



OYSTER PARK PRIMARY SCHOOL

PUPIL PREMIUM: USE AND IMPACT

At Oyster Park, we recognise that all children regardless of their background should have equal access to a curriculum which will enable them to reach their potential.

'Pupil Premium' funding is additional Government money allocated to schools to raise attainment and close the gap between disadvantaged pupils and their peers as research shows they underachieve compared to their peers.

The Government uses the number of children entitled to Free School meals (FSM) as an indicator for deprivation and allocates a fixed amount of money to schools based on this number as well as taking account of the number of 'Looked After Children' and children of armed service personnel. The National Index of Multiple Deprivation (IMD) 2015 shows that Oyster Park is in the highest 13% of deprived neighbourhoods.

Schools have the freedom to choose how they use this funding to best meet their current needs and priorities to raise standards.

The analysis below is based on unvalidated data and will be updated if necessary following the release of validated data. As national measures are different to 2015, no comparison can be made to last year.

Principles

We are committed to continual school improvement which will increase engagement and achievement for all our children. We recognise that whilst free school meals is used as an indicator, not all children registered will be socially disadvantaged and that not all children who are socially disadvantaged will be registered and that many other factors can make children vulnerable to underachievement.

In allocating our funding, we plan our priorities taking into account immediate and longer term needs across school. We monitor and track attainment of all children and use this to inform judgements of progress and enable the early identification of need, support and appropriate intervention.

In 2015-16, our focus for the use of Pupil Premium funding, as agreed by Governors, includes:

- **Attendance:** implement strategies to support families to maximise attendance
- **Behaviour/Social and Emotional Development:** effective whole school management of behaviour including more challenging behaviour
- **Wider Outcomes:** enhance SMSC and raise aspirations, through a wide variety of enrichments and access to learning beyond the classroom
- **Literacy:** raise attainment and accelerate progress, in writing; develop early speech and language skills
- **Teaching and Learning:** accelerate progress through support for identified gaps in learning

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. We take into account their research on the cost versus impact of different strategies when deciding how to address our priorities.



In 2015/16, we used our funding of £326,000 + £5,000 Early Years Premium, to contribute towards the following:

REPORT AND EVALUATION OF ACTIONS 2015/16			
Actions: What have we done?	EEF impact (months)	Outcome: What has happened as result of our actions? Evaluation: What is the impact so far? Evidence: How do we know?	Cost (see table for breakdown)
Attendance: Family Support staff EWO and Social Worker roles used to promote good attendance and support families with difficulties in managing this and wider family issues Termly attendance rewards and incentives Learning mentors to engage and support families Breakfast Club provision	+3 +5 EY parental engagement	Clear impact seen in attendance by PP children which matches overall attendance and that of non PP (see analysis) Children and families value attendance rewards as shown by their comments and reactions Vulnerable families value role of family support staff; high levels of engagement are shown through daily meetings and requests for support and advice. Learning mentor roles re defined for 2016-17	£119,700
Behaviour/Social and Emotional Development: Webster Stratton implemented throughout school Training for all staff, including premises and admin Resources to support training Staff observation of best practice in 'Webster Stratton' school	+4 (behaviour) +4 (S&E)	Whole school agreed procedures in place; development of consistent positive behaviour policy. This needs to continue to be reinforced and embedded in 2016-17.	£10,000
Behaviour/Social and Emotional Development: Intensive support for those at risk of exclusion Behaviour mentors x 2 employed to manage challenging children Specialist behaviour support and consultancy (Pivot) Specialist TA to staff Webster Stratton small class Teacher to staff Webster Stratton small class Art therapy	+4 (behaviour) +4 (small group) +4 (S&E) +3 (reducing class size)	Small class groups in Y4 and intervention sessions in Y6 with personalised curriculum and timetable more appropriate to needs, have resulted in greater engagement and improved social and emotional skill development. The impact has been observed and acknowledged by outside agencies. Increased capacity in school to manage behaviour through improved skills and training of behaviour and learning mentors working with consultant	£94,000
Wider Outcomes: Subsidies for enrichment activities Educational and residential visits and visitors Y6 outdoor adventure residential	+3	All year groups have benefitted from visits and visitors	£8,000
Wider Outcomes: Music Provision Access to free music tuition-brass, strings, percussion	+2	41 KS2 (20%) children had music tuition and opportunities to perform in brass, strings or percussion; 24 took part in an inter school talent show; 55 performed at the Music Hub showcase at Wakefield Theatre, 25 sang at Sheffield Arena	£8,000
Wider Outcomes: Forest School Level 3 accredited training programme for 3 staff Fencing and resources for creating and maintaining a designated area Development of an appropriate curriculum	+3 (outdoor learning)	Area being used targeted groups of children; informal feedback very positive regarding development of teamwork and problem solving skills as well as engagement and enjoyment	£8,500



