



Pupil Premium Strategy and Statement 2018 - 2019

At The Oaks Community Primary School we aim to ensure all children access and experience a broad curriculum full of enrichment opportunities, as well as supporting children academically, and in their social, emotional and personal development. The school operate with the mission of 'making a difference' and under three school rules of Ready, Respectful and Responsible.

Background

As a school we receive additional Pupil Premium funding. It is allocated to schools for pupils who:

- Are eligible for Free School Meals (FSM)
- Are looked after by the Local Authority (in care)
- Have a parent serving in the armed forces

Pupil Premium funding is an additional resource to raise attainment of disadvantaged pupils. Research shows that pupils from deprived backgrounds underachieve compared to non-deprived pupils. The premium is provided to enable those pupils to reach their potential. The funding is used to ensure all pupils, including those at risk of underperforming and the more able, achieve the highest standards of achievement and the greatest possible progress in relation to the children's individual starting points.

For academic year 2018-2019 the school have redesigned the curriculum to best match the needs of all pupils and disadvantaged pupils, as detailed further in this document and the school's curriculum statement.

Number of pupils and pupil premium grant received

Total number of pupils on role	162
Total number of pupils eligible for PPG	78
Percentage of pupils eligible for PPG	48%
Amount of PPG received:	£1320
Total amount of PPG allocated	£102,960

Proportions of Pupil Premium children

Early Years	Y1	Y2	Y3	Y4	Y5	Y6
30%	24%	53%	64%	64%	58%	68%

Context

In decision-making regarding the spending of pupil premium funding, the school importantly consider the context of the school and the subsequent challenges faced. Common barriers for pupils in receipt of pupil premium can be support at home, weak language and communication skills, low confidence, more frequent behaviour difficulties, and attendance and punctuality

issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all.'

Barriers to learning

At The Oaks, we have identified specific barriers to learning for Pupil Premium children in our school and these are listed below..

1. Long Term Memory
2. Vocabulary
3. Independent Learning
4. Emotional and social literacy

Objectives

1. To deliver a mastery curriculum ensuring all pupils broaden and deepen their learning
2. To ensure all pupils access a broad and balanced curriculum, promoting and developing pupil independent thinking skills and curiosity and vocabulary and language acquisition
3. To provide targeted support to meet pupil needs on an emotional, social and personal development level, as well as develop pupils as global and respectful citizens through the wider curriculum
4. To increase end of KS2 attainment to ensure pupil premium children meet and exceed national expectations

To achieve these objectives the school utilise current research (especially the Education Endowment Foundation Toolkit) to inform the provision for children in receipt of Pupil Premium.

Provision in place for pupil premium children is tailored to the school context and to meet individual needs in order to address barriers to learning.

Pupil premium funding allocation

EYFS		
Allocation	Aim	Impact
Wellcomm	To closely track and monitor pupil speech and language. To build pupil speech and language through frequent Wellcomm intervention led by Wellcomm trained TA.	All children in EYFS were Wellcomm screened throughout the academic year and they accessed intervention at their level. 80% of children who required intervention upon entry to school had met ARE by the end of autumn term.
Drama £900	To promote speaking, listening and communication skills and build pupil confidence in all of these areas. To engage pupils in imaginative play closely linked to the curriculum and to broaden pupil experiences.	The children accessed drama from a specialist teacher this improved language and communication skills. It also improved the children's vocabulary.
Speech and language £3000	To provide additional speech and language support to vulnerable pupils who are causing concern including weekly visits from Speech Therapist to increase attainment and progress in phonics, reading and writing	This it not take place as children were making progress with the Wellcomm interventions.
Increase staffing in Reception classroom - £3515	To target pupil premium children to increase attainment and progress in English and Maths	During the Spring and Summer term, an additional adult was placed in EYFS to support the children's learning.

