

# Pupil Premium Strategy Statement – Oakworth Primary School

1. Summary information					
<b>School</b>	Oakworth Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£67,860	<b>Date of most recent PP Review</b>	July 2019
		Pupil Premium	£66,860		
		Early Years Premium	£1,000		
<b>Total number of pupils</b>	421	<b>Number of pupils eligible for PP</b>	44	<b>Date for next internal review of this strategy</b>	2020

2. Current attainment				
	School 2019		National 2018	
	PP	NPP	PP	NPP
<b>EYFS - % pupils reaching at least EXS</b>				
Reading	50%	83%	62%	79%
Writing	50%	82%	59%	76%
Maths	67%	87%	66%	82%
<b>% that achieved 32/40 threshold to pass Phonic Screening test</b>	n/a	90%	72%	85%
<b>KS1 - % Reaching Expected Standard</b>				
Reading	100%	85%	62%	79%
Writing	86%	79%	55%	74%
Maths	86%	82%	63%	80%
<b>KS2 - % Reaching Expected Standard</b>				
Reading	88%	86%	64%	80%
Writing	100%	95%	67%	83%
Maths	88%	92%	64%	81%
<b>R, W &amp; M</b>	75%	81%	51%	64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
<b>A.</b>	Pupils have lower reading and arithmetic skills compared to their peers.
<b>B.</b>	Children enter reception with poor writing/ fine motor skills
<b>C.</b>	Low aspirations and expectations of themselves. Lack of positive role models. Lack of confidence and low self-esteem. Poor social and emotional skills.
<b>D.</b>	Lack of experiences outside of school.

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>E.</b>	Poor attendance and punctuality.
-----------	----------------------------------

**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To diminish average achievement difference between 'Disadvantaged' and 'Other' pupils To accelerate the progress made by disadvantaged pupils to maximise the percentage of pupils attaining ARE.	Track data to show diminishing differences between 'Disadvantaged' and Other pupils throughout the school, taking into account individual pupils' varied starting points and cognitive ability.
<b>B.</b>	To improve the fine motor skills of disadvantaged pupils who are in reception.	Identify children who need weekly fine motor skill intervention.
<b>C.</b>	Aspirations to rise and for pupils to believe that they are capable and can achieve if they really want to. Families more involved in learning	All PP children exhibit positive learning behaviours and are confident about attempting the vast majority of activities. Parents are positively engaged with pupils' learning.
<b>D.</b>	To provide a range of activities to enable children to access a range of activities.	All children have access to educational visits, especially those with a residential element. Every pupil in the school attends at least one after school club regardless of their ability to pay.
<b>E.</b>	Increased attendance rates of disadvantaged pupils	The attendance to rise to 96% which is the whole school target. To close the gap between disadvantaged and not disadvantaged pupils which is currently 2.24%.

**5. Expenditure**

Academic year	September 2018 - July 2019									
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.										
<b>i. Quality of teaching for all</b>										
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Staff Lead	Actual Impact		Cost				
<b>A</b>	Teaching assistants allocated to each class to	EEF states that feedback can impact pupils by +8 months if completed effectively. Regular training on teaching	<b>Class teachers to manage</b>	<table border="1"> <tbody> <tr> <td>Below Expected Progress</td> <td>Expected Progress</td> <td>Greater Than Expected Progress</td> <td>Average progress</td> </tr> </tbody> </table>	Below Expected Progress	Expected Progress	Greater Than Expected Progress	Average progress	<b>£37,500</b>	
Below Expected Progress	Expected Progress	Greater Than Expected Progress	Average progress							

