



Pupil Premium Statement 2018 -2019

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.'*

Key Information

Pupil Premium Coordinator	Angela Bruckshaw	Date of last Pupil Premium Review	July 2018
Pupil Premium Link Governor	Rebecca Brown	Date of Pupil Premium Strategy Review	January 2019
Is the Pupil Premium on the website	Yes	Date of when the website was last updated	January 2018

Historic Pupil Premium Data

Year	Total PP	Funding (£)	% of cohort
2018-19	154	206,860	40
2017-18	151	206,600	40
2016-17	164	212,040	44
2015-16	163	217,800	44



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1. Summary information

School	Oakwood Primary Academy				
Financial Year	2018 - 19	Total PP budget	£203,280	Date of most recent PP Review	January 2019
Total number of pupils	384	Number of pupils eligible for PP	154	Date for next internal review of this strategy	July 2019

Current Position By Year Group

As of 16/01/2019

	Number on Role	FSM PUPILS	Ever6 Pupils	LAC Pupils	Post LAC pupils	Service Children	Total Disadvantage	Total % Disadvantage
Year R	51	19	18			0	18	35
Year 1	53	17	19			0	19	36
Year 2	60	15	18			0	18	30
Year 3	54	20	23			0	23	43
Year 4	60	19	23	1	1	0	25	42
Year 5	47	12	19		2	0	21	45
Year 6	59	18	29		1	0	30	51
Total	394	120	149	1	4	0	154	40

1 Disadvantaged pupil is equivalent to 2.5%



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Current attainment End of Key Stage 2 (2018 Year 6 data)			
		<i>Pupils eligible for PP (This school)</i>	<i>Pupils not eligible for PP (This school)</i>
% achieving in reading, writing and maths		62%	61%
% achieving standard in reading		69%	68%
% achieving standard in writing		73%	71%
% achieving standard in maths		69%	79%
Current attainment End of Key Stage 1 (2018 Year 2 data)			
	<i>All pupils Oakwood School(National)</i>	<i>Disadvantaged Oakwood School (National)</i>	<i>Non-Disadvantaged Oakwood School (National)</i>
% achieving Expected standard in reading	64% (76%)	62% (62%)	65% (79%)
% achieving Expected standard in writing	64% (70%)	62% (55%)	65% (73%)
% achieving Expected standard in maths	64% (76%)	62% (62%)	65% (79%)
Current attainment Phonics Screening (2018 Year 1 data)			
	<i>All pupils Oakwood School (National)</i>	<i>Disadvantaged Oakwood School (National)</i>	<i>Non-Disadvantaged Oakwood School (National)</i>
% meeting Phonics Standard	72% (83%)	59% (77%)	77% (85%)
Early Years Profile (2018 Reception data)			
	<i>All pupils Oakwood School (National)</i>	<i>FSM Oakwood School (National)</i>	<i>FSM Oakwood School (National)</i>
% achieving a Good Level of Development	62% (72%)	50% (57%)	69% (74%)



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1. Main internal and external barriers:		
A.	Vulnerable families and pupils with emotional and social needs	
B.	Issues relating to low self-esteem, confidence and resilience impacting on pupils inability to work collaboratively or to accept a challenge	
C.	Lacking parental involvement and little engagement with the school	
D.	Persistent absentee and high mobility within the school year	
E.	Delayed language and vocabulary skills (speaking and reading skills)	
F.	School readiness (low academic baselines on entry and emotionally unready)	
G.	Low aspirations and expectations with children having limited opportunities to broaden life experiences and develop personal interests	
2. Desired outcomes		
		Success criteria
A.	The difference in attainment between the PP and non-PP pupils in Reading Writing and Maths will diminish across the school.	By the end of July 2019 all Yr groups have closed attainment gap between PP and non-PP pupils by less than 10%
B.	Pupils will feel happy and valued to work together in a variety of groups and be ready to challenge themselves in order to complete tasks	Pupils collaborate together and challenge themselves
C.	PP parents will engage more positively with the school and will be better able to support their children at home with their learning.	Pupils are supported and encouraged to succeed
D.	Attendance improves throughout the school	School achieves target of 96% attendance
E. F.	Improve percentage of Reception children achieving A Good Level of Development	End of year GLD scores is maintained or improved
G.	Pupils are exposed to a wide variety of opportunities/experiences and encouraged & challenged to aim high	Children use a wealth of experiences to engage and contribute within the classroom



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3. Planned expenditure

Academic year	2018 - 2019
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The three headings below enable Oakwood Primary Academy School demonstrate how we are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies.

