

Pupil Premium 2015/2016 – Total Pupil Premium Funding £30,360

Activity / Initiative	Purpose	Impact	Cost
Additional Learning Support Assistant hours	Each class has their own LSA to enhance learning and rates of progress	<p>Class LSA provision has allowed teachers and LSAs to focus on target groups of pupils in daily lessons in order to boost their progress.</p> <p>Over a three year trend from 2013-2015, pupil premium pupils at Oakley CE Junior School have outperformed pupil premium pupils nationally. The gap between pupil premium pupils and the rest of the cohort at Oakley CE Junior School is narrower than the gap between pupil premium pupils and the rest of the cohort in similar schools. (Source: Education Endowment Foundation-Families of Schools Database)</p> <p>End of Key Stage 2 (Year 6):                      In reading, writing and maths combined, 56% of pupil premium children achieved the expected standard, which was 3% above the national average for all groups of children.                      In maths, 78% of pupil premium children achieved the expected standard, which was 8% above the national average for all groups of children.                      In reading, 67% of pupil premium children achieved the expected standard, which was 1% above the national average for all groups of children.                      In writing, 89% of pupil premium children achieved the expected standard, which was 15% above the national average for all groups of children.</p>	£17,414
Booster Classes with qualified teacher	Provision of small groups to support English and Mathematics for targeted pupils	Small group quality teaching time has complemented in-class learning to boost progress of target groups.	£5,443

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Parent Support Advisor	Enhancing parenting skills, parent/child communication and relationships	Improving social and emotional wellbeing for pupils and improving communication between pupils and parents in turn impacts positively on behaviour and achievement in school (see above statistics).	£3,433
Emotional Well Being Support Worker	To support individual children and small groups	Friendship groups and 1:1 support are offered across the school. This has had an impact on pupils' progress, well-being, behaviour and achievement (see above statistics). Raised self-esteem and improved social and emotional skills.	£1,600

Social skills group	To support individual children and small groups	Improved social skills in turn impact positively on self-esteem, behaviour and achievement (see above statistics).	£350
Relax Kids group	To support children who may have anxiety and /or a lack of concentration to enable them to relax and boost their self-confidence and self-esteem through self-help strategies	Improved self-confidence and self-esteem in turn impact positively on behaviour and achievement (see above statistics).	£500
Wider Opportunities in Music	To allow pupils to experience learning to play a musical instrument with dedicated weekly teaching	Pupil Premium pupils can attend weekly music lessons of their choice. This enriches the children's educational experiences and skills set and boosts confidence.	£600
Subsidising educational and residential visits for pupils	Removal of financial pressure for families	Removal of financial pressure for families and enriching of children's educational experiences.	£400
Courses to improve the quality of teaching and learning	'First Class at Number' Identifying children that don't have an understanding of basic KS1 maths and filling gaps in their learning. 'Success at arithmetic' Boosting mental calculation skills and increasing confidence in mathematics	Gaps in learning are filled to help children to catch up with age related expectations and boost progress. Children who had 'First Class at Number' sessions made on average four times the normal rate of progress over the course of the programme. Children who had 'Success at Arithmetic' demonstrated increased confidence in mental calculations in lessons and helped most children to achieve are related expectations by the end of the year.	£300

<p>LSA top up training – First Class at Number and Success at Arithmetic</p>	<p>‘First Class at Number’ Identifying children that don’t have an understanding of basic KS1 maths and filling gaps in their learning</p>	<p>Gaps in learning are filled to help children to catch up with age related expectations and boost progress. Children who had ‘First Class at Number’ sessions made on average four times the normal rate of progress over the course of the programme. Children who had ‘Success at Arithmetic’ demonstrated increased confidence in mental calculations in lessons and most children on the program achieved age related expectations by the end of the academic year.</p>	<p>£300</p>
<p>Purchase of educational applications</p>	<p>Access to educational APPs</p>	<p>Children have access to computing applications to complement in-class learning in a variety of subjects and to boost individual progress.</p>	<p>£20</p>

## Intended spend of Pupil Premium Funding in 2016/2017

### Identified barriers to educational achievement and how these will be addressed:

As a school, we have identified the following as barriers for some of the pupils currently in receipt of pupil premium funding as well as some other pupils in the school. Next to each barrier, there is a summary of provisions which will be put in place to address it.

<u>Barrier</u>	<u>How the barrier will be addressed</u>
Access to extra-curricular activities	Costs for music tuition, enrichment visits and trips will be covered. Enrichment visits will be planned for groups of disadvantaged pupils.
Pupils who are in receipt of pupil premium and also on the SEN register	These children will receive usual interventions to cover Individual Education Plan targets as well as additional interventions for specific areas of need outside their IEP. Cover teachers will provide time for class teachers to take 'booster groups' to accelerate progress for certain groups of children. In-class learning support assistant time will allow class teachers and LSA's to give focused teaching to particular groups of children who need it within lessons.
Pupil premium children who are high achievers	Although this is not a <b>barrier</b> to learning, some small intervention groups have been set up by class teachers to push learning on for these children. Enrichment activities are being planned in order to boost the aspirations and extra-curricular experiences of these children.
A lack of confidence	Small intervention groups have been set up by class teachers for these children including pre-teaching of concepts to boost confidence when tackling the same concepts in a whole class situation. ELSA support will be continued to increase levels of self-esteem and confidence. Continued social skills groups will also boost children's confidence when interacting with their peers.
Not receiving the same level of support with their learning at home as some of their peers	The Parent Support Advisor will continue to provide support to families who need it. These children will be targeted for extra individual reading with parent volunteers as well as interventions with the class teacher or LSA. Applications on iPads will be purchased and updated to support learning.

**How the impact of the school's Pupil Premium Strategy will be measured and monitored:**

The Headteacher and Chair of Governors work with our Governors' Curriculum & Standards Committee & our Governors' Resources Committee to regularly evaluate the impact of our pupil premium grant spending.

Target Tracker will be used throughout the academic year to measure the progress of different groups of children in comparison to their peers, including pupil premium children. Learning support assistants and class teachers will measure the progress made with children while on intervention programs by measuring their start and end points. This way we can continually evaluate the impact of interventions and make changes as and when necessary.

The impact of focused work and interventions for pupil premium children is evaluated at pupil progress meetings in October and February. At pupil progress meetings, current interventions and their impact are evaluated. Where gaps are identified, future interventions are planned. At the end of the Summer term in July, the progress of children over the academic year is evaluated; gaps in provision are identified and priorities for the coming academic year discussed and agreed upon with the next class teacher and learning support assistant. In turn, this will inform how the next academic year's pupil premium funding will be allocated.

Next review of pupil premium strategy: February 2017