Literacy: Speech and language provision Weekly support from speech and language therapist for Early Years children Implementation of S&L programmes in Early Years, developing vocabulary Polish speaking TA employed to engage children, develop spoken language and curriculum access and establish communication with and support from parents	+5 (Early years intervention) +6 (language)	Impact seen with targeted children in development of vocabulary as well as articulation and confidence in use of language. EAL children showing greater engagement and able to access curriculum more effectively	£5,000 EYFS Premium £12,000
Literacy: Big Writing Training for all class based staff Resource materials to support implementation Staff observation of best practice in 'Big Writing' accredited school		Improvement in quality of writing as evidenced by external book scrutiny and in year tracking. Year 6 work shared with KS3&4 staff and used by them as models of high level writing. Needs to be extended and embedded in cross curricular work,	£7000
Teaching and learning Year 6 Maths: One to one tuition Additional teaching assistants x 4	+5 (1:1) +1 (TAs)	Children's improved confidence in maths; impact in class not reflected in end of KS outcomes- whole school focus needed to reduce gaps in all children's knowledge and skills	£60,000

PUPIL PREMIUM EXPENDITURE 2015-16

	Strategy	Cost	Total Spent
Attendance	Attendance staff	30,000	30000
	Attendance rewards	600	30600
	Breakfast club provision	600	31200
	Learning mentors x 5	88,500	119100
		119,700	
Behaviour/ Social Emotional	Webster Stratton training, resources	10,000	129,100
	Behaviour mentors x 2	35,000	164100
	Specialist support-Pivot	10,000	174100
	Teacher: Webster Stratton intervention	30,000	204100
	Specialist TA: Webster Stratton intervention	12,000	216100
	Art therapy x 7 children	7,000	223100
		104,000	
Wider Curriculum	Music tuition	8,000	231,100
	Visit subsidies, visitors	8,000	239100
	Forest School training, resources, area	8,500	247600
		24,500	
Literacy	Big Writing	3,000	250,600
	Resources and release time	2,000	252600
		5,000	
Speech and Language	Speech & Language Therapist	6,000	258,600
	Support for EAL language development	12000	270600
		18,000	
Teaching & Learning	4x TAs and 1:1 tuition	60,000	330,600
		60,000	
Funding available	Pupil Premium	326,000	
	EYFS Premium	5000	
Pupil Premium Available		331,000	
Total Spend		331,200	



PROGRESS 2016

Y6 progress from KS1									
	Reading			Writing			Maths		
	No	Score		No	Score		No	Score	
Disadvantaged	31	-5.01		32	-2.18		32	-4.66	
Non disadvantaged	20	-3.45		21	-0.03		20	-2.04	
All	51	-4.40		53	-1.31		52	-3.66	
Gap Disadvantaged and Non		-1.56			-2.15			-2.62	

