

Pupil premium strategy statement (primary)

1. Summary information					
School	Oakhurst First and Nursery School				
Academic Year	2018/2019	Total PP budget	£69,205	Date of most recent PP Review	Sept 2018
Total number of pupils	173	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Sept 2019
2. Current attainment					
Children reaching Age Related Expectations (ARE)	Pupil Premium attainment	Non pupil premium attainment	All pupils	National 2018	
Early Years Foundation Stage	33%		76%	72%	
Year One Phonics	75%	82%	80%	83%	
Year Two Reading	73%	77%	75%	76%	
Year Two Writing	40%	62%	50%	70%	
Year Two Mathematics	60%	69%	64%	76%	
Key Stage Two Progress					
	Pupil Premium expected progress	Non pupil premium expected progress	All pupils expected progress	% PP in cohort	
Year Three Reading	100%	89%	93%	36%	
Year Three Writing	50%	78%	68%	36%	
Year Three Mathematics	80%	83%	82%	36%	
Year Four Reading	57%	73%	68%	48%	
Year Four Writing	79%	87%	83%	48%	
Year Four Mathematics	29%	60%	45%	48%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	Gaps in reading and writing skills				

B.	Personal, social and emotional challenges	
C.	Lack of school uniform and equipment	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance impacting on attainment and learning	
E.	Limited opportunities to partake in enrichment activities	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Raising the percentage of PP children passing the Year 1 phonics screening and achieving at least age related expectations in reading at the end of Key Stage 1	Children below age related expectations or at risk of not passing the phonic screening make accelerated progress and close the gap. The gap between the attainment of PP children in Year 1 phonics screening and Key stage 1 reading and writing closes to be nearer the national
B.	Increase the attendance rates for pupils eligible for PP	PP attendance improves to be nearer the national of 96%
C.	Ensure that any PP children with personal, social and emotional challenges have the appropriate support so this does not become a barrier to their learning	PP children with personal, social and emotional challenges do not 'drop off' and make at least expected progress
D.	Ensure all children eligible for PP have the correct uniform and equipment to be ready to learn	Children eligible for PP all have the correct uniform and equipment for school
E.	Ensure all children eligible for PP have opportunities to partake in enrichment and wider curriculum activities	All PP children have the opportunity to partake in at least one enrichment or extra-curricular activity in the academic year.

5. Planned expenditure										
Academic year	2018-2019									
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.										
i. Quality of teaching for all										
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?					
Raising the percentage of PP children passing the Year 1 phonics screening and achieving at least age related expectations in reading and writing at the end of Key Stage 1	Introduction of the RWI phonics programme to improve the quality of teaching and learning. Daily 'keep up' interventions with PP children given the priority PP children to read in school at least three times weekly An agreed approach to the teaching and delivery of writing lessons – including providing purposeful feedback to move learning forward	Data shows that the percentage of PP children reaching the expected level is below the national in EYFS, phonics screening and at the end of Key stage 1	Two day inset training for all teachers and support staff from official trainer Regular coaching from literacy lead Lesson observations, book scrutiny Regular monitoring of learning and progress checks	AC and JF	Half termly					
Raising the percentage of PP children reaching at least age related expectations in maths	Improve teachers knowledge and confidence in the mastery approach to mathematics Daily 'keep up' interventions Use of an online maths programme to support learning at home	Data shows that the percentage of PP children reaching the expected level in maths is below the national at the end of Key Stage 1	Inset training Support from the teaching schools within the MAT Lesson observations, book scrutiny and progress checks	AC and KH	Termly					
Total budgeted cost					£33,000.00					
ii. Targeted support										
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?					
Ensure that any PP children with personal, social and emotional challenges have the appropriate support so this does not become a barrier to their learning	ELSA support	Some of our PP children have personal, social and emotional challenges due to family situations, which is affecting their well-being and learning in school.	ELSA supervision sessions Monitoring the children's progress Observing the children's well-being	AC and DH	Half termly					
Total budgeted cost					£13,500					

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase the attendance rates for pupils eligible for PP	Fortnightly monitoring of attendance. Letters to parents and face to face meeting with pastoral support worker and/or head teacher Support and guidance for Dorset County Councils' attendance officer Personalised approach Support with funding for breakfast and after school clubs Support with funding for transport	Children need to be in school in order to access learning and make progress. In addition poor attendance can affect children social and emotional development.	Attendance will be monitored every two weeks. The strategies will be reviewed half termly and personalised or adapted to different families situations	AC and DH	Half termly
Ensure all children eligible for PP have the correct uniform and equipment to be ready to learn	Uniform grant Support with funding for additional equipment and trips	Some children entitled to PP are not coming into school wearing the correct uniform or having the correct equipment. This means that they are not ready for their learning and risk social isolation	All PP children are issued with a uniform grant at the beginning of the school year. Other equipment will be provided on an individual needs basis	AC	Termly
Ensure all children eligible for PP have opportunities to partake in enrichment and wider curriculum activities	PP children to be picked for a least one MAT sporting or enrichment event Support for funding with after school clubs	Some PP children do not have the opportunity to attend any out of school activities, which can limit their social and wider curriculum opportunities	Class teachers will ensure that all children entitled to PP have at least one opportunity to attend an extra-curricular activity and MAT sporting event throughout the academic year.	AC	Annually
Total budgeted cost					£22,700

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Above 95% school attendance	Employment of pastoral support worker to work with the attendance officer to improve attendance	Our attendance was 94.9% which is an improvement on the previous year.	A more personalised approach is required depending of each family's situation	£2,165.00
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Emotional needs are addressed so the children are ready to learn	ELSA support	This has been difficult to measure. Due to a number of factors ELSA sessions have not been able to take place as regularly as desired	More time needs to be dedicated in order to maximise impact	£3,300.00
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children make at least expected progress ensuring there is no drop off	Improving the quality of teaching and learning More timely and personalised intervention to address misconceptions Regular progress checks to identify children at risk of dropping off	The data for our PP children is still below the national.	There is a need to review the approaches we are using to teaching phonics, reading and maths in order to improve teachers subject knowledge and the quality of teaching and learning	£63,055.00

Children to have the appropriate uniform and equipment to be ready to learn	Parents and carers of PP children are to be provided with a uniform grant. Other equipment will be provided by the school on an individual basis	On the whole, this approach is working and more of our PP children are coming to school with the correct uniform and equipment		£730.00
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk