

OYSTER PARK PRIMARY SCHOOL

PUPIL PREMIUM

At Oyster Park we recognise that all children, regardless of background, should have equal access to a curriculum which will enable them to reach their potential. Research shows that disadvantaged pupils often underachieve compared to their peers. The National Index of Multiple Deprivation (IMD) for 2015 shows that Oyster Park is in the top 13% of deprived neighbourhoods in the whole country.

Pupil premium funding is additional government money allocated to schools to raise attainment and close any gaps between disadvantaged pupils and their non-disadvantaged peers in relation to progress and attainment.

In the year 2016/17, the number of pupil premium/non-pupil premium pupils on roll at Oyster Park was as follows:

| Year group | Pupil premium | | Non-pupil premium | |
|--------------|---------------|------------|-------------------|------------|
| | Number | % | Number | % |
| LFS | 20 | 31% | 44 | 69% |
| UFS | 18 | 32% | 38 | 68% |
| Y1 | 14 | 25% | 42 | 75% |
| Y2 | 29 | 51% | 28 | 49% |
| Y3 | 32 | 58% | 23 | 42% |
| Y4 | 26 | 57% | 20 | 43% |
| Y5 | 35 | 70% | 16 | 32% |
| Y6 | 33 | 65% | 18 | 35% |
| TOTAL | 207 | 48% | 228 | 52% |

This is 22.8% above the national average of 25.2%.

The pupil premium provides additional funding for pupils in the following categories:

- Pupils who have been in receipt of Free School Meals at any point in the past six years (£1,320 per pupil);
- Pupils who have been continuously looked after for the past six months (£1,900);
- Pupils who are adopted under the Adoption and Children Act 2002, or who have left care under a Special Guardianship or Residence Order (£1,900)
- Pupils whose parents are currently serving in the armed forces, or in receipt of a pension from the Ministry of Defence (£300).

In 2016/17, the amount of pupil premium received by Oyster Park Primary School was £281,160.

All schools are held accountable for the spending of the pupil premium and must publish both a spending plan and an impact statement. These plans and statements will be examined during an Ofsted inspection to monitor any differences between the learning of disadvantaged pupils compared with their non-disadvantaged peers.

Principles

The Governors and staff at Oyster Park are committed to providing additional resources and targeted quality support for our disadvantaged pupils. We firmly believe that the present circumstances of a child should not determine where they can go; they should merely determine where they start. Some of our pupils, who are eligible for pupil premium, face additional challenges e.g.

Summary of Barriers

There are a number of factors affecting the pupil premium pupils attending our school. We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way. Attendance is always a significant challenge for many of our families; due to a variety of reasons such as mental health.

Pupil Premium pupils at Oyster Park lack access to wider experiences, in particular those that children in privileged families are often familiar with. We ensure that throughout their time at Oyster Park, Pupil Premium children have regular subsidised opportunities to enjoy stimulating visits, visitors and residential.

Many of our pupil premium pupils struggle with their behaviour and require a high level of support with their Social Emotional Mental Health needs. The needs of these pupils are met through access to internal provision focusing on an alternative curriculum and through access to Art therapy.

Pupil Premium children enter school with speech and language skills typically below age related expectations and therefore their access to the curriculum is affected. To support Pupil Premium children to develop their language skills and to diminish the difference between their peers, they have access to speech and language therapy.

How the funding was allocated last year 2015-2016?