Year 6 Progress from KS1-KS2																		
	Reading						Writing						Maths					
	Disadvantaged			Non			Disadvantaged			Non			Disadvantaged			Non		
	32	Exp	%	21	Exp	%	32	Exp	%	21	Exp	%	32	Exp	%	21	Exp	%
W	0	0	-	0	0	-	0	0	-	0	0	-	0	-	-	0	-	-
Level 1	7	0	-	0	0	-	7	3	43%	5	3	60%	4	0	0%	0	-	-
Level 2C	3	0	0%	5	1	20%	8	3	38%	1	1	100%	5	0	0%	1	0	0%
Level 2B	12	4	33%	5	3	60%	10	7	70%	8	7	88%	11	3	27%	10	2	20%
Level 2A	6	2	33%	7	4	57%	7	6	86%	4	4	100%	10	5	50%	6	3	50%
Level 3	4	4	100%	4	4	100%	0	0	-	3	3	100%	2	2	100%	4	4	100%
	Level 2+ converted = 40%			Level 2+ converted = 57%			Level 2+ converted = 64%			Level 2+ converted = 94%			Level 2+ converted = 36%			Level 2+ converted = 43%		
	Level 2B+ converted = 45%			Level 2B+ converted = 69%			Level 2B+ converted = 76%			Level 2B+ converted = 93%			Level 2B+ converted = 43%			Level 2B+ converted = 45%		

- The progress score of disadvantaged children is lowest in reading. This is the same for non-disadvantaged children so the gap between these groups is lower than writing and maths
- The progress gap is greatest in maths for all children although similar percentages convert from L2+ to expected attainment in maths
- A greater proportion of disadvantaged children with higher KS1 levels make progress compared to those with lower starting points, particularly in reading and maths

Year 2 Progress from EYFS to KS1																		
	Reading						Writing						Maths					
	Disadvantaged			Non			Disadvantaged			Non			Disadvantaged			Non		
	35	Exp	%	23	Exp	%	35	Exp	%	23	Exp	%	35	Exp	%	23	Exp	%
Emerging	17	4	24%	2	0	0%	17	2	12%	4	0	0%	18	3	17%	6	1	17%
Expected	17	13	76%	15	14	93%	18	14	78%	16	13	81%	17	15	88%	12	7	58%
Exceeding	1	1	100%	6	6	100%	0	-	-	3	3	100%	0	-	-	5	4	80%
	Expected+ converted = 78%			Expected+ converted = 95%			Expected+ converted = 78%			Expected+ converted = 84%			Expected+ converted = 88%			Expected+ converted = 65%		

- A greater proportion of disadvantaged children convert from expected/exceeding attainment in EYFS to KS1 in maths than in reading and writing where similar proportions convert.



ATTAINMENT 2016

End of KS2 attainment									
	Reading			Writing			Maths		
	No	Expected	Above	No	Expected	Above	No	Expected	Above
Disadvantaged	32	31%	5%	32	59%	3%	32	31%	0
Non disadvantaged	20	55%	9%	21	82%	5%	20	45%	18%
Gap		-24%	-4%		-23%	-2%		-14%	-18%

- Disadvantaged children attain similarly in reading and maths, and better in writing
- At expected attainment, the gap is greater in reading and writing than in maths. However, attainment of non-disadvantaged children is lower in maths than in other areas resulting in a smaller gap.
- At higher attainment scores, the gap is greatest in maths. However, attainment of non-disadvantaged children at higher scores is higher in maths than in reading and writing

End of KS1 attainment						
	Reading		Writing		Maths	
	Expected	Above	Expected	Above	Expected	Above
Disadvantaged 35	51%	14%	46%	11%	51%	0%
Non-disadvantaged 23	87%	48%	70%	13%	52%	4%
Gap	-36%	-34%	-24%	-2%	-1%	-4%

- Disadvantaged children attain similarly across all subjects, with writing slightly weaker
- At expected attainment, the gap is greater in reading and writing. However, attainment of non-disadvantaged children is lower in maths than in other areas resulting in smaller gap.
- At greater depth, the gap is greatest in reading. However, attainment at of non-disadvantaged children at greater depth in maths and writing is lower than reading.

ATTENDANCE

Welfare measures compared to National 2016	National	All	Boys	Girls	Disadvantaged
% Attendance of statutory age children and pupils	96% (Aut 2015)	95.5%	95.6%	95.4%	95.3%
% Persistent Absence	2.7% (Aut 2015)	2.3%	2.1%	2.6%	3%

- Overall attendance and persistent absence is slightly below but similar to National.
- There is no difference in the attendance of disadvantaged children or different genders.
- Persistent absence is slightly higher for disadvantaged children