



Pupil Premium Report

Our Principles

Oakwood Primary Academy is determined to ensure that all pupils achieve and are given the highest standards of teaching and learning. Appropriate provision is made for pupils who belong to vulnerable groups to remove the barriers to learning, allowing them to reach their full potential. We aim to be proactive in closing gaps before they develop through careful monitoring and broader assessment.

2015-2016 Spending and Impact

Total number of pupils on roll	374
Total number eligible for PPG	163
Amount of PPG per pupil	£1320
Total amount received academic year ending 31/8/16*	£197417(£211869 financial year)

* Please see financial information page, providing detailed information

Objective	How this was achieved	Impact																																										
Whole School Strategies: 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>To promote Quality First Teaching</p>	<p>Purchase school maths scheme – Numicon- and provide inset training, from Numicon provider, for all staff. Also provide follow up individual meetings/observations for each Year group. Each class from Reception to Year 4 have complete sets of Numicon equipment.</p> <p>A strong Leadership partnership combined with Quality First Teaching and good understanding of curriculum expectations together with regular data analysis.</p> <p>Provide training in Staff development meetings to improve Quality First Teaching focussing on feedback and metacognition.</p>	<div data-bbox="1086 363 1572 718"> <p>Achieving Expected Standard KS1</p> <table border="1"> <caption>Achieving Expected Standard KS1</caption> <thead> <tr> <th>Subject</th> <th>Oakwood (%)</th> <th>National (%)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60</td> <td>70</td> </tr> <tr> <td>Writing</td> <td>55</td> <td>65</td> </tr> <tr> <td>Maths</td> <td>65</td> <td>70</td> </tr> </tbody> </table> </div> <div data-bbox="1086 726 1572 1085"> <p>Achieving Expected Standard at End of KS2</p> <table border="1"> <caption>Achieving Expected Standard at End of KS2</caption> <thead> <tr> <th>Subject</th> <th>Oakwood (%)</th> <th>National (%)</th> </tr> </thead> <tbody> <tr> <td>Combine...</td> <td>60</td> <td>50</td> </tr> <tr> <td>Reading...</td> <td>75</td> <td>65</td> </tr> <tr> <td>Writing...</td> <td>70</td> <td>70</td> </tr> <tr> <td>Maths...</td> <td>65</td> <td>70</td> </tr> <tr> <td>SPAG L4+</td> <td>70</td> <td>70</td> </tr> </tbody> </table> </div> <div data-bbox="1086 1125 1646 1204"> <table border="1"> <thead> <tr> <th>EYFS</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>National</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>52.6%</td> <td>72.7%</td> <td>70%</td> <td>69.3%</td> <td>exceeding</td> </tr> </tbody> </table> </div> <p>End of KS2 SATs results for whole school were better or broadly in line with National results. Oakwood achieved a higher combined average score than Nationally and also had a much higher percentage of readers achieving expected standard.</p> <p>At Oakwood the Overall Progress Score in Reading is 3.5. This is 3.5 points higher than the school average across core subjects, 3.5 points higher than the national average for Reading and 3.5 points higher than the national average for all core subjects.</p> <p>At Oakwood the Overall Progress Score in Maths is 0.9. This is higher than the school average across core subjects, 0.9 points higher than the national average for Maths and 0.9 points higher than the national average for all core subjects.</p> <p>Progress Score in Writing is 0.2. This is 0.2 points higher than the school average across core subjects, 0.2 points higher than the national average for Writing and 0.2 points higher than the national average for all core subjects.</p>	Subject	Oakwood (%)	National (%)	Reading	60	70	Writing	55	65	Maths	65	70	Subject	Oakwood (%)	National (%)	Combine...	60	50	Reading...	75	65	Writing...	70	70	Maths...	65	70	SPAG L4+	70	70	EYFS	2014	2015	2016	National	Comments	GLD	52.6%	72.7%	70%	69.3%	exceeding
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<p>To achieve the National average percentage score in Maths</p>	<p>Employ a specialist Maths teacher for Year 6 and provide additional booster classes. Targeted pupils received additional support from specialist maths teacher.</p>	<table border="1"> <caption>Maths Performance Data</caption> <thead> <tr> <th>Year</th> <th>Oakwood (%)</th> <th>National (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>92</td> <td>85</td> </tr> <tr> <td>2015</td> <td>88</td> <td>90</td> </tr> <tr> <td>2016</td> <td>68</td> <td>70</td> </tr> </tbody> </table>	Year	Oakwood (%)	National (%)	2014	92	85	2015	88	90	2016	68	70	<p>The gap between Oakwood school and National average has closed for two consecutive years.</p> <p>11 PP y6 children received additional support and all achieved expected progress.</p>			
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2014	92	85																
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<p>To identify children's, needs especially speech and language in Early Years</p>	<p>Purchase site licences for specific screening test ©2017 </p>	<p>Early identification of children's needs allows intervention and support to be provided at a younger age.</p>																
<p>To improve speech and language development especially in Early Years</p>	<p>Specialist speech and language provision in early years and KS1 Trained assessor</p>	<p>12 children were following an individual speech programme at the beginning of the year and only 5 needed to continue at the end of the year.</p>																
<p>To improve attendance</p>	<p>Attendance cheques ESBAS Minibus</p>	<table border="1"> <thead> <tr> <th>Attendance</th> <th>13/14</th> <th>14/15</th> <th>15/16</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>All School</td> <td>94.0%</td> <td>94.6%</td> <td>94.4%</td> <td>The percentage attendance, in the last 3 years, is remaining the broadly the same.</td> </tr> <tr> <td>Pupil Premium</td> <td>93.2%</td> <td>93.8%</td> <td>92%</td> <td>The gap compared with school is still slightly lower.</td> </tr> </tbody> </table>		Attendance	13/14	14/15	15/16	Comments	All School	94.0%	94.6%	94.4%	The percentage attendance, in the last 3 years, is remaining the broadly the same.	Pupil Premium	93.2%	93.8%	92%	The gap compared with school is still slightly lower.
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<p>Targeted strategies for underperforming and Pupil Premium 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.</p>																		