| PUPIL PREMIUM FUNDING 2015-2016 | | |
|--|---|-----------------|
| | Strategy | Cost |
| Attendance | Attendance staff | £30,000 |
| | Attendance rewards | £600 |
| | Breakfast club provision | £600 |
| | Learning mentors x5 | £88,500 |
| | | £119,700 |
| Behaviour/Social and Emotional Development | Webster Stratton training and resources | £10,000 |
| | Behaviour mentors x2 | £35,000 |
| | Specialist support – Pivot | £10,000 |
| | Additional teacher: Webster Stratton intervention | £30,000 |
| | Additional TA: Webster Stratton intervention | £12,000 |
| | Art therapy x7 children | £7,000 |
| | | £104,000 |
| Wider Curriculum | Music tuition | £8,000 |
| | Visit subsidies and visitors to school | £8,000 |
| | Forest School training, resources and set up | £8,500 |
| | | £24,500 |
| Literacy | Big Writing | £3,000 |
| | Resources and release time | £2,000 |
| | | £5,000 |
| Speech and Language | Speech and Language therapist | £6,000 |
| | Support for EAL language development | £12,000 |
| | | £18,000 |
| Teaching and learning | TAs x4 and 1:1 tuition | £60,000 |
| | | £60,000 |
| TOTAL EXPENDITURE | | £331,200 |
| Funding available | Pupil premium | £326,000 |
| | Early Years pupil premium | £5,000 |
| TOTAL INCOME | | £331,200 |

What was the impact of spending in 2015-2016?

| <u>ATTAINMENT</u> | <u>% of disadvantaged pupils reaching expected standard by end of Year 2</u> | | |
|-------------------|--|--|--------------------------------------|
| | <u>School Disadvantaged Pupils</u> | <u>School Non-Disadvantaged Pupils</u> | <u>Non- Disadvantaged Nationally</u> |
| <u>Reading</u> | 51% | 87% | 78% |
| <u>Writing</u> | 46% | 70% | 70% |
| <u>Maths</u> | 51% | 52% | 77% |

| <u>ATTAINMENT</u> | <u>% of disadvantaged pupils reaching expected standard by end of Year 6</u> | | |
|---------------------|--|--|--------------------------------------|
| | <u>School Disadvantaged Pupils</u> | <u>School Non-Disadvantaged Pupils</u> | <u>Non- Disadvantaged nationally</u> |
| <u>Reading</u> | 31% | 55% | 71% |
| <u>Writing</u> | 59% | 82% | 79% |
| <u>Maths</u> | 31% | 45% | 75% |
| <u>RWM Combined</u> | 19% | 27% | 60% |

| <u>Progress</u> | <u>Progress Scores by end of Year 6</u> | |
|-----------------|---|--|
| | <u>School Disadvantaged Pupils</u> | <u>School Non-Disadvantaged Pupils</u> |
| <u>Reading</u> | -5.01 | -3.45 |
| <u>Writing</u> | -2.18 | 0.03 |
| <u>Maths</u> | -4.66 | -2.04 |

How will Pupil Premium Funding be allocated in 2016-2017?

| PUPIL PREMIUM SPENDING PLAN 2016/17 | | | |
|--|--|---|-------------|
| Actions: | Purpose | Desired Outcomes | Cost |
| Teaching and Learning: Growth Mindset <ul style="list-style-type: none"> • Training for all teachers (Shirley Clarke) to understand the effects of mind-set and approaches to overcome barriers to learning • Teacher and child resources to support implementation across school | Promotion of a growth mind-set with all Pupil Premium Pupils; Development of positive attitudes and behaviours to learning and increased resilience, problem solving and approaches to overcoming difficulties Raised confidence and self-esteem | With increased resilience children have more access to the curriculum as they don't 'give up'. In turn this will see a greater application across the curriculum and consequently raise standards and outcomes for disadvantaged pupils. Increased confidence, self-esteem and readiness for school. | £5,000 |