EYFS		
Allocation	Aim	Impact
Teacher targeted support 1 hour/week £507	To provide one hour weekly of cover enabling the class teacher, who knows the children best, to provide tailored and targeted support and intervention to pupil premium children on a 1:1 or small group basis	This enabled the class teacher to work with pupil premium children to address misconceptions and preteach before starting a unit of work.
Family Works programme for Reception parents (2 hours a week for 8 weeks)	Increase parent partnership and support parents in engaging with their child at home in order to support their child's personal and academic development	This did not take place due to staffing and logistics.
Story sacks - £600 - peer tutoring - parent volunteers	To promote oral storytelling and speech and language and to raise peer to peer support in the buddy programme	These were not purchased. The money was used to train two member of staff in Mental Health First Aid.

KS1 - Years 1 and 2		
Allocation	Aim	Impact
Wellcomm £432 - for reception & KS1 TA cost £1694 for reception & KS1	To closely track and monitor pupil speech and language. To build pupil speech and language through frequent Wellcomm intervention led by Wellcomm trained TA.	All children in Year 1 and 2 were screen and accessed support when needed. This was small group tailored interventions. They made an average of 80% of children who required intervention upon entry to school had met ARE by A2.
Drama - £2700	To promote speaking, listening and communication skills and build pupil confidence in all of these areas. To engage pupils in imaginative play closely linked to the curriculum and to broaden pupil experiences.	Drama was taught weekly by a drama specialist and this was linked to Talk 4 Writing texts. This enabled vocabulary and expression to be reinforced.
Talk 4 Reading small group provision (Year 1) - additional TA 30 minutes a day	To deliver daily Talk 4 Reading lessons in small groups in order to up-skill pupil vocabulary and reading strategies	Talk for Reading was introduced across the school and additional TA support in class promoted access for vulnerable pupils.
Reading Wise - £500	To deliver targeted reading intervention to pupils working below the expected standard with a focus on increasing reading fluency	Reading Wise took place daily supporting children working below age related expectations. They made an average of 12 months.
Clever Counting intervention	To provide tailored maths intervention to low attaining pupils in order to ensure pupils build a secure grasp of number	This took place in small groups linked to what the children were learning in class. This was used to pre-teach skills.
Precision teaching	To support pupils with their cognitive load, moving learning to long term memory by providing frequent intervention that requires pupils to recall and build strategies to read on site	This took part in class and was focused around reading tricky words and number recognition. Supporting both reading and maths.

	KS2 - Years 3 to 6	
Allocation	Aim	Impact
Drama - £7000	<p>To enrich pupil curriculum learning by closely linking drama lessons to quality texts covered in talk 4 reading and/or talk 4 writing supporting pupils in developing ideas, imagination, reading skills and building their vocabulary</p> <p>To develop pupil self awareness and self confidence and encourage a risk taking environment</p>	Explicit teaching of vocabulary took place in the session and this was linked to Talk 4 Writing. In KS2 there was a growth in confidence of the children performing in front of an audience e.g. StoryHouse performance linked to Adrift. The children also performed in front of parents, visitors and another school.
Sound training - £5000	<p>To improve literacy levels through a unique, intensive programme focused on decoding, reading fluency and language for learners aged 9 and above</p> <p>To secure dramatically sustained improvements in reading ages</p> <p>To make transferable links for pupils between their learning</p>	Our Year 6 and Year 5 pupils took part in bespoke training to improve their Literacy skills in particular their decoding of unfamiliar word and their meaning. All children that took part made progress.
Reading Wise - £500	To deliver targeted reading intervention to pupils working below the expected standard with a focus on increasing reading fluency	Children working well below expectations took part and their reading age increased by 12 months.
Clever Counting intervention	To provide tailored maths intervention to low attaining pupils in order to ensure pupils build a secure grasp of number	This took place in small groups linked to what the children were learning in class. This was used to preteach skills.
Precision teaching	To support pupils with their cognitive load, moving learning to long term memory by providing frequent intervention that requires pupils to recall and build strategies to read on site	This took part in class and was focused around reading tricky words and number bonds to 10, 20 and 100. Supporting both reading and maths.
Accelerated Reader - £1000	<p>To provide children with a wide selection of reading books motivate pupils to read and promote reading for pleasure</p> <p>To continue to ensure reading is securely and closely assessed through monitoring reading ages and levels of comprehension</p>	Additional books were purchased to support the children using the scheme in class. This had positive results across school with some children making over a year's gain in the reading age in half a term.
Reading volunteers Beanstalk Reader helpers - £1284 Parent reading programme	<p>To provide additional reading targeted to pupil premium children who read less at home and would benefit from 1:1 working</p> <p>To provide pupils with additional reading practice</p> <p>To train parent volunteers to increase the number of pupils accessing additional reading</p>	<p>Beanstalk Volunteers came into school during the Autumn term but this stopped after Christmas due to sickness.</p> <p>The parent reading programme did not take place due to staffing and logistics.</p>
Better Reading Programme - £185 per child	To address gaps in reading for pupil premium children and to increase reading attainment	Up to 4 children in each class had BRP in each half term. This enabled children to be read with on a 1:1 basis

