



Pupil Premium Rationale 2018 - 2019

Pupil Premium is a government funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is eligible for Free School Meals now, or has been eligible in the previous 6 years, will receive funding. The funding is also provided to meet the needs of children in care to the Local Authority, children who have recently been adopted from care and children of Service families. The funding paid for each of these groups is different and varies year-on-year.

Who is eligible for Pupil Premium?

- Children in the Armed Forces Personnel
- Looked After Children
- Children adopted from care or who have left care

Children can have free school meals and are eligible for Pupil Premium if they receive any of the following:

- Income support
- Income Based Jobseekers Allowance
- Income Related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190
- The guaranteed element of Pension Credit

Why Is Pupil Premium Important?

Nationally, there is a strong link between economic disadvantage and poor achievement in schools. Across the country there is a significant gap between the progress made by pupils eligible for free school meals and those who are not eligible. There are many reasons why this gap exists. Pupil Premium is given to schools to help us try to close this gap. It is important because it enables us to counteract the disadvantages that poverty imposes on children. It ensures we can put the support in place to help every child in our school thrive and fully master each stage of the curriculum.

Pupil Premium Pupils at Oaks Primary Academy

Oaks Primary Academy is a school with a high percentage of students (35%) defined as disadvantaged. Both Pupil Premium and non-Pupil Premium students face similar barriers to their educational achievement.

The main barriers that disadvantaged pupils face are outlined below:

1. Limited opportunities to have literacy and conversational skills developed and extended outside of school. (referenced in APA Priorities 1, 2 and 4)
2. Lack of access to enrichment activities, resources and support for achieving greater depth outside of the school environment. (referenced in APA Priority 1, 2 and 4)
3. Limited opportunities for exploring their community and the wider world. (referenced in APA Priorities (1, 2 and 4)
4. Parental and community perceptions of the value of education (referenced in APA Priorities 1 and 4)



Key Improvement Priorities to close or significantly diminish the gap between pupil premium children and non-pupil premium pupils are:

1. Through a comprehensive, community wide conferencing approach; all adults and pupils use clear articulation, written and conversational skills that are practiced and modelled at all times.
2. Improved opportunities for pupils to be challenged across the curriculum; and to apply and extend skills in greater depth learning.
3. Improve links between the school and local community, including residential, pastoral and business members.
4. A range of enrichment opportunities on offer before, during and after school.

We divide our funding into two main areas: raising achievement and promoting wider development. Within each area, there are two strands to our offer: The table below is used as a reference document to ensure any resource, strategy or intervention has a clear focus.

1. Raising Achievement To close learning gaps and strive to ensure pupils all have the best outcomes possible.	1. Wider Development Ensuring that pupils have full access to all the educational opportunities to ensure their provision and raise confidence so that every child is ready and fully prepared for the next stage in their education.
Learning Skills The way that classes and staffing are arranged to maximise learning.	Enrichment The Academy contribution to trips, visitors, uniform and other opportunities to reduce the impact of disadvantage on educational experience.
Intervention Additional and different personalised provision in place to close learning gaps and maximise progress.	Guidance Additional advice and support given to individuals and families to reduce the impact of wider issues on educational success.

Prior Attainment Information for Pupil Premium Pupils



In 2017-18 Oaks Primary Academy received a total of £92,400* Pupil Premium funding as a direct grant from the DfE. 70 pupils were registered with entitlement with a percentage of 35%. In 2018 our results were as follows for **all disadvantaged pupils**.