Whole School Strategies for all pupils:

i. Quality of teaching will be provided to all pupils in school by teachers and support staff

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The difference in attainment between the PP and non-PP pupils in Reading Writing and Maths will diminish across the school so that it is in line with 2018 Yr 6 scores where the gap had diminished.	<p>Whole school Professional Development linked to QFT and Open Mind sets embedded to avoid creating a ceiling to expectations</p> <p>Quality marking and feedback</p>	<p>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.</p> <p>As a school we believe that QFT is crucial and must come first if we are to have a significant impact on pupils' progress. We also have high expectations for all pupils so that being from a disadvantaged background is not a reason to achieve highly.</p>	<ul style="list-style-type: none"> Teachers will continually assess Regular monitoring of T & L by SLT Data will be regularly analysed Pupil progress meetings will focus on closing gaps Lesson observations and book scrutiny will look closely at this group. High quality training will be provided to all staff regarding teaching strategies and the impact of this training analysed Careful monitoring process identifying need & impact using STAR Assessment and Target Tracker Regular Vulnerable Group team meetings 	<p>SLT</p> <p>Pupil Premium Lead</p> <p>VLT</p>	Termly
PP Parents will engage more positively with the school and will be better able to support their children at home with their learning	<ul style="list-style-type: none"> Specialist Engagement lead teacher will work closely with parents and local community Parents will be invited to Paragon open events as well as Parents Evenings Coffee mornings, Parents Drop-Ins & exhibitions to promote or explain 	<p>The EEF toolkit states that Parental Engagement increases the attainment and progress rates of pupils by more than 3 months and that the use of text messaging and social media are more beneficial than Parent groups.</p> <p>We endeavour to engage all our parents and continually adopt a variety of approaches.</p>	<p>Pupil Premium Lead will monitor parent participation to events.</p> <p>Marketing Assistance will update social media</p> <p>HT/DT</p>	<p>Engagement Lead teacher</p> <p>SLT</p> <p>Vulnerable Groups Team</p> <p>Marketing Assistance</p>	Ongoing



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	<p>practical ideas to support their child's learning at home</p> <ul style="list-style-type: none"> • Termly Homework Curriculum Year group letter to inform of curriculum to be taught • Teachers available at the end of each day in order to handover positive information to parents • Weekly newsletter published by HT • Regular opportunities to engage parents through social media, Facebook and Twitter • Parents access to child's Accelerated Reader results using "Home Connect" 				
Attendance improves throughout the school	<ul style="list-style-type: none"> • Weekly Attendance assemblies and termly class incentives • Weekly class percentage reported in newsletter • ESPAS practioner engaged to support persistent absentees • Minibus route to collect 14 pupils with PP priority and poor attenders (1 driver & 1 escort) 	If child misses parts of their learning then they have gaps and barriers which prevent them progressing and furthering their education.	DHT/ Office Staff Careful monitoring & regular data updates	DHT	
Maintain percentage of Reception children achieving A Good Level of Development	<ul style="list-style-type: none"> • Speech & Language Specialist 1 morning/week • Additional S & L 1:1 follow up with trained TA's • 4 phonic teacher led groups • Maths intervention groups with 1:1 and small focus gps. 	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Once Early Years provision is in place, improving the quality of provision appears to be more promising than increasing the quantity of provision.	Regular review of cohort by Reception Team Continual monitoring and adapting	Reception team	
Total budgeted cost					£170,000



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ii. Targeted support will be provided to many of our PP children in a personalised way. Some children will benefit from one to one tuition, some from extra booster sessions and some will benefit from specific enrichment or development groups

“Two thirds of the Primary school components (gap) develop in Reception & KS1” John Dunford 2017

