



Pupil Premium Report 2018-19

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Pupil Premium 2018-19

Plans for use of Pupil Premium Funding at Oak Farm Junior School

Children who have received free school meals (FSM) or who are looked after (CLA) are entitled to funding from the Pupil Premium, these children are known as disadvantaged children as opposed to Pupil Premium Entitled (PPE) children.

Pupil Premium Strategy

From September 2016 schools were required to publish a strategy for the school's use of Pupil Premium Funding. It is no longer acceptable to publish a 'Pupil Premium Statement'.

This strategy includes:

- The amount of pupil premium grant allocation
- A summary of the main barriers to educational achievement faced by eligible pupils at the school
- How pupil premium funding will address these barriers and the reasons for that approach
- How the impact of the pupil premium funding will be measured
- The date of the next review of the school's pupil premium strategy

Inspection Focus on the use of Pupil Premium Funding

Evidence from recent inspection reports and meetings with inspectors has highlighted a greater focus during inspections on the achievement of more able disadvantaged pupils. This should feature in future school strategies on using the pupil premium funding.

Percentage of pupils supported by the Pupil Premium

	2017	2018
Oak Farm Junior School	21%	18%

Academic Year 2017-18

Percentage of pupils supported through the Pupil Premium (PPE)

Year 3 – 17%

Year 4 – 17%

Year 5 – 24%

Year 6 – 25%

Academic Year 2018-19

Percentage of pupils supported through the Pupil Premium (PPE)

Year 3 – 15%

Year 4 – 18%

Year 5 – 18%

Year 6 – 22%

Effectiveness of the Pupil Premium Expenditure Plan 2017-18

Total PP budget		£87,996		% of PP pupils in receipt of FSM		58%		% of PP pupils also on SEND register		30%	
1. Monitoring and Assessing						Impact & Review – July 2018					
Actions	Desired outcome	Basis for this choice	How will this be implemented and monitored?	Cost	Impact	Review July 2018					
Pupil Premium Review	An external advisor will be bought in to support the school in reviewing the use of its pupil premium grant.	This is part of the school's action plan following our recent Ofsted report.	The advisor will be visiting the school frequently to work with the school over the next six months.	£2800	Targets have been agreed between the advisor and the interim head teacher. Some of these are already in progress.	Targets to continue to be reviewed alongside the school development plan.					
Pupil Premium Lead	Teachers have support to ensure their children in receipt of the PPG are making good progress and attainment. PPG is managed effectively. Pupil Premium Lead to have training / support to keep staff up to date with the latest strategies to close the gap between PP and non-PP.	Ensuring that the progress and attainment of every PP child is being monitored closely.	Pupil Premium Lead will have time out of class to monitor targets, liaise with other members of staff, including finance, as well as external agencies. SLT to support in this.	£3234	Teachers have been kept up to date with children in receipt of PPG. Attainment and progress of PP children has been monitored more closely using our new assessment system.	An Inclusion Team has recently been formed to ensure better communication regarding groups of children.					
Purchase Star Reader Assessment for every child in receipt of PPG.	To have a measurable system for assessing the reading progress of children on the PP register.	We want to ensure that we are monitoring their progress in reading more effectively and timely so that we can spot where children are falling behind and put support in place more efficiently.	Pupil Premium Lead pre-tested all PP children across the school in October 2017. They were tested at the start of the Spring term and will then be tested at the half term mark.	£1500	Results from Star Reader tests showed individual progress in reading and comprehension age.	This approach will not be continued. Test results scored varied widely depending on who carried out the test with the children, the time of day and the equipment used. Improved assessment at the school with the introduction of 'Learning Journeys' and teacher assessment training will allow teachers to track the progress of their PPG pupils more effectively.					
Total				£7534							