2017 – 2018 Results	KS2 Pupil Outcomes % of pupils achieving or exceeding expected national standards			KS1 Pupil Outcomes % of pupils achieving or exceeding the expected national standard		
	PP %/No.	Non PP %/No.	National (all pupils)	PP %/No.	Non PP %/No.	National (all pupils)
Reading	75% (12/16)	80% (8/10)	75%	71% (5/7)	80% (12/15)	74%
Writing	75% (12/16)	100% (10/10)	78%	71% (5/7)	73% (11/15)	65%
Maths	75% (12/16)	80% (8/10)	76%	71% (5/7)	80% (12/15)	73%
GPaS	81% (13/16)	90% (9/10)	78%	n/a	n/a	n/a

2017 – 2018 Results	EYFS Pupil Outcomes % achieving or exceeding the expected national standard		
	PP %/No.	Non PP %/No.	National All pupils
Good Levels Of Development (GLDs)	78% (7/9)	94% (16/17)	69%

Year 1 Phonics (% of Pass/Fail)			Year 2 Retake Phonics (% of Pass/Fail)		
PP %/No.	Non PP %/No.	National All Pupils	PP %/No.	Non PP %/No.	National All Pupils
83% (5/6)	100% (17/17)	81%	86% (6/7)	100% (15/15)	91%

Review of Pupil Premium Expenditure Plan 2017 – 2018



No of pupils and PPG grant received 2017-2018							
No pupils on roll in September				199			
Total no pupils eligible for Pupil Premium Grant (PPG)				79			
Amount of PPG received per pupil				£1,320.00			
Total amount of PPG received				£105,560.00			
Total Expenditure against the PPG for 2017-2018				£105,849.50			
Key Priority 1: All adults and pupils in the school community to use clear articulation, written and conversational skills that are practiced and modelled at all times.							
Intervention/ Resource	EOY Target	Total Expendit ure	EOY RAG			Impact Data	Continue In 2018/19
			Nov.	March	June		
All adults to receive ongoing training to improve personal literacy skills to continually model a high standard of communication skills both verbally and written to implement and embed conferencing.	Conferencing to have impacted upon the attainment and progress of all pupils to achieve or exceed targets.	£3,500.00				All targets were met or exceeded and all PPG pupils achieved in line with non-PPG pupils in all key stages and in all areas of learning. All attainment outcomes were above or in line with National.	Conferencing will be continued with further training as required.



Speech and Language teacher (EYFS/KS1) and IT programme (Speech Link)	All pupils to be assessed for speech and language attainment. Identified pupils to receive S&L intervention to achieve accelerated progress in the speaking and listening Early Learning Goals and Reading and Writing in KS1 National Curriculum.	£6,554.00				Baseline data for Early Years showed 63% of pupils attaining well below ARE. End of Year data: 78% pupils achieved GLD. KS1 - Reading 78% Writing 70%	This is a vital resource and will be continued.
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4. Key Priority 2 (linked to barriers) Improved opportunities for pupils to be challenged across the curriculum; and to apply and extend skills in greater depth learning.

Intervention/ Resource	EOY Target	Total Expenditure	EOY RAG			Impact Data	Continue In 2018/19
			Nov.	March	June		
Extensive challenging learning opportunities across the curriculum supported by intervention from SLT.	KS1 PP: 75% to achieve at least expected in Reading, Writing and Maths (25% currently complex & severe SEN) KS2 PP: 83% to achieve at least expected in Reading, Writing and Maths (17% currently severe SEN)	£10,000				72% PP pupils achieved ARE in RWM	This will be continued



<p>Brilliant Club</p> <p>Changed to Sky Studios, Engineers project and 500 words.</p>	<p>100% pupils to graduate from the course (A minimum of 33% have to be pupil premium pupils).</p>	<p>£2,600.00</p>				<p>All pupils took part in all three projects and completed challenging follow up projects.</p> <p>1 pupil went through to the finals of the Engineers project and 1 pupil went through to the finals of 500 words.</p>	<p>This will be further developed to accreditation with NACE for challenging education. One element of this will be an in-house challenging project in conjunction with a university.</p>
<p>External visitors to deliver challenging learning opportunities to pupils to improve opportunities for higher attainment.</p>	<p>Secure attainment and progress for all pupils across the curriculum, with a particular focus on reading and writing.</p>	<p>£3,000.00</p>				<p>See above data.</p>	<p>This will be continued partly through Project Community.</p>
<p>Better Reading Programme (BRP). Precision Teaching and SLT intervention.</p>	<p>KS1 Reading cohort 64 %</p> <p>KS2 Reading cohort 68%</p>	<p>£17,585</p>				<p>KS1 78%</p> <p>KS2 81%</p>	<p>Precision teaching will continue.</p> <p>Support for reading intervention is being reviewed as BRP is not deemed the most cost effective resource and sustained outcomes are not always evident.</p>
<p>SATs additional Booster groups, external 1:1 tuition, authentic mock SATs (including support staff) and resources.</p>	<p>To close gap for Year 6 pupils ensuring they are prepared for the transition to secondary school.</p>	<p>£8,250.00</p>				<p>KS2: Reading 81 % GD 31% Writing 85% GD 31% Maths 81 % GD 19% Combined 77 % GD 8%</p>	<p>This will be continued as it had a significant positive impact upon the outcomes.</p>



