



Pupil Premium: Diminishing the Difference at Oakwood Primary Academy 2017 -2018

Our Principles

Oakwood Primary Academy is determined to ensure that all pupils achieve and are given the highest standards of teaching and learning regardless of any barrier. We aim to be proactive in closing gaps before they develop through careful monitoring and broader assessment. We are a school where everyone is welcomed, efforts are valued, ambition is nurtured and where the potential of every child is realised.

Ofsted July 2016 'The needs of pupils entitled to support through pupil premium funding are well met because leaders are ambitious for them to achieve highly. The additional funding is allocated effectively to ensure that the academic, social and emotional needs of these pupils are provided for. As a result, disadvantaged pupils make strong progress and are working at broadly similar levels to others pupils in the school.'

Main internal and external barriers:

- Vulnerable families and pupils with emotional and social needs
- High mobility between schools
- Persistent absentee levels
- Delayed language and vocabulary skills (speaking and reading skills)
- School readiness (low academic baselines on entry and emotionally unready)
- Low aspirations and expectations

Desired outcomes to diminish the difference between Pupil Premium funded pupils and other pupils

- A. PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- B. Continue to support families and pupils' social, emotional and health needs through Nurture, Mentoring and the Intervention Team and increase their expectations and aspirations.
- C. Pupils and families with low attendance/high persistence absentee levels are supported and challenged
- D. PP pupils make rapid progress and catch up with their peers
- E. More able PP pupils 'on track' to exceed Expected Standard
- F. Address low baseline on entry to school in EYFS so pupils quickly are working at same level as peers, accessing high quality Early Years provision
- G. Increase vocabulary, reading and phonics achievement in EYFS, KS1 and KS2
- H. Improve school readiness and pupils' enjoyment by providing after school clubs and enrichment activities



Action Plan for Pupil Premium provision September 2017 – September 2018

Financial Year	Amount of Pupil Premium Funding
2017 -2018	£207,348
2016 -2017	£214,560
2015 -2016	£217,800

Total Pupils on roll R to Year 6: 375 children (Autumn 2017 census)	Total Pupils on roll Nursery: 48 children (Autumn 2017 census)		
	2017 -18	2016-17	2015-16
Number of pupils eligible for Pupil Premium	151	164	163
Number of pupils eligible for Early Years Pupil Premium	13	12	16
Number of Looked after children or children from Armed Services Families eligible for Pupil Premium	3	5	5

	Current attainment		
	<i>All Oakwood Pupils (national average)</i>	<i>Pupils eligible for PP at Oakwood (national average)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard combined reading writing & maths	42% (61%)	35% (48%)	48% (67%)
% achieving expected standard reading	58% (71%)	52% (60%)	59% (77%)
% achieving expected standard writing	57% (77%)	48% (66%)	66% (81%)
% achieving expected standard maths	60% (75%)	55% (63%)	66% (80%)



Desired Outcome	Action Funding used for...	New/Continued Action	Targeted Groups(s)	Intended Outcomes How the actions impact on achievement	Monitored by	Review dates	Impact
Whole School Strategies for all pupils: The Sutton Trust has shown that poor whole class teaching has a disproportional effect on children eligible for Pupil Premium. However, Quality First Teaching has been shown to have a disproportional positive effect on children eligible for Pupil Premium. £148,131							
C	Attendance support for identified pupils & families.	Continued ESPAC (pilot)	Whole school- target vulnerable children with poor attendance or punctuality. Particularly focus on <i>Persistent Absentees</i> . Families (49)	Improved levels of attendance, punctuality and a decrease in Persistent Absentees. Attendance in all classes to average at above 95%	DHT PP Lead Vulnerable Groups Team	Dec. '17 March '18 July '18	Dec '17
CH	Breakfast Club serving approx. 20 children led by 1 HL teaching assistant and 1 kitchen staff.	Continued	Whole school - targeted at PP children or other vulnerable children or children with poor attendance (approx 20 children)	Improved attendance, punctuality wellbeing and readiness to learn. Chn make accelerated progress and attainment	DHT PP Lead Vulnerable Groups Team Breakfast Club co-ordinator	Dec. '17 March '18 July '18	Dec '17
C	Minibus route to collect 14 children with priority to PP and poor attenders. (1 driver and 1 escort)	Continued	Whole school - targeted at PP children or other vulnerable children or children with poor attendance	Improved attendance and punctuality All chn who use the minibus achieve above 95% attendance	DHT PP Lead	July '18	
H	After school activities and enrichment including specialist Premier Sport led clubs.	Continued	Whole school - Roots & Shoots, Football Wed, Football Thurs, Gymnastics,	Children happier and therefore enjoy coming to school to learn.	SLT	July '18	
DF	Improving writing, especially for PP children through the Primary Writing Project	2 nd Year of 3 year project	Whole School	The quality, quantity and enjoyment of writing improve. 70% of all school achieve ARE with	SLT	Dec. '17 March '18 July '18	
DE	Improving Quality First	Contin	Staff of Whole School	Children's progress	SLT	Dec. '17	