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| <p>Teaching and Learning: Marking and feedback</p> <ul style="list-style-type: none"> Visualisers to share feedback and effectively model actions to act on feedback. | <p>Disadvantaged Pupils are aware of their successes in learning and can identify and make improvements, addressing gaps and misconceptions</p> <p>Same day interventions informed to target disadvantaged groups led by teacher or support staff.</p> | <p>Attainment and progress are accelerated.</p> <p>Children achieving expected in R, W, M in Y6 increases by 20%</p> <p>Improved quality of teaching and learning for disadvantaged pupils- 70% of lesson observations are judged to be at least good.</p> | <p>£13,000</p> |
| <p>Teaching and Learning: Assessment and tracking</p> <ul style="list-style-type: none"> Purchase tracking software and training to provide a manageable way of tracking individual progress and address weaknesses | <p>Gaps and weaknesses are easily identified and acted on.</p> <p>Planning and interventions are sharply focused on addressing these</p> <p>Progress of groups including PP and SEND, is monitored and tracked</p> | <p>Progress and attainment is accelerated and pupils attaining</p> <p>ARE is closer to national measures for disadvantaged pupils</p> <p>Improved quality of teaching and learning for disadvantaged pupils- 70% of lesson observations are judged to be at least good.</p> | <p>£3,000</p> |
| <p>Teaching and Learning: Assessment and tracking</p> <ul style="list-style-type: none"> Purchase NFER tests to administer x2 a year. | <p>Gaps and weaknesses are easily identified and acted on.</p> <p>Progress of groups including PP and SEND, is monitored</p> | <p>Progress and attainment increases by 5 children for on track to be expected in R, W & M</p> <p>ARE is closer to national measures for disadvantaged pupils</p> | <p>£3,000</p> |
| <p>Literacy: Speech and Language provision</p> <ul style="list-style-type: none"> Training for school staff to increase in school capacity to support wider groups of children with vocabulary development and use of language Specialist Sp&Lang therapist support in Lower FS | <p>Address the low baseline on entry data though additional adult support, particularly focusing upon PSED and CLL</p> | <p>Increase to 50% of pupils reaching GLD</p> <p>% of pp pupils achieving expected in C&L in UFS increases to 50%</p> | <p>£4,000</p> <p>£6,000</p> |
| <p>Literacy: Speech and Language provision</p> <ul style="list-style-type: none"> EAL support (1xTA) to ensure early language development and parental engagement and communication/translation | <p>Individualising support at all levels. Provision of additional EAL support.</p> <p>Small group and 1:1 support.</p> <p>Develop language skills, support transition and new joiners to the school especially in language skills.</p> | <p>Increased attainment and progress for disadvantaged EAL pupils- Increase to 50% of EAL disadvantaged pupils on track for expected in R&W</p> | <p>£9,000</p> |
| <p>Literacy: Phonics</p> <p>Implementation of Read Write Inc scheme for reading and spelling:</p> <ul style="list-style-type: none"> Training for all class based staff in synthetic phonics | <p>Development of whole school approach to phonics and reading</p> <p>Increased progress in Y5/6</p> <p>Raise the profile of reading amongst all pupils</p> | <p>Children reaching expected in phonics increase to Increased % of children reaching expected phonics knowledge in Year 1 and 2 screening check compared to</p> | <p>£15,000</p> |