Additional staffing in EYFS.	To provide additional support for PP/SEN pupils ensuring any learning needs are identified and diminished before they enter KS1	£23,000				PP : 78% Non PP:94% Nat: 69%	This will be continued.
Breakfast Club, Milk and FS	Every pupil to have the opportunity to eat a healthy hot meal and drink a healthy drink to improve capacity to access learning.	£13,731.50				All: ARE+ 86% GD 20% PPG: ARE+ 78% GD 12% Non-PPG: ARE+ 90% GD 28%	This will be continued.
Children's Learning Mentor to deliver a programme of Positive Play Therapy and therapeutic interventions.	To provide emotional stability enabling pupils to develop and improve behaviour for learning strategies and to achieve personal targets.	£6,129.00				Without this provision, 66% of these children are likely to have left the school or have high levels of absence. This provision has been paramount in safeguarding the mental health of these children.	This will continue.

Key Priority 3 (linked to barriers) Improve links between the school and local community, including residential, pastoral and business members.

Intervention/ Resource	EOY Target	Total Expenditure	EOY RAG			Impact Data	Continue In 2018/9
			Nov.	March	June		
Pupil Employment scheme.	Pupils to have a strong work ethic and aspirations to be successful that is reflected in their classroom work.	£2,500.00				The PES is in its initial stage and a sense of moral purpose and clear work ethic is evident in their classroom work. However, this needs to be developed further to become	This will continue and be extended.



						entrenched in the ethos of the school.	
ICT	Pupils to develop organisational and presentation skills to serve as a foundation to continuing education and career practices.	£300.00				All pupils have had multiple opportunities to use these skills to create presentations using a variety of media.	This will continue.
Visits and workshops linked with local business	Pupils to have engaged in meetings with local enterprise that inform and inspire them to be pro-active in the community and practice good citizenship.	£1,500.00				This has been implemented. However, we have not fully achieved the extent of involvement to secure strong links and ongoing interactions with the community.	This will continue through Project Community.

Key Priority 4 (linked to barriers) A range of curriculum and enrichment opportunities on offer before, during and after school.

Intervention/ Resource	EOY Target	Total Expenditure	EOY RAG			Impact Data	Continue In 2018/19
			Nov.	March	June		
To provide financial support for school visits, trips and clubs enabling disadvantaged pupils to participate fully in all aspects of the curriculum beyond the classroom.	PPG pupils to achieve in enrichment clubs and activities at the same or better level than non PPG pupils.	£8,200.00				The impact upon learning and personal development has exceeded expectations and is clearly evident in the EOY outcomes: particularly writing outcomes in line with maths in all key stages and PP pupils achieving broadly in line with Non-PPG pupils. Pupils' personal attributes and relationships were nurtured in	This will continue.



					such a way that their independence and confidence resulted in good or better attainment and/or progress.
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Pupil Premium Expenditure Plan 2018 – 2019

No of pupils and PPG grant received 2017-2018	
No pupils on roll in September	188
Total no pupils eligible for Pupil Premium Grant (PPG)	79 TBC
Amount of PPG received per pupil	£1320
Total amount of PPG received	£104,280 TBC

5. Key Priority 1: Through a comprehensive, community wide conferencing approach; all adults and pupils use clear articulation, written and conversational skills that are practiced and modelled at all times.