F G	Teaching	ued		accelerated and standard improved All staff judged good with 30% outstanding teachers		March '17 July '17	
D E	To motivate reading using 'Accelerated Reader'	New	KS2	Children are stimulated to read and as a result their reading age increases. Teachers can monitor individuals, - tracking progress and monitoring vocabulary and literacy skills. 70% of chn achieving benchmark in Star Assessment increases	SLT Reading Lead Teacher	Oct '17 Dec '17 March '18 May '18 July '18	Oct '17 26% of yrs 3-5 achieving benchmark Dec '17 39% of yrs 3-5 achieving benchmark
F	Provision for PP EYFS during holidays	Continued	Nursery	Allow continuity of learning	SLT	Monthly	

Targeted Strategies for underperforming pupils and other pupils A significant proportion of our pupils enter the school below national standards, as evidenced by our baseline and continuous assessment systems and /or are entitled to the pupil premium fund. It is essential that we provide early intervention and put in place systems to motivate learning, improve meta-cognition as well as engage parents in their child's learning. £90,269

B	A Nurture Specialist and 2 Behaviour Trained TA's to deliver Nurture Provision focussing on Social, Emotional & behavioural difficulties	continued	Whole school – identified case load using Boxall Profile	Children's self-worth is improved so that they can become positively engaged in their learning 25% PP children in the group)The children Boxall Profile improves	Nurture Team	July '18	
B	Provide Parenting classes (Triple P)	New	Whole school – identified parents	Targeted focus work with families to enable them to support their child's learning and well being	Nurture Team _Anne Marie Cox	July '18	
B	Make every effort to engage parents and carers in the education of their child	New	Whole school	Dedicated teacher to focus on developing strong links with parents and local	Engagement Lead Teacher	July '18	



				community			
D E	Additional teacher 4 days a week in Yr 6 boosting Reading, Writing and Maths	New	Year 6	Accelerated learning for targeted children to narrow the gap between PP pupils and others KS2 results in line with National	SLT PP Lead	July '18	
F G	Early assessment of EYFS Speech and Language by trained teacher	New	EYFS	Maintain percentage of children achieving A Good Level of Development	SLT Head of EYFS PP Lead	July '18	
G	Run intervention groups for low achievers in KS1 for reading and phonics Better Reading Programme Bullseye	Continued	KS1	Number of children achieving expected level in phonics and reading increased 6 PP children Yr. 2 and 3 improve reading age by 5 months	SLT Head of KS1 PP Lead	July '18	
B	1:1 Mentoring 27 pupils for 30 mins/week 7 TA's & 10 Teachers	Continued	Whole school	Children supported in social and emotional needs	Vulnerable Groups Team	July '18	
B	Resource & provide a daily Lunch Club for pupils who struggle socially or emotionally during the lunch time break	Continued	Whole School	Children supported in social and emotional needs No. of behaviour issues reduces	SLT SENDCo	July '18	
B	To improve memory by using Memory Magic (1 TA 1 x/ week for 30mins and Talkabout (1 Teacher 1 x/ week for 30mins) to support small groups with memory or social difficulties	Continued	Whole school	Specific difficulties are overcome	SENDCo PP Lead	Dec. '17 March '18 July '18	
Targeted Strategies for Pupil Premium Pupils: "two thirds of the primary school components (gap) develop in Reception and Key Stage 1" John Dunford 2017 Costs £63,243							
A	Carefully monitor progress, identifying need and monitoring impact of PP	Continued	Whole school	PP pupils catch up and achieve the expected standard or above.	SLT PP Lead Vulnerable	Dec. '17 March '18 July '18	



	children using STAR Assessment and Target Tracker. Also, weekly meetings with vulnerable team and termly pupil progress meetings.			Gaps within vulnerable groups closed throughout the school	Groups Team		
D G	Use/Purchase resources and site licenses to identify & support children's learning. Dyslexia Screening, Speechlink, Launguagelink, ReadingWise, Memory Magic, Boxall, Sandwell Assessment	New/ Continued	Whole School	PP pupils to make accelerated progress and achieve at least expected standard	PP Lead Vulnerable Groups Team	Dec. '17 March '18 July '18	
D	Small intervention groups run by trained TA's 4 mornings a week KS1 & 4 afternoons KS2 (Using evidence based (EEF toolkit) strategies to overcome barriers	Continued	Whole School	Targeted children make accelerated progress (approx 3 PP children in the group)	PP Lead Vulnerable Groups Team	Dec. '17 March '18 July '18	
D	Additional afternoon TA support in all KS1 classes	Continued	KS1	Improve PP chn development	SLT KS1 Teachers	July '18	
E	Buy books for Book Club for mainly PP children expected to achieve higher than expected standard in reading	New	Year 6	Children achieve higher than expected standard in reading (4 PP children in the group of 9)	PP Lead Head of KS2	July '18	
D	Experience wider curriculum opportunities	Continued	Whole School	PP children can draw on enriched vocabulary and life experiences	PP Lead	July '18	
	Rewards and certificates	Continued	Whole School				
	Total budgeted spend:	£302,243 including £94,895 from Academy Budget to intervention programme					

*Please see the Action Plan below for more detail of the above desired outcome