2. Targeted Support					Impact & Review – July 2018	
Actions	Desired outcome	Basis for this choice	How will this be implemented and monitored?	Cost	Impact	Review July 2018
Extra maths sessions to teach spatial abilities for children on the PP register, such as residential and trips.	Standardised score for maths to increase for children in the school. Increased confidence in the subject will be more engaged in their learning and their attendance will increase.	Attendance in single year primary is making children expect to attend daily for a session of the week at the end of the year. PP children will benefit from extra maths and support. This approach has proved to be effective in the past.	Children in receipt of PPG will be monitored closely using their termly NFER tests. We will implement a discrete in class assessment, to decide whether they need to remain in this intervention. PP lead to monitor the percentage of children in receipt of the PPG who attend curricular support.	£32,008	Children in receipt of PPG children were able to attend residential trips with our support. Engaged in learning, for example year four trip to Beaulieu led to writing activities.	Spending in this area will need to be one a 1:1 needs basis.
Total				£3200		
Targeted interventions for PP children who need extra support.	Standardised score for maths, reading and SPAG NFER tests to increase each term. % of writing targets met increased. Star Reader scaled scores to increase to show impact of reading interventions. Increased confidence for children attending interventions.	Interventions will focus on specific objectives, breaking them down into smaller steps if necessary. As pupils start to meet their objectives, with increased confidence, they are more willing to engage and contribute in lessons back in the classroom. The approach has proven to be effective in the past.	Class teachers and year group leaders will assess children in need of interventions regularly. Their needs and targets will be discussed with the LSAs running interventions regularly with the class teacher.	£12,417	Difficult to show specific impact due to entry and outcome data not be assessed before and after each intervention.	A 'menu' of interventions will be available to suit the varying needs of children in receipt of PPG, as decided by the Inclusion Team. All interventions will have clear entry and exit data to be recorded. No child will be placed in more than two interventions a term to ensure they are still receiving a broad and balanced curriculum.
Children on our PP register in year 6 who need targeted intervention will receive small group tuition (usually 1:3) either before school or after school.	Targeted children will reach their target scale scores in end of KS2 national tests.	Some children need more targeted support in a particular area, e.g. reading. This approach has proved to be effective in the past.	This will be implemented and monitored by the year 6 teachers and SLT to ensure those in need receive this.	£11,002	Children in receipt of PPG who were invited to tuition showed very poor attendance and in a lot of cases did not turn up at all.	Review the way in which children are invited to tuition. Phone calls / meetings with the parents to encourage them to support us in this area. Financial help with trips and residential will be considered and then agreed based on attendance to school and their tuition before school.
LSAs targeting children in receipt of PPG during morning lessons – maths, English, and whole class	Children on PP register will be provided with quality support when they require it.	LSAs are an invaluable resource in the classroom in ensuring the children on the PP register are	Training of LSAs will be implemented by members of SLT to ensure the support reaching children in receipt of PPG is of a high quality.	£16,742	More support for children in receipt of PPG in class, rather than being taken out for interventions. LSA training took place to ensure LSAs understood who the children	LSAs to receive greater training on how to support children in the classroom – questioning, scaffolding and challenging.

guided reading sessions.	Increase in standardised scores in NfER tests and increase in year group objectives being met.	supported and their learning is scaffolded.			were and the aim of our PPG (Spring term)	
Homework Club – LSA required to support due to the high number of children attending.	Children will have the support from teaching staff in order to complete their homework in a quiet and supportive environment. Children will hand their homework in on time and will start to view homework more positively.	Many children on our PP register find homework very challenging and do not hand any in. This invitation will give them the opportunity to receive support from teaching staff, have access to resources they may not have at home and offer them a suitable learning environment to complete their homework.	Due to the high numbers of children in receipt of PPG who take up this opportunity, this year, two sessions will be scheduled: one for year 3 & 4 and one of year 5 & 6. PP lead to monitor the children attending and reach out to those pupils who need to be invited.	£558	Children who attended homework club gave their homework in on time. However, they usually only handed in what they had completed during the hour, without it being finished.	The school will review its homework policy for the next year.
Toe by Toe reading intervention implemented.	Children's Star Reader scaled score will increase. Improved fluency in reading.	There are a small number of children that require a different intervention from RWI to support in decoding words.	Training of LSAs and impact of intervention to be implemented and monitored by SENCO. Learning walks to ensure support is given to staff delivering the programme.	£4650	75% of the eight children in receipt of the PPG who had the Toe by Toe intervention made an average of 7.5 months in reading age, with 50% of those making 9 months progress.	Inclusion team to review the interventions taking place for children under-achieving in reading, in particular the 25% of those who did not make sufficient progress. LSA training for Better Reading Support Partners.
LSAs to work with individual children reading daily.	Increased scaled scored in Star Reader. Improved fluency in reading.	Some children do not have the opportunity to read with an adult at home; therefore they will be able to in school. Children need to read out loud to improve fluency and they need to discuss what they are reading.	Class teachers and year group leaders will closely monitor which children will receive daily reading support with an LSA. Learning walks to ensure support is given to staff delivering the 1:1 reading sessions.	£700	Considerable time wasted with children not having their reading books in school.	
To provide RWI phonics support in reading.	Improved decoding skills and fluency. Increased scaled score in Star Reader.	This approach was effective for many pupils in the past so now we will monitor more closely to see which children will benefit from this programme.	Monitored in reading age tests and Star Reader results for individual children. Learning walks to take place to monitor and offer support to the staff member delivering the programme.	£4000	Children were not making the desired progress. Therefore they were transferred to the Toe by Toe intervention where they made significantly more progress.	Continue with Toe by Toe.
Mentoring	Improved behaviour, self-esteem and engagement with school.	Some of our children in receipt of PPG need support with their mental health and well-being. Targeted children will meet with a mentor once a week, or as necessary, to support	Individual case studies will show the impact of individual pupil's mentoring sessions. Continued professional dialogue	£8000	Objects and targets for each child receiving mentoring was recorded by the learning mentor. Case studies were introduced that showed steps in progress (now vulnerable pupil plans). Children who had made sufficient progress and were able to	Barriers to learning re-assessed for all children in receipt of PPG to ensure we are targeting the needs accurately. Vulnerable Pupil Plans to be introduced.