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| <ul style="list-style-type: none"> • Purchase of books and resources • Fresh Start 'catch up' resources for Y5/6 • Consultancy support throughout the year for effective implementation • ½ day per week cover for RWI lead to support staff and track progress | | national | |
| <p>Literacy: Reading</p> <ul style="list-style-type: none"> • Library books and resources to promote a love of reading, including books which boys and struggling readers will engage with | <p>Raise the profile of reading amongst all pupils, including those who would not usually read for pleasure. Especially for PP pupils and PP boys/ struggling readers. Raise the profile of reading at home among pupils and parents.</p> | <p>% of children in Y2 achieving expected standard in reading increases to 50%</p> <p>% of children in Y6 achieving expected standard in reading increases to 50%</p> <p>Number of children reading at home increases.</p> | £10,000 |
| <p>Maths:</p> <ul style="list-style-type: none"> • Training for all class based staff to support pupils mathematical understanding: • Introduce 'Shanghai' models of maths • Implementation of same day interventions for individualised support • Purchase concrete resources | <p>Consolidating a multi-sensory maths teaching resource to help pupils make connections with numbers, create good mental pictures of number, so they can solve problems more effectively. Develop a mastery approach to support HA disadvantaged pupils</p> | <p>% of children in Y2 achieving expected standard in maths increases to 50%</p> <p>% of children in Y6 achieving expected standard in maths increases to 50%</p> <p>EYFS – expected outcome for ELGs to increase to 65%.</p> <p>Increased rates of progress of PP/SEN pupils in maths across all years. Increases to 7 PP children on track for ARE</p> <p>Attainment gap narrowed</p> | £20,000 |
| <p>Behaviour/Social and Emotional Development: Intensive support for those at risk of exclusion</p> <ul style="list-style-type: none"> • SDP Lead focused on Personal and Social Development • Teacher and STA employed to lead specific Webster Stratton intervention class with personalised timetable and curriculum • Extend model to other year groups-1x teacher and 1x learning mentor | <p>Ensure time is spent daily working alongside our most vulnerable pupils and families, educating families and supporting their return to school. Regular links, analysis and access to trust wide comparisons and up to date attendance information. Supplementary safety-net for pupils who require additional support and/or therapies when they present such needs.</p> | <p>Families better informed and attendance of vulnerable pupils increased.</p> <p>Improved links with the community.</p> <p>Improved behaviour within school- behaviour for learning improve.</p> <p>75% of intervention children successfully reintegrated back into class.</p> <p>Pupils who present significant needs have additional support readily available from an</p> | £75,000 |

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| | | external agency to extend in-house restorative measures. | |
| Behaviour/Social and Emotional Development: <ul style="list-style-type: none"> Resources to support the development of a Social and Emotional skills curriculum to meet the identified needs of the school as a whole and particularly those of vulnerable children | <p>To support vulnerable pupils ensuring time is allocated to work with them closely supporting social, emotional, mental health needs</p> <p>To safeguard our most vulnerable pupils</p> | <p>Increased attendance to 96% for vulnerable groups and those with emotional and mental health difficulties</p> <p>Improved attitudes towards school and learning</p> | £2,000 |
| Wider Outcomes: Provision of free and subsidised enrichments across school including: <ul style="list-style-type: none"> Music tuition in KS2 Forest School sessions-3x Forest School Leaders Subsidise visits for each year group to enhance the curriculum, including Y6 residential to Robinwood Provision of enrichment activities eg online safety, anti-bullying, global links, theatre and drama groups such as Roald Dahl to extend writing, for each year Lunchtime and after school sports clubs | <p>Extending experiences and building confidence.</p> <p>Providing resources to support pupils with their learning.</p> | <p>Increased self- confidence greater independence, better team working and collaborative skills.</p> <p>Opportunities to capture pupils' imagination and provide greater opportunities.</p> | <p>£10,000</p> <p>£35,000</p> <p>£35,000</p> <p>£15,000</p> |
| Inclusion <ul style="list-style-type: none"> Appointment of non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC)are met | <p>Improve quality of provision and sharing of expertise for SEN pupils</p> <p>Planning for daily interventions</p> <p>Tracking progress</p> <p>To develop support staff practice</p> | <p>Increased 10% of SEND children reaching age related expectations (ARE) within Y6</p> <p>Increased 10% of SEND children reaching age related expectations (ARE) within Y2</p> <p>Involvement of outside agencies and effective implementation of recommendations</p> <p>Increase in 2 more disadvantaged pupils receiving EHCP's</p> | £45,000 |

The impact of the interventions will be reviewed termly and the plan will be evaluated through the use of data analysis in July 2017. The impact will be reviewed by Jodie Chapman-Kemp and Evaluated by Andrew Joy Pupil Premium Governor. This data will inform and enable expenditure to be planned for 2017-2018 to further raise attainment and diminish the differences between disadvantaged pupils and non-disadvantaged pupils.

The data we will use to review the impact of the Pupil Premium expenditure:

- End of key stage 1 and 2 data
- Phonics outcomes
- EYFS data
- Current Attainment and Progress Data
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks
- Stakeholder feedback

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