	KS2 - Years 3 to 6	
Allocation	Aim	Impact
Additional teacher in the afternoons in Year 6 - £235	To provide tailored boosters by a qualified teacher for 8 weeks to target pupil premium just on track - maths, reading and writing	Year 6 had an additional teacher so the class could have intensive SATs boosters that were targeted and personalised.
Third Space learning - £3024	To provide tailored weekly online tuition for 6 children over the academic year to increase attainment in maths	Year 6 pupils had weekly bespoke 1:1 online tuition for maths.
Music - £3460	To enable all pupils in KS2 to access and experience instrumental music lessons in order to develop enjoyment, appreciation and musical ability	Year 3, 5 and 6 had music tuition from a musician and they then performed in front of the school and parents. This also increased children's confidence.

	Whole school	
Allocation	Aim	Impact
Curriculum design and development - £4000	To develop and design a learning journey curriculum built on a 'bug question' and developing pupil enquiry skills, thinking skills, independent learning skills, global perspectives and global citizenship To ensure close links are made across the curriculum in order to broaden, embed and deepen pupil learning To raise the profile of vocabulary development across the curriculum	This was used for staff CPD and a member of staff was training in promoting Oracy which will be cascaded to all staff. We had visits from Steven Williams and he provided and report about the disadvantaged pupils across school. This was also used to purchase Read to Write units of work to support the planning of English. This was purchased for all year groups.
Educational visits - £15,000	To provide curriculum enrichment and build pupil life experiences To ensure pupils experience learning outside of the classroom To remove the barrier of attending educational visits giving all children, including non pupil premium children, an opportunity to participate and feel fully included To support the school's inclusive ethos	This allowed the all children to take part in a school trips half termly. Residential trips included a trip to France for Year 5 and 6. Year 3 and Year 4 visited York for 3 days and Year 2 going to Foxhowl for a night. These were all at a reduced cost which enabled access for all.
School uniform - £3000	To provide all children, including non pupil premium children, joining the school with 1 free school uniform To provide school uniform at a reduced rate to parents of pupil premium and non pupil premium children therefore increasing affordability and to raise pupil self-esteem, wellbeing and belonging To support the school's inclusive ethos	School uniform was subsidised for parents to buy and children new to the school were gifted a PE kit and a school jumper. This has promoted a sense of belonging and wellbeing during what can be a difficult time for a child. All children wear the school uniform.

Whole school		
Allocation	Aim	Impact
Premier Sports - £11000	<p>To enable class teachers to use their classes Premier Sports coach led PE lessons to work with pupil premium children providing tailored intervention, targeted support and leeback in order to accelerate progress and raise attainment in reading, writing and maths</p> <p>To ensure individual pupil needs are met through 1:1 or small group work with the class teacher</p>	<p>Additional opportunities for support were offered to pupil premium children in the form of boosters that addressed misconceptions or pre-teaching. This meant children has more bespoke and targeted support for their individual needs.</p>
Emotional Literacy Support Assistant £700	<p>To provide specialist support across the school through a formalised ELSA programme led by the Pastoral Manager and delivered by a trained ELSA TA</p> <p>To meet the emotional and social needs of identified pupils</p>	<p>This allowed a member of staff to support children across school emotionally. This also allowed another TA to be trained and our capacity for ELSA has been increased.</p>

Although funding is means tested, as an inclusive school, all of our children benefit from Pupil Premium funds. We do not exclude children from being offered additional support or curriculum enrichment. The funding benefits both pupil premium children and non-pupil premium children.