		them by giving them the opportunity to talk, and providing them with strategies to cope with their problems, self-esteem and behaviour.	between mentor and class teacher.		learn effectively without mentoring were discharged from the intervention.	
Support with breakfast club.	Pupils will arrive at school ahead of the school day, so their punctuality improves.	To improve punctuality of a targeted small number of our children in receipt of PPG. These children will start their school day more positively and have the opportunity to improve social skills in breakfast club.	Regularly monitored by teachers into the on-going impact of this cost for individual children. Attendance / punctuality monitored by PP Lead to assess the impact of this.	£1000	Improved attendance by the children supported with breakfast club.	Approach to continue next year on an individual basis.
Gifted and talented workshops to be booked for high achieving children on the PP register.	Children will attend these workshops for a variety of purposes: <ul style="list-style-type: none"> - increased enthusiasm for a subject - support in problem solving strategies and critical thinking influencing pupils to the range of opportunities that is available for them.	These workshops have proved to be effective in the past in increasing enthusiasm, engaging children in a particular subject and allowing them to develop their problem solving and teamwork skills.	Feedback will be taken from the pupils, teachers and staff taking the children on these workshops to ensure that they are beneficial.	£500	Year 6 (2 pupils were HAP/Dis) Reading Av Scaled Score: 110 Writing Av Scaled Score: 105 Maths Av Scaled Score: 111.5 (Based on score of 2 children) In Year 5 – 3 HAP/DIS pupils In Year 4 – 1 HAP/DIS pupil In Year 3 – 1 HAP/DIS pupil	Considering the few pupils supported by the pupil premium that were high achievers at the end of Key Stage 2 this intervention should not be targeted specifically at high achieving disadvantaged pupils.
			Total	£73,887		



Oak Farm Junior School

Pupil Premium Strategy 2018-19

BARRIERS TO EDUCATIONAL ACHIEVEMENT FOR DISADVANTAGED PUPILS

In June 2018 staff at Oak Farm Junior School undertook an analysis of the main barriers to learning of individual pupils entitled to funding from the pupil premium.

This analysis will aid delivery of some of the 'Building Blocks for Success' that are identified as being successful in promoting high attainment. It will address behaviour and attendance, meeting the individual learning needs of individual pupils and will allow the school to respond directly to the evidence presented about the achievement of disadvantaged pupils. It will allow us to deploy staff effectively and ensure that all pupils, including disadvantaged pupils receive high quality teaching and learning. It allows leaders responsible for disadvantaged pupils to make informed decisions and to deliver outcomes for this key group of children.

Year Group	Average Attendance	Punctuality problems	Phonics	Reading Skills	Basic Mathematics	Behaviour for Learning (Classroom)	Behaviour in the Playground	Home learning	Handwriting	Disengagement with school	Home background & family life	Other factors that are a barrier to learning
Year 3 (15)	92%	5	20%	33%	47%	27%	0%	60%	20%	40%	47%	Medical, EAL, emotional learning
Year 4 (15)	95%	5	27%	60%	27%	67%	27%	73%	33%	53%	47%	EAL, low self confidence
Year 5 (21)	93%	6	19%	38%	33%	14%	0%	38%	29%	19%	33%	Medical, EAL, friendships
Average % for Years 3-5	93%	5	22%	44%	36%	36%	9%	57%	27%	37%	42%	

We also compared historical data to look at the attainment of pupils on entry to Oak Farm Junior School (comparing disadvantaged pupils to others in reading, writing and mathematics)

Attainment on entry	Reading			Writing			Mathematics		
	DIS	OTH	GAP	DIS	OTH	GAP	DIS	OTH	GAP
Current Year 6	101.5	105.9	4.4	99.6	103.2	3.6	101.5	105.4	3.9
Current Year 5	104.1	106.5	2.4	100.7	103.9	3.2	102.9	105.4	2.5
Current Year 4	97.7	101.9	4.2	93.7	99.3	5.6	97.7	101.9	4.2
Current Year 3	98.7	102.3	3.6	94.7	99.0	4.3	98.0	102.4	4.4

Using the above data we are able to summarise the main barriers to educational achievement faced by PPG eligible pupils at the school:

