

## Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	The Oaks CP School				
Academic Year	2016/17	Total PP budget	£31,240	Date of most recent PP Review	
Total number of pupils	208	Number of pupils eligible for PP	19	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related expectations in reading writing and maths	54%	53%
% making expected progress in reading	76%	-
% making expected progress in writing	62%	-
% making expected progress in maths	81%	-

3. Barriers to future attainment (for pupils eligible for PP)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Oral skills in Y1 and Y2 where PP children are behind their peers in language development	
B.	Reading skills for children across KS2 including those in receipt of PP	
C.	Behaviour issues for a small number of children in KS2 in receipt of PP	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Support for reading at home across school	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
A.	Improve oral language skills for pupils in receipt of PP in Y1 and Y2	Children eligible for PP will make rapid progress in speaking and listening and close the attainment gap with their peers
B.	Improved progress in reading across KS2	Higher attainment in reading in end of KS2 tests for all children, including those in receipt of PP

<b>C.</b>	Improved behaviours for learning for PP children in pockets across KS2	Fewer behaviour incidents recorded and less disruption for all children
<b>D.</b>	More parental support with reading	Home reading records show parental support for school initiatives

**5. Planned expenditure**

**Academic year**                      **2016-2017**

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

**i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date</b>
Improved oral language skills in Y1 and Y2	Language for learning training both in-house and from LA for all staff	Language to develop clear, quality first teaching across the curriculum for all children	Input at a series of staff meetings and regular monitoring by English lead	English lead	Dec 16
Improved progress in reading across KS2	Staff training on whole class guided reading. In-house training on comprehension skills New materials for free choice readers	Children are making less than expected progress in reading due to out of date carousel methods, lack of specific teaching of comprehension skills and poor choices of reading matter	English lead has produced a detailed action plan which includes a large element of staff training and partner working with another local school looking at new methods	English lead	Monthly at SLT
<b>Total budgeted cost</b>					<b>£3000</b>

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>Review date</b>
Improved oral language skills across classes	Talk Boost approach for whole Y1 and Y2 class Individual drumming lessons for four vulnerable Y5/^ children	Talk Boost was very effective in improving outcomes for children last academic year and is a long term investment for all children. The drummers have developed a close working relationship with the drumming teacher and it has improved listening skills which has impacted in the classroom	Extra staff will take small groups every day for a 10 week period in the autumn term	English lead	Dec 16
Improved progress in reading across KS2	Group of "Owl Readers" established to bridge the gap between the key stages. This group will be broadened to include PP children from each year group as appropriate	Progress of children in the group of "Owl Readers" improved dramatically last year.	Focused TA support for "Owl Readers", regular monitoring of progress, regular extra reading teaching. Purchase of materials to include titles from	English lead	Dec 16
<b>Total budgeted cost</b>					£3000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Evidence and rationale?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review date</b>
Improved behaviours for learning	Small group and individual support in class and outdoors for individuals to meet specific needs.	Without this focused support some children disrupt learning for others and do not engage with teaching	Full time TA in two year groups. Specific, individualised curriculum developed to address needs. Learning environment	Deputy Head/SENCo	Regular meetings with external agencies

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attainment in writing and maths	TA support in all classes to facilitate small group teaching	Writing outcomes could not be compared to previous year due to changes in assessment methods but writing was in line with the national picture and maths attainment was above the national picture	TA support will continue but used with a “smarter” approach – more targeted to individual and class needs.	£32000
Mindfulness – support for mental health	Staff awareness training of children’s specific behaviours that may cause concern	Earlier identification of needs and support put in place to pre-empt issues for the child	The SEN list and Concerns list is more realistic and workable with correct support identified and future additions and subtractions from both lists will further support the children’s needs	£0
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

TA support for small groups of children in basic skills	Intervention groups for writing and maths, Language for Learning interventions, Lego Club intervention, Circle of Friends intervention	Raise attainment in basic skills. Support socialisation for small numbers of vulnerable children	The social intervention groups need to continue with flexible groupings. TA support for groups needs to be more targeted supported by quality first teaching	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Raise attainment in basic skills	Quality first teaching. Lots of training over the course of the year in English and maths, SEN, mental health, ICT, safety etc	Less need for small group “catch up” sessions.	All children deserve the very best all of the time and teachers and TAs bring their own particular skill sets to the table.	£0

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Reading, pockets of writing and elements of PSHE are our priorities on this year’s School Development Plan.

Governors are aware that the cost of our plan is in excess of the funds available but support our use of funding to address the planned improvements in provision.