	<p>carry out daily and weekly interventions.</p> <p>Pupils provided with regular 1:1 and group feedback and support, in order to accelerate their progress in reading, writing and maths.</p> <p>Regular 1:1 feedback and support sessions facilitated for disadvantaged pupils in Years 2 and 6, to support SATs preparation.</p> <p>Teaching Assistants deliver same day interventions in English and Maths.</p>	<p>assistants will ensure that the pupils receive quality effective feedback and interventions which are proven to work in having an impact on progress. Teaching assistants can impact pupils by +1 months.</p>	<p><b>support staff effectively.</b></p>	<table border="1"> <tr> <td>Y 2</td> <td></td> <td>6</td> <td>1</td> <td>6.1</td> </tr> <tr> <td>Y 3</td> <td>1</td> <td>7</td> <td></td> <td>5.9</td> </tr> <tr> <td>Y 4</td> <td>1</td> <td>6</td> <td></td> <td>5.6</td> </tr> <tr> <td>Y 5</td> <td></td> <td>5</td> <td>3</td> <td>6.6</td> </tr> <tr> <td>Y 6</td> <td>1</td> <td>5</td> <td>2</td> <td>6.2</td> </tr> </table> <p>Progress in all year groups is good. In Year 4, the pupil below only made 3.3 points progress which impacted average progress of this year group.</p>	Y 2		6	1	6.1	Y 3	1	7		5.9	Y 4	1	6		5.6	Y 5		5	3	6.6	Y 6	1	5	2	6.2	
Y 2		6	1	6.1																										
Y 3	1	7		5.9																										
Y 4	1	6		5.6																										
Y 5		5	3	6.6																										
Y 6	1	5	2	6.2																										
<b>C</b>	<p>Pastoral assistants employed to offer emotional and social support to disadvantage pupils and their families.</p>	<p>Social and emotional learning can impact on pupils by +4 months.</p> <p>Behaviour interventions have enabled pupils to be more ready for learning.</p>	<p>PC, HS, BS</p>	<p>The pastoral team and provided essential support for these children and families throughout the year, resulting in the children being much happier when at school which has a positive impact on their learning.</p>	<p><b>£20,034</b></p>																									
<b>Total budgeted cost</b>					<b>£59,534</b>																									
<b>ii. Targeted support</b>																														
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff Lead</b>	<b>Actual Impact</b>	<b>Cost</b>																									
A	<p>Daily 1:1 reading (20 minutes) delivered to pupils where needed.</p>	<p>Daily reading with well-trained support staff where the children read and answer comprehension type questions can have a positive impact on the progress of disadvantaged pupils who may not read at home. The EEF Toolkits states that comprehension strategies can have an impact of +6 months.</p>	<p>Year 6 class teachers. TAs</p>	<p>Good progress in reading. All except 1 pupil made expected or greater than expected progress.</p>	<p><b>£7,300</b></p>																									

A	Before school Maths club provided for Year 6 (Autumn/Spring terms) and Year 5 (Summer term).	Small group to plug the gaps in their Maths understanding has a positive impact on their learning. This group use pre-teach strategies to ensure that they understand their learning or revision of areas already taught. EEF states that small group tuition can have an impact of +4 months.	KM – Year 6 class teachers to monitor.	Good progress in Maths. All made expected or greater than expected progress.	<b>£2,000</b>
B	PE leader to work 1:1 with identified disadvantaged pupils to improve their fine motor and handwriting skills until spring term.	1:1 improves progress by +4 months. The children need good fine motor skills in order to provide good handwriting further up school.	JB	The children receiving this intervention improved their fine motor skills and thus improved their handwriting.	<b>£545</b>
C	Teaching assistants in Nursery and Reception to deliver weekly (30 mins) 'Ginger Bear' intervention. This will support the children with social and emotional skills.	Social and emotional learning can impact on pupils by +4 months.	YH/KM/KL	Improve social skills for the children working within this intervention group.	<b>£800</b>
<b>Total budgeted cost</b>					<b>£10,245</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Staff Lead</b>	<b>Actual Impact</b>	<b>Cost</b>
E – Improved attendance and punctuality of disadvantaged pupils	A breakfast club will be help improve attendance each morning in the nurture room.	We cannot improve attainment for pupils if they are not attending school. Attendance has been proven to be correlated with attainment.	PC and BS	The attendance of disadvantaged pupils was 95.40%. The gap between disadvantaged pupils and not disadvantaged pupils has dropped from 2.22% to 1.23%.	<b>£300</b>
	Transport provided to improve attendance.	See EEF report on Breakfast Clubs November 2016.			<b>£200</b>
D	School trips heavily subsidised or paid for.	This approach provides further opportunities for eligible pupils to develop social and emotional skills.	CO, GS	Children able to access all trips that are provided.	<b>£700</b>

	Out of hours clubs/activities provided for free.			Children are able to access a range of activities after school. This was in addition the activities provided through the Essential Life Skills funding.	<b>£500</b>
C	Uniform assistance	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF).	CO GS	Children have access to uniform	<b>£250</b>
<b>Total budgeted cost</b>					<b>£1,950</b>
<b>Total spend this academic year</b>					<b>£71,729</b>

## 6. Actions for next year.

- Work with Year 1 teachers to diminish the differences for the Reception pupils and arrange the interventions needed to support these children.
- Part-time TLR post with the responsibility for disadvantaged pupils will monitor the progress of pupils and discuss appropriate interventions that are taking place.
- Continue to use experienced support staff to deliver high quality interventions to ensure that all pupils can achieve success.
- Following the success of the activities provided by the Essential Life Skills funding, CO to organise a range of activities for disadvantaged pupils after school to ensure that all pupils, regardless of personal circumstances, have equal access to wider educational experiences.
- PIW and Nurture team to continue to support children and their families where needed.