Intervention/ Resource	EOY Target	Total Expenditure	EOY RAG			Impact Data
			Nov.	March	June	
Conferencing to be extended to the wider community	Conferencing to be used and developed within the wider community to further the impact upon the attainment and progress of all pupils to achieve or exceed targets. Workshops and information for the community will support this.	£ 500.00				
Speech and Language LSA	All pupils to be assessed for speech	£5778.30				



IT Programmes (Infant and Junior Speech Link Programme)	and language attainment. Identified pupils to receive S&L intervention to achieve accelerated progress in the speaking and listening Early Learning Goals and Reading and Writing in KS1 National Curriculum.	£600 TBC				
Precision teaching/ intervention as identified	Support for pupils to close gaps and remove barriers to learning. As a result of intense, short term intervention, pupils make rapid progress to access ARE learning and achieve expected outcomes.	£16,916.70				
Parent clubs/workshops	From the outcomes of parent voice, personalised clubs and workshops will be identified to increase parental knowledge and understanding for their well-being and to support their children.	£2,500.00				

6. Key Priority 2 Improved opportunities for pupils to be challenged across the curriculum; and to apply and extend skills in greater depth learning.

Intervention/ Resource	EOY Target	Total Expenditure	EOY RAG			Impact Data
			Nov.	March	June	
PES	Pupils to have a strong work ethic and aspirations to be successful that is reflected in their classroom work.	£2500 TBC				
Higher Learning Project - with Christchurch Canterbury University Accreditation with NACE	To secure attainment for all pupils and strengthen attainment at Greater Depth	£2000 TBC				



<p>Extensive Learning Challenges & Resources Including external visits and visitors that will create and maximise opportunities that challenge both their cognition and resilience to aspire to higher education and high stakes careers. This will be led by SLT</p>	<p>To secure attainment for all pupils and strengthen attainment at Greater Depth</p>	<p>£2,250 (Teaching) £1000 (allocated to resources)</p>				
<p>SATs additional Booster groups, authentic mock SATs (including support staff) and resources.</p>	<p>To close gap for Year 6 pupils ensuring they are prepared for the transition to secondary school.</p>	<p>£3609.40</p>				
<p>Additional staffing EYFS</p>	<p>To provide additional support for PP/SEN pupils ensuring any learning needs are identified and diminished before they enter KS1</p>	<p>£35,012</p>				
<p>ICT</p>	<p>Pupils to develop organisational and presentation skills to serve as a foundation to continuing education and career practices.</p>	<p>£500</p>				
<p>CPD as identified For:</p> <ul style="list-style-type: none"> ● PYP - all Stakeholders <p>Delivered by SLT</p> <ul style="list-style-type: none"> ● Improving English and Maths <p>Delivered by Subject Leads to staff, parents and Governors</p> <ul style="list-style-type: none"> ● Inclusive Teaching and Learning <p>Delivered by external provider.</p>		<p>£3000</p>				



Key Priority 3 Improve links between the school and local community, including residential, pastoral and business members.

Intervention/ Resource	EOY Target	Total Expenditure	EOY RAG			Impact Data
			Nov.	March	June	
Children's Learning Mentor to deliver a programme of Positive Play Therapy and therapeutic interventions. Children's Learning Mentor	To provide emotional stability enabling pupils to develop and improve behaviour for learning strategies and to achieve personal targets.	£6251.58				
Project Community	Pupils to know and fulfill their responsibility to the local and wider community. The community to be an integral part of the Academy curriculum.	£1500				
Pastoral Support for families	Staff member to host daily consultation/support clinics for parents/carers. To be supported by an expert from the community	£5665.00				

Key Priority 4: A range of enrichment opportunities on offer before, during and after school.

Intervention/ Resource	EOY Target	Total Expenditure	EOY RAG			Impact Data
			Nov.	March	June	
Breakfast Club	Every pupil to have the opportunity to eat a healthy hot meal and drink a healthy drink to improve capacity to access learning.	£14,006.13				
Financial support for trips/visits	All pupils to access trips/visits to enrich and extend learning and personal development.	£5500				