- Significant gap in pupil attainment on entry to school (Year 3) when comparing Pupil Premium pupils and those not in that group
- Reading skills across the age range with a number of PPG pupils with very low reading ability
- Some pupils lack aspiration and engagement which can affect their ability to concentrate upon a task or maintain concentration when learning (behaviour for learning)
- Attendance of pupils requires close monitoring to ensure that children are in school whenever possible, accessing all learning opportunities.
- A number of pupils and families need support where there may be contextual factors that can impact upon attendance, learning, behaviour and welfare of pupils
- The need to engage all parents in supporting their children at home, particularly with reading regularly

Following the Ofsted Inspection in October 2017 a review of Pupil Expenditure was commissioned by the school. This was provided by the West London Teaching Alliance. Their main recommendations were:

- Improve teaching and learning for all pupils, including PPG pupils by introducing formative assessments to support the individual needs of pupils and address gaps in their learning.
- More effective planning for and use of support staff and interventions in supporting PPG pupils
- Improving outcomes for PPG pupils through improvements in quality first teaching
- Improve the transition process for PPG pupils from key stage 1 to key stage 2
- Improve the scrutiny by governors leading to increased accountability for how pupil premium funding is spent
- Appraisal for teaching and learning support staff, particularly those funded by the PPG and those directly supporting PPG pupils.
- Use assessment data effectively to support pupil progress meetings, particularly for those pupils supported through the pupil premium.

HOW WILL FUNDING BE USED TO REMOVE BARRIERS TO ACHIEVEMENT

Pupil Premium Allocated Funding for 2018-19 is £83,160

Having analysed the specific barriers to learning experienced by disadvantaged pupils at Oak Farm Junior School, the funding for 2018-19 will be used as follows:

- Continue funding of curriculum enrichment opportunities such as residential and trips. Senior leaders will investigate the possibility of linking subsidies to improved engagement in areas such as attendance, home learning and behaviour for learning. **Estimated Cost - £20,000**
- Continuation of small group teaching in mathematics and extending this initiative to English lessons as well. Closer monitoring of this intervention to ensure that pupils are receiving personalised support that addresses gaps in their learning. **Teaching Costs - £46,800**
- Training support staff as 'Better Reading Support Partners' to provide intensive ten week reading intervention programme to accelerate reading and comprehension skills. **Training cost and senior leadership coordination and monitoring - £5000**
- Nine support staff delivering BRSP Intervention (60 hours per year per staff member) **Cost of Intervention- £10,800**
- Trialling a new approach to home learning based on printed booklets. This will be rolled out to all pupils, however, disadvantaged pupils will be closely monitored and offered additional home learning books. **Costs of producing Home Learning Books - £1000**
- Improving provision for the teaching of phonics in the school, particularly for those children in Years 3 & 4. This will include training for staff, new resources and establishing a resource base for the teaching of phonics at Key Stage 2. **Phonics Resources and Training - £2000**
- Providing individual support packages to improve attendance and punctuality for disadvantaged pupils. **Estimated Cost - £2000**
- Extra tuition for year six pupils once a week before school will target children where gaps need to be closed – **Estimated Cost - £8000**

Total planned expenditure (including estimates) = £95,600

All disadvantaged pupils that are vulnerable to underachievement will each have an individual learning plan – Vulnerable Pupil Plan that will be closely monitored at termly pupil progress meetings.

Staffing costs calculated at £20 per hour (Learning Support Assistant), £40 per hour (Teaching Support)

MEASURING THE IMPACT OF THE PUPIL PREMIUM FUNDING

Moving forward, the impact of pupil premium funding will be measured purely based upon:

1) The achievement of disadvantaged children in reading, writing, GAPS and mathematics.

Achievement will be measured by:

- End of KS2 Data based on assessments at the end of Year 6
- Internal School Data as reported in the termly achievement reports.

In measuring achievement we will look at:

- The attainment of disadvantaged children compared to others in the school (and nationally at the end of Key Stage 2)
- Progress scores compared to others in the school (and nationally at the end of Key Stage

There will be a particular focus on the achievement of more able disadvantaged children.

2) The effectiveness of teaching and learning for disadvantaged children by:

- Monitoring teaching over time (lesson observations, work scrutiny)
- Ensuring that teaching and learning plans specifically address the needs of disadvantaged children
- Evaluating the effectiveness of targeted interventions for disadvantaged children

REVIEWING THE EFFECTIVENESS OF PUPIL PREMIUM FUNDING

Effectiveness of the funding in promoting the achievement of disadvantaged children will be monitored termly through the achievement reports and any further intervention or support will be implemented as necessary.

At the end of each academic year there will be a comprehensive review of the provision for disadvantaged children resulting in the **Annual Pupil Premium Report**.