week (x7) at £26.21 = £917.35 <b>Total: £2293.38</b>	To reduce gaps in attainment through carefully differentiated interventions to support reading, writing and maths.	Attainment is in line with or exceeds national expectations and gaps between the attainment of PP and non - PP close.

Targeted interventions for lower/higher achieving pupils in English and Maths in Year 6, ✓	Year 6 3 <sup>rd</sup> group teaching (TC): 17.5hrs per week at £39.51 = £26965.58	To reduce gaps in attainment through carefully differentiated interventions to support reading, writing and maths.	Attainment is in line with or exceeds national expectations and in-school gaps narrow.
1 <sup>st</sup> Class @ number within Years 2 and 3	Year 2 and 3 : 5 hrs per week at £10.23 for 18 weeks = £1841.40	To develop of pupils mental arithmetic and basic number skills.	Children show an improved attitude towards maths and the in-school gaps narrow
Success @ arithmetic within Years 5 and 6 ✓	Year 5 and 6 : 5 hrs per week at £10.23 for 18 weeks = £1841.40	To develop pupils' mental and written arithmetic skills.	Children show an improved attitude towards maths (via pupil questionnaire) and the in-school gaps narrow
1 <sup>st</sup> Class @ writing, Pirate Writing Crew within Year 3	Year 3 : 5 hrs per week at £10.23 for 18 weeks = £920.70	To develop children's sentence construction, accuracy, and children's writing stamina.	Children show an improved attitude towards writing (via pupil questionnaire) and the in-school gaps narrow
1 <sup>st</sup> Class ` writing, Dragon Hunters within Year 4 ✓	Year 4 : 5 hrs per week at £10.23 for 18 weeks = £920.70	To develop children's sentence construction and accuracy and children's writing stamina.	Children show an improved attitude towards writing (via pupil questionnaire) and the in-school gaps narrow
Use of Online programs such as Lexia ✓	£3000	To improve motivation to read and to raise attainment, accelerating progress	All targeted PP children complete at least 3 sessions of Lexia each week Improved attainment. Accelerated progress. Closing of attainment gap.
Use of Online programs such as Mathletics, Purple Mash, 5 a day	£3000, £1000, £240	To improve motivation to learn and to further develop home/school links	PP uptake is in line with non-PP uptake. Enthusiasm for learning improves (via pupil questionnaire).
Rapid Reading Scheme	£4000	To improve reading decoding skills and comprehension.	Accelerated progress shown via reading age improvement PP v Non PP. Children show an improved attitude towards reading (via pupil questionnaire) and the in-school gaps narrow.

Key area 2: Well being			
Lunchtime assistant targeted support. Assistants to be trained and supplied with activities to support. ✓	£3000	To increase the adult/pupil ratio in the lunch hall and the playground to facilitate and enrich children's play experiences	Children's self-discipline and ability to negotiate play with their peers improves A reduction in visits to the reflection room. Positive feedback from pupils
Home-School Liaison Officer ✓	£35,000	To support pupils' and families' welfare needs and pupils' behaviour and concerns within school;	Children's improved well-being will allow children to learn more effectively
Reception care worker/ targeted supervisory support (AP). ✓	£10541.28	To target support for transition into Reception from a nursery setting.	Children's self-discipline, independence and ability to negotiate play with their peers improves.
Nurture group training Nurture champions x 3 Training unavailable currently in our area.	£595 x 3  <b>TOTAL - £1785</b>	To set up nurture groups to improve the emotional well-being of small groups of children and promote a willingness to learn.	Children's improved well-being will allow children to learn more effectively
Monitor attendance and punctuality of DP children.	EW: 1hr per week at £34.01 £1326.39	To minimise the negative impact of poor attendance on attainment.	Attendance is high (97%), Zero gap in attendance between PP and non-PP peers is maintained.
Key area 3: Removing Barriers			
'Checking – in' slots. Teaching Assistants to check in with PP children at the start of day, breaks and lunch to address concerns and get the children 'learning ready'. ✓	YR-Y6: 1.25hrs per week at £10.23 = £498.72	To ensure children are mentally ready to learn;	Children's improved well-being will allow children to learn more effectively
Monitoring of Good To be Green system – identifying behaviour patterns. ✓	EW: 1hr per week at £34.01 £1326.39	To identify children that require further behaviour support	Children's improved behaviour will allow them to learn more effectively
Home-School Liaison Officer ✓	(see above in previous key area)	To support pupils' and families' welfare needs and pupils' behaviour and concerns within school;	Children's improved well-being will allow children to learn more effectively
Subsidies for educational visits and residential enabling all pupils to access planned visits; ✓	£10000	To support children's learning in all areas of the curriculum and ensure involvement in enrichment activities.	Attendance of PP children at residential trip is at least in line with non-PP peers. Pupils' attitudes to learning improves further.
LEGO 'BuildToExpress' Initiative	Initial training and resources £135 1.5hrs (3, 0.5 hr slots) per week at £10.23 = £598.46 <b>TOTAL £733.46</b>	To encourage expression of personal feelings and breaking down barriers that can affect achievement in curriculum-based topics.	Children demonstrate a willingness to learn and display positive learning behaviours.
Key area 4: Teaching and assessment			

Targeted teaching assistant support. ✓	YR-Y6 Reading: 2.5hrs per week (x7) at £10.23 = £179.03 Writing: 5hrs per week (x7) at £10.23 = £358.05 Maths: 5hrs per week (x7) at £10.23 = £358.05 TOTAL: <b>£895.13</b>	To ensure all pupils access effective teaching and learning;	Attainment and progress of DP pupils is in line with or exceeds national expectations and in-school differences are diminished.
Sports Plus coaching ✓	£18000	To improving pupils' physical skills and access to high quality PE teaching and learning;	Attainment and progress of DP pupils is in line with or exceeds national expectations and in-school differences are diminished.
Leadership time allocated for monitoring and observing DP children across the school;	SA and EW: 2hrs per week at £86.96 = <b>£6782.88</b>	To ensure quality first teaching and learning for all	Attainment and progress of DP pupils is in line with or exceeds national expectations and in-school differences are diminished.
Phase Leader Raising Achievement Plan writing, monitoring and evaluating; ✓	DC and IH: 2hrs per week at £30.24 = <b>£2358.72</b> EW: 1hr per week at £34.01 = <b>£1326.39</b>	To ensure quality first teaching and learning for all	Attainment and progress of DP pupils is in line with or exceeds national expectations and in-school differences are diminished.
Maths and English monitoring, action planning, support and guidance; ✓	DC and FB: 2hrs per week at £30.24 = <b>£2358.72</b>	To ensure quality first teaching and learning for all	Attainment and progress of PP pupils is in line with or exceeds national expectations and in-school differences are diminished.
Specialist support and provision guidance (KM) ✓	5.5hrs per week at £30.24 = <b>£6386.48</b>	To ensure quality first teaching and learning for all	Attainment and progress of PP pupils is in line with or exceeds national expectations and in-school differences are diminished.
TA support for transition Reception to KSI and access to learning ✓	<b>£9290.38</b>	To ensure that children's transition from EYFS to KSI is smooth and all children are able to access learning; particularly in English, maths and reading.	Attainment and progress of PP pupils is in line with or exceeds national expectations and in – school differences are diminished.
<b>TOTAL PLANNED SPEND:</b>	<b>£170,799.10</b>		
<b>REVIEW OF STRATEGY:</b>	<b>Summer 2018</b>		