

Pupil Premium Report and Impact Statement for Oldfield Primary School

*Due to low numbers of PP/Disadvantaged/LAC, some information is not published as child(ren) could be identified.

In September 2012, the DfE made funding available to allow disadvantaged pupils to make accelerated progress compared to their peers.

The money from the pupil premium allocation to schools should be used to fund more effective teaching for pupils from poor backgrounds, helping them to do better.

pupil premium grant is to be used for:

- Raising the attainment of disadvantaged pupils and closing the gap between them and their peers
- Supporting children and young people with parents in the regular armed forces

School Context (Jan 2018)

% of pupils –Oldfield FSM – 13 pupils = 6% (National 24%) LAC/Post LAC – 7 pupils = 3%

Allocated Grant – in total for PP and LAC = £26820

Summary of Spending

Provision	Objective	Outcome
Beanstalk and Passion for Learning	Increase connection time with adults Additional reading practice	Raised self confidence in reading Increased engagement in reading Increased motivation in school
Extra curricular activities	Opportunities for children to broaden their range of experiences and interests. Resources	Increase in hobbies and interests Increase in self esteem Positive social interactions Increased fitness levels
Residential / School visits	Broaden children's life experiences Increase fitness levels Increase children's awareness of the local community Develop opportunities for a purpose for children's writing	Increased engagement in school based activities
Music for Life (Guitar)	Increase confidence	Positive engagement. Increased confidence - achieved on own
Parent workshops (Phonics)	Promote early engagement with parents. Increase parent skills in supporting children's learning Developing a consistent approach between home and school	Parents increased knowledge and skill in supporting children in reading Increased engagement in parents
Staff training (Nurtured Heart INSET, Mental Health SH, Braveheart training RW, BH, Next Steps cards NB, RW, AMJ)	Increase staff understanding of the impact of Attachment difficulties Empower staff with practical strategies and skills to support children presenting with Attachment difficulties Address emotional, behavioural and mental health needs	Attachment friendly approaches becoming embedded into provision Staff report feeling more equipped to support children presenting with Attachment difficulties Increased staff confidence in supporting Consistency throughout school in addressing anxieties and behaviours.
Additional adults	Provide over learning opportunities	Improved attendance and punctuality

(HLTA Learning Mentor, TAs in classroom)	Facilitate pupil's access to learning Additional teaching and learning opportunities Children increase their independence in managing their emotions Develop communication and language skills to ensure they can access the EY curriculum	Reduction in the escalation of disruptive behaviours Increase in time children access learning I
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Impact Statement –

As a result of the varied provision offered to PP and LAC children, outcomes in both academic and personal development are evident. Funding is used on an individual basis to meet the needs of the individual children, preparing them to be High School / KS3 ready when they leave Oldfield.

Data Headlines (July 2017)

KS2 – Trends over time 2 children in 2015, 3 in 2016 & 3 in 2017 – Progress quintiles 1-100 rank with 1 as top. Reading – 85/100/43 Writing – 77/27/35 Maths – 29/89/69

Reading

DISAD(3) - Reading progress 2017 – 0.0 Reading Attainment – 67% National = 72% Ave SSc = 104

ALL - Reading progress 2017 – 0.7 Reading Attainment – 81% National = 72% Ave SSc = 105

Writing

DISAD(3) - Writing progress 2017 – 0.9 Writing Attainment – 100% National = 76%

ALL - Writing progress 2017 – 1.1 Writing Attainment – 84% National = 76%

Maths

DISAD(3) - Maths progress 2017 – **-2.4 Maths Attainment** – 67% National = 75% Ave SSc = 102

ALL - Maths progress 2017 – 0.5 Maths Attainment – 81% National = 75% Ave SSc = 105

English, Grammar, punctuation and Spelling

DISAD(3) - EGPS Attainment – 77% National = 77%

ALL - EGPS Attainment – 100% National = 77%

Spelling Average Mark – Disad = 12 All = 12 National = 12

Science

Science Disad = 100% All – 87% National = 82%

KS1 – School/National Attainment 2017 – 4 children

Reading – 0%/25% **Writing – 0%/16%** **Maths – 0%/21%** Science – 100%/83%

Y1 Phonics – 1 child – Met standard – All – 90% National – 81%

EYFS – 2 children – 50% GLD/Sch 47%/National 71%

Literacy - Reading 1 Exp & 1 Exc (Sch 93%/Nat77%) Writing 2 Exp (Sch63%/Nat 73%)

Maths - 1 Emerging 1 Expected Sch = 67%/National 78%

Pupil Voice Activity to take place April 2018

Overall summary of strengths and areas for development for the next academic year

Strengths

- Individualised provision based on academic and personal needs.
- Data headlines are positive, however school reacts to under performance, tracking children regularly.
- Led and Managed effectively by Designated Pupil Premium/LAC lead.
- Regular evaluation and reflection allows changing needs to be met.
- Staff development in Attachment has seen an understanding and empathy developed to support individual children.

Areas to develop

- Use of pupil voice to support evaluation and reflection on provision.

- Monitor 4 EKS1/KS1 SATS children 2017 into lower KS2 to narrow the gap between PP and non PP children, ensuring they make progress in learning in Reading, Writing and Maths.
- Teaching Staff taking more responsibility to reflect on provision for PP children, altering provision where required.