

## 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 (November 2019) 209 pupils

Free Schools meals - 7.6% of school

LAC / Post LAC - 3.3%

**Allocated Grant in total – 2019 - 2020 £33, 480**

### Summary of Spending

Guidance from:

[https://educationendowmentfoundation.org.uk/news/eef-blog-the-pupil-premium-focusing-on-what-matters/?mc\\_cid=af8a4aaaac&mc\\_eid=fe6052bafd](https://educationendowmentfoundation.org.uk/news/eef-blog-the-pupil-premium-focusing-on-what-matters/?mc_cid=af8a4aaaac&mc_eid=fe6052bafd)

Provision	Objective	Outcome
Passion for Learning - 4 volunteers	Increase connection time with adults Additional reading practice Increased school attendance and willingness to attend Increased engagement in learning Increased self esteem	Raised self confidence in reading Increased engagement in reading Increased motivation in school Increased openness in dialogue Increased self confidence and presentation
Extra-curricular activities including Glee, Wake Up Shake Up, Football, Gymnastics, Archery, Judo, Digital Wizards, Disco	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, Swimming and School visits Including pre visits and preparation for experiences	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 opportunities in wider experiences Increased engagement in school based activities Increased love for learning
Music for Life (Piano, Guitar)	Increase confidence Increased tools for self-regulation	Positive engagement Increased confidence - achieved on own
Staff training including: Attachment and Trauma training – 4 members of staff ELSA Supervision – 1 member of staff New Ways of Working – 1 member of staff	Increase staff understanding of the impact of Attachment and ACEs (Adverse Childhood Experiences) difficulties Empower staff with practical strategies and skills to support children's regulation	Attachment and Trauma Informed approaches becoming embedded into provision Staff report feeling more equipped to support children presenting with Attachment difficulties

<p>Designated Teacher training and conference – 2 members of staff          Maths, English and Foundation Subject training          Oracy Project and ML links          ELKLAN – Speech and Language – 1 staff          Health and Well Being conference – 1 staff          Promoting Strengths and Healthy Self Esteem – 1 staff          Effective Communicate with Young People – 1 staff          Supporting Social Communication during unstructured times – 1 staff          Supporting pupils who have sensory needs          Social media and children with social communication difficulties          Promoting Quality First Strategies and consistency in practice          Safeguarding children with ASD in school – 1 staff          Building Young People’s transition tool kit – staff and parents          TA workshops half termly</p>	<p>Address emotional, behavioural and mental health needs          Facilitating and promoting positive mental health          Increase Quality First Teaching          Increase confidence and skills in communication</p>	<p>Increased staff confidence in managing behaviours and presentations          Consistency throughout school in addressing anxieties and behaviours          Increased confidence in children in small groups, with peers and in front of class          Positive parent relationships          Increased parental engagement          See below for staff feedback following training</p>
<p>Additional adults          (HLTA Learning Mentor, TAs in classroom)</p>	<p>Immediate positive connection with adults at the start of the day          - Daily Meet and Greets          Provide pre learning and over learning opportunities          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          Provide a flexible approach to the curriculum to address children’s needs and support regulations          TAs to cover lunch breaks          Coaching and Mentoring support</p>	<p>Improved attendance and punctuality          Reduction in the escalation of disruptive behaviours          Increase in time children access learning          Increased positive connections between adults and pupils</p>

Main barriers to educational achievement faced by eligible pupils at Oldfield: Attention and focus, engagement in the curriculum, emotional regulation, confidence and self-esteem.

Tools for measure impact of the pupil premium: monitoring, pupil voice, staff voice, Strength and Difficulty Questionnaires (SDQs), academic assessments.

### **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.

### **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 and Trauma Informed Practice has strengthen staff understanding of needs and strategies to support the needs of individual children.
- Engagement in the New Ways of Working programme to further increased Attachment and TIP approach.

#### **Areas to develop**

- Continued use of pupil voice to support evaluation and reflection on provision.
- Monitor to narrow gaps between PP and non PP children, ensuring they make progress in learning in Reading, Writing and Maths.
- Teaching staff continue to reflect on provision for PP children, altering provision where required to maximise impact.
- Purchase Fagus <https://www.fagus.org.uk/>
- Develop 3 Year PP Strategy in line with government guidelines. Professional pairing with PP Lead from local primary school  
<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

Oldfield's pupil premium strategy will be reviewed at least annually - next review date July 2020.