



Pupil Premium Strategy 2016-17
'Achieving Excellence Together'

Summary information					
School	Oakwood Primary School				
Academic Year	2016-2017	Total PP budget	£124,000	Date of most recent external PP Review	N/A
Total number of pupils	411	Number of pupils eligible for PP	97	Date for next internal review of this strategy	October 2017
Current attainment					
% of children reaching the expected standard 2016					
	Writing	Reading	<i>Maths</i>		
OPS Disadvantaged (9 in cohort)	67	33	56		
National Disadvantaged	79	71	75		
OPS Non Disadvantaged (51 in cohort)	78	52	73		
National Non Disadvantaged	74	66	70		
Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (<i>issues to be addressed in school</i>)					
A	Poor language skills				
B	Poor reading and spelling skills				
C	Low aspiration				

External barriers (<i>issues which also require action outside school</i>)		
D	Lack of life experiences and opportunities	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A	Children are working at age related expectations	- End of EYFS, Key Stage 1 and Key Stage 2 results demonstrate disadvantaged pupils are achieving at least in line with national peers.
B	Children can apply strategies to read and spell age related expectation words	- In independent reading and writing PP children can read and spell words in line with the National Curriculum Programmes of Study and English Appendix 1.
C	Children's speech language and communications skills are at age appropriate level	- PP children are reaching developmental milestones in speech, language and communication.
D	Children are motivated and engaged fully in education	- Pupils and parents demonstrate motivation and an understanding of the importance of education, in both discussion and evidenced in classwork.

Planned expenditure					
Academic year		2016-2017			
Quality of teaching for all					
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?
A	Feedback Review and subsequent modified Marking Policy.	Education Endowment Foundation: <i>"Feedback: High Impact for Very Low Cost"</i> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf	SLT to monitor impact of feedback through lesson observations, book scrutinies and pupil conferencing. Whole staff to be involved with ongoing development of feedback policy,	SLT	May 2017

A	Implement assessment & tracking system and training for staff on how to use this effectively.	To monitor the progress and attainment of PP children in order that rapid intervention can be implemented and good practice shared.	Headteacher to analyse data and provide termly data reports to inform key lines of enquiry – and to use reports to provide challenge to all members of SLT, Middle Leaders and class teachers – i.e. through target setting.	SLT	March 2017
A	External Moderation of PP books in Reading, Writing and Maths (working in conjunction with Redbridge & Lordshill Federation).	This is to ensure internal assessment data is accurate in order that PP children can be effectively targeted. By studying PP books in depth gaps and misconceptions can be identified.	Deputy and Assistant Headteacher to work sample same children's books 6 weeks after external moderation for evidence of progress and improvement in targeted areas.	SLT and Middle Leaders	March 2017
B	Spelling logs to be redesigned in line with curriculum expectations.	Children's books evidence some issues in all aspects of spellings – e.g. application of phonics and spelling rules, not knowing common exception words. As there is now a 'secure fit' model this is a potential barrier for our PP children. Current spelling log system not in line with higher expectations of curriculum.	English leaders to monitor the impact through analysis of children achieving badges and through book monitoring in order to scrutinise how children are applying spelling in their writing.	English Leaders	Spelling logs to be ready for October 2016. Monitoring in April 2017
B	Developing use of higher level texts across all year groups.	Texts need to be challenging all pupils and reflect the higher expectations of the curriculum. Children need exposure to these on a regular basis with support for comprehension and vocabulary.	Children on tracking system moving from 'below' to 'expected'. Work sampling demonstrates rapid and sustained progress.	English leaders, SLT	July 2017
A	Additional teacher in Year 6 and additional teaching assistant in Year R	Although smaller class sizes are not thought to have a major impact on pupil progress, it provides more time for adults to provide the feedback to pupils and to support them with their learning(which is proven to have a good impact).	Ongoing	Headteacher	Ongoing

Total budgeted cost					£52,000
Targeted support					
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?
A/B	After school tuition	In school evidence indicates that this type of initiative is very effective in enabling children to do their absolute best in Key Stage 2 assessments and preparing them for secondary school.	<p>Selecting teachers carefully who are well matched to teaching specific curricular areas and groups of children.</p> <p>Analysing data for end of Key Stage 2 Assessments PP children attending tuition vs PP children not attending</p>	UKS2 phase leader	July 2017
C	School to purchase support from Speech and Language Support Assistants.	There is anecdotal evidence that the way some children speak inhibiting their spelling, but also that a lack of basic sentence structure, vocabulary, 'turn of phrase' etc. is inhibiting many aspects of writing, e.g. punctuation, composition & effect. Limited language impacts on reading – e.g. children may be unaware of meanings of words etc. Teachers need a wide range of strategies both as whole class teaching, and bespoke intervention to support them in addressing this barrier.	<p>Work sampling and reading with children shows progress in:</p> <ul style="list-style-type: none"> - Spelling - Composition & Effect - Comprehension <p>PP children on track to meet or exceed end of year expectations using school tracking system.</p>	Inclusion Manager	June 2017
Total budgeted cost					£15,000

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?
A/B	Catch Up Literacy, Catch Up Maths and Project X interventions	These are nationwide programmes that have proven results, Children who have been on these programmes are more able to access the curriculum and have made progress.	Inclusion manager to support staff with training and to monitor impact of interventions on a regular basis	Inclusion Manager and English leaders	March 2017
D	Friendship Club to support children with Social and Emotional skills, alongside a dedicated ELSA to support children with specific social and emotional difficulties.	Children entering school in Year R with low starting points and children transferring in-year. This also benefits children who are experiencing ongoing difficulties at home or one off issues.	Friendship club has been established for a long time and the ELSA is very experienced and has regular CPD. She also doubles as a Family Inclusion Support Officer.	ELSA	Ongoing
D	Subsidies for trips, visits and clubs, including residential visits.	Many PP children do not have the opportunity to attend clubs that are payable, or to attend residential visits as the cost is prohibitive. The social and emotional benefits of these experiences are vitally important, as well as the academic opportunities they can provide.	Admin officer responsible for clubs and trips is aware of PP children and communicates with parents as necessary.	Admin Assistant, Headteacher	Ongoing
D	Additional support to engage pupils	TMC sports coaches support with lunchtimes at KS2 in order to create opportunities for structured play and sports activities. Learning Ranger has supported with engaging all children, and particularly boys, with reading.	Continue with provision	SLT	Ongoing
Total budgeted cost					£60,000