<p>To close the gaps in progress and attainment between pupil premium and non-pupil premium</p>	<p>Intervention Leads analyse school data regularly, co-ordinate interventions to provide targeted provision to ensure accelerated progress and measured impact.</p>	<p>Gap analysis of children achieving expected standard at end of KS1</p> <table border="1"> <caption>Gap analysis of children achieving expected standard at end of KS1</caption> <thead> <tr> <th>Subject</th> <th>Whole Yr 2 cohort</th> <th>PP Yr 2</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>~75%</td> <td>~85%</td> </tr> <tr> <td>Writing</td> <td>~65%</td> <td>~60%</td> </tr> <tr> <td>Maths</td> <td>~80%</td> <td>~85%</td> </tr> </tbody> </table>	Subject	Whole Yr 2 cohort	PP Yr 2	Reading	~75%	~85%	Writing	~65%	~60%	Maths	~80%	~85%	<p><i>“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 other pupils in the school.” Ofsted 2016</i></p> <p>The difference in progress scores between pupil premium KS2 children and whole school progress is 1.3 pts in reading, 2 pts in writing and 1.5 pts in Maths.</p>
Subject	Whole Yr 2 cohort	PP Yr 2													
Reading	~75%	~85%													
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<p>To accelerate progress in boys writing</p>	<p>Purchase ‘Lego Writing’ and train intervention teacher to deliver small groups.</p> 	<p>All children who took part in Lego writing are now working at the expected standard. <i>“Yeah! I get to go to build Lego and it makes your writing improve because I used different words.”</i> (Yr 4 child)</p> 													
<p>To accelerate progress in reading</p> <p>Expenditure</p>	<p>Teachers and trained Teaching Assistants delivered one-to-one and small group interventions in Reading.</p>	<p>Better Reading Programme</p> <p>All children who took part moved a book band and improved their reading age to be above their chronological age. The average reading age improvement in a ten week intervention was 16 months.</p>													



<p>Resource : Staff TA support £3001.05</p>		<p>Readingwise All children receiving the Readingwise intervention made a minimum R.A. improvement of at least 7 months to a maximum of 14 months. Groups worked between 5 – 9 hours. 6 PP averaged 7 months improvement in 2 terms.</p> <p>Y6 Reading Skills 3 PP children 100% made progress with 33% making accelerated progress</p> <p>Y3 Wellington Square 3 PP children all achieved target number of words and moved up 1 level</p> <p>Rapid Readings 4 boys (100%) moved up one level, improved reading age and also could read more common words</p>
<p>To support our most vulnerable pupils social and emotional health</p>	<p>Academies Specialist teacher employed to set up nurture classes and provide training for the staff involved. Mentoring system introduced, whereby adults in the school are paired with identified pupils, trained and materials provided to run one-to-one weekly sessions.</p>	<p><i>The 'Treehouse' nurture centre offers a relaxed setting providing effective help and support to vulnerable pupils which enables them to develop emotional resilience and improved social skills. An overwhelming majority of pupils affirmed that they feel happy and well looked after at school. Ofsted 2016</i></p> <p></p> <p>'I like playing games. It helps me because I see Mrs Wood before maths and it helps me concentrate.' (y5 child) 'I like playing games with you because it's fun, it makes me feel happy.' (y2 child) 'You let me play with good toys. You are so nice to me.' (y2 child)</p>
<p>To provide support, advice and information to parents to support them in overcoming challenges</p>	<p>Family Support Keyworkers work closely with targeted families to improve communication and ensure progress.</p>	