<p>PP pupils will be supported so that they make accelerated progress and a high % will achieve Greater Depth at the end of the year</p>	<ul style="list-style-type: none"> • Designated Pupil Premium Lead teacher • 1:1 tuition • Extra gp work with teacher or TAs • Booster groups with teachers for Yr 6 pupils • Regular monitoring to ensure all PP are given support to make necessary progress • Extra small group support will be provided for Year 1 pupils in phonics • Speech and language support especially in EYFS • KS1 TA support in afternoons • Gifted & talented chn are identified & further challenged • High level reading material purchased • Weekly Yr 6 Book Club for mainly PP chn expected to achieve Greater Depth • Accelerated Reader books regularly updated and incentives purchased 	<p>The Eef Toolkit states that all of these strategies increase the attainment and progress rates of PP pupils.</p> <p>2018 Year 6 SATs data show that small group sessions have a very positive impact on attainment</p> <p>Attainment and progress of PP pupils in reading increased in Year 6 due to vigorous targeted reading comprehension groups</p>	<p>Regular monitoring of T and L by SLT and Vulnerable Groups Team with a focus on supporting PP pupils</p> <p>Baseline and exit assessments for each intervention</p> <p>Monitoring and evaluating the impact of interventions that are delivered by teachers and TA</p> <p>Vulnerable group data termly analysed and chn then targeted to ensure progress</p>	<p>SLT</p> <p>Pupil Premium Lead</p> <p>Vulnerable Groups Team</p> <p>Accelerated Reader Lead</p>	<p>Termly</p>
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<p>Pupils with barriers to learning will feel happy and valued to work together in a variety of groups and be ready to challenge themselves in order to reach their full potential</p> <p>Children's self-worth is improved so that they can become positively engaged in their learning</p>	<ul style="list-style-type: none"> • Whole school "Soft Landing" to the start of the day where children are greeted by all members of staff • Continual BOXALL assessment cycle • A Nurture Specialist and 2 Behaviour Trained TA's to deliver Nurture Provision focussing on Social, Emotional & behavioural difficulties • Identified Pupils attend regular Nurture Classes to support specific areas of weakness • 1:1 Adult Mentors for vulnerable children • Teachers trained to deliver a weekly programme to develop Social and emotional well being • Small intervention groups run by trained TA's to tackle social/emotional difficulties • Lunchtime nurture group and also Plays Leader system so that pupil's feel supported at school. • Opportunities for challenge are encouraged in writing and maths 	<p>Survey results demonstrate that following social, emotional and behaviour interventions pupils' attitudes to learning change and improve.</p> <p>Research highlights the impact of poor mental health on children's overall well-being and it impacts detrimentally on academic achievement and attainment.</p> <p>The EEF toolkit found evidence to encourage collaborative group work to improve attainment</p>	<p>SENDCo /Vulnerable Groups team monitors provision.</p> <p>Teachers review the Boxall profiles for children receiving intervention/Nurture</p>	<p>SENDCo/ Vulnerable Groups Team</p>	
<p>Total budgeted cost</p>					<p>£60,000</p>



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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils are exposed to a wide variety of opportunities/experiences and encouraged to aim high	<p>With Engage, Educate, Empower we employ External/community links to increase children's aspirations for "aiming high"</p> <ul style="list-style-type: none"> Challenging curriculum Specialist Engagement Lead teacher Visit to Houses of Parliament Visits to local educational sites Exposed to environmental issues including visiting waste disposal sites, water treatment works Talks by local MP Variety of professions and skilled workers invited to open day After school activities provides by Premier Sports, Roots & Shoots & Dance/Drama group 	<p>Although the EEF toolkit has no evidence to support the correlation between high aspiration and attainment it has been found that children whose aspirations are low do not reach their full potential.</p> <p>We believe that helping children feeling good about themselves improves learning attitudes which then in turn helps attainment.</p>	Vulnerable group team analyse data and with links to local businesses /communities the children are exposed to a wide variety of opportunities.	Engagement Lead Teacher	End of year
Total budgeted cost					£30,000

Anticipated expenditure £260,000 Anticipated Income £206,860 Budget support £53,140