



## Oxley Primary School Pupil Premium Impact Report 2016-17

In 2016-17, the school received **£43,560** to raise achievement and diminish the differences between children from low-income and other disadvantaged families (33 pupils) and their peers. This allocation of money is called the Pupil Premium (PP). Part-way through the year, the school also admitted two looked-after pupils, who were entitled to **£1900** each for the year. As they started at our school part way through the year, the school received a proportion of this full entitlement.

**Approx total: £47,000.**

### Principles for allocation of Pupil Premium at Oxley Primary School:

- Clear accountability for funding so that its use is carefully monitored and the impact tracked.
- Regular pupil progress discussions, focusing on eligible pupils, to ensure teachers are accountable and responsible for the outcomes of these pupils.
- A member of the school Leadership Team is deployed to manage the effectiveness of the use of the premium.
- Interventions in English and Maths are carefully planned and based on pupil assessment data.
- The school Leadership Team support staff in developing effective teaching and learning strategies and intervention.
- Feedback is given to staff about which children are eligible for support and the progress they are making.
- Governors are fully involved in decisions about how the premium is allocated and monitored.

### Objectives in spending PPG 2016-2017:

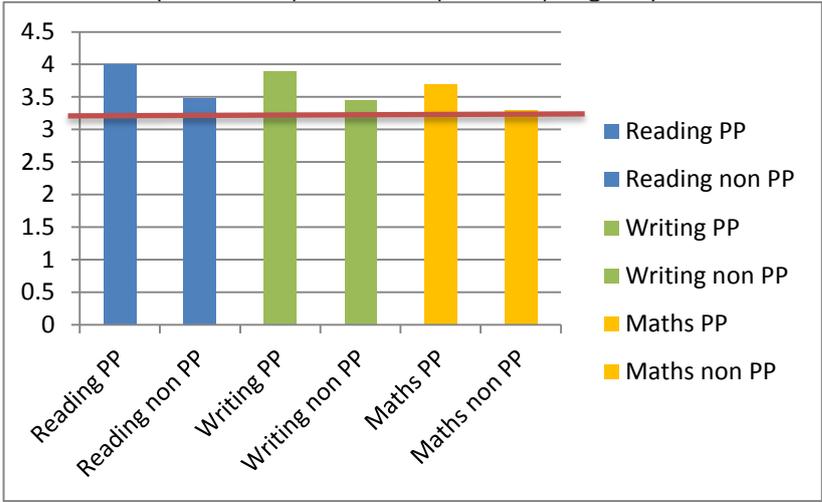
- To ensure that progress of eligible pupils (FSM & Ever6) is at least as good, or better than other pupils, in order to diminish the difference, or to improve the achievement of pupils who are already at or exceeding ARE.
- For the attainment of eligible pupils to be in line with national expectations in reading, writing and maths.
- To enable equal access to wider educational provision and extra-curricular opportunities provided by the school and outside school, regardless of children's financial circumstances.
- To enhance self-esteem and build confidence.
- To ensure attendance of eligible pupils is at least in line with the whole school target of 96%.
- To provide a free nutritious breakfast along with adult-led play activities for all pupils and parents who would like it.
- To provide support for maintaining good behaviour, particularly at lunch times.
- To ensure disadvantaged pupils make accelerated progress towards a good level of development at the end of the foundation stage.

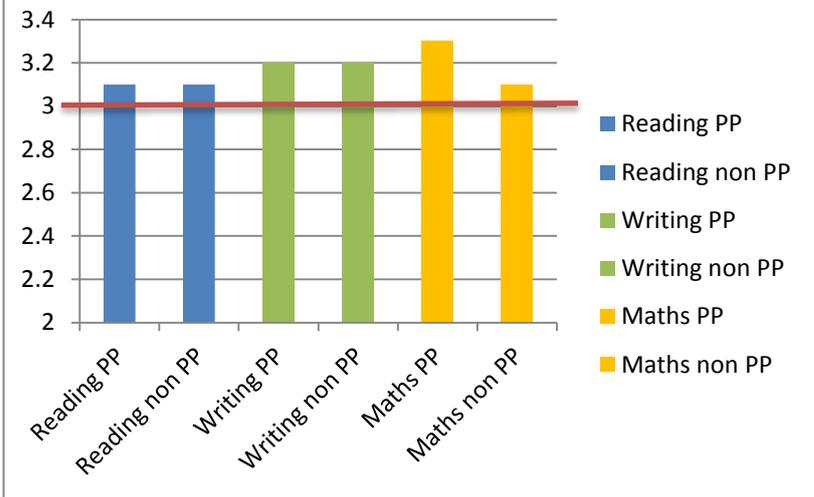
### Examples of the barriers to educational achievement faced by eligible pupils 2016-2017:

*NB: These do not apply to every eligible pupil.*

- Poor attitudes to learning and low aspirations for future achievement.
- Inconsistent support from home, eg with homework.
- Fewer opportunities outside school, such as clubs, visits to places of interest and wider experiences that are often available to peers.
- Low self-esteem.
- Some eligible pupils also have Special Educational Needs.
- Poor fine and gross motor skills which affect presentation and handwriting.
- Language and vocabulary; understanding and usage.
- Attendance and punctuality.

## Impact of expenditure

Item/project	Cost	Outcomes																		
<p>Enhanced adult support to provide interventions and targeted support:</p> <ul style="list-style-type: none"> <li>- within class</li> <li>- out of class</li> <li>- before and after school intervention.</li> </ul> <p>To increase the capacity of class teachers to provide quality first teaching and provide direct targeted support for eligible pupils, including those who are more able.</p>	<p>£25,500</p>	<p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>• 2 out of 5 pupils achieved Expected or above in Reading</li> <li>• 1 out of 5 pupils achieved Expected or above in Writing</li> <li>• 3 out of 5 pupils achieved Expected or above in Maths (number)</li> </ul> <p>All of these pupils started school below or significantly below the expected levels of development. They all made better than expected progress to diminish the difference between them and their peers. This group of pupils made the following progress:</p> <ul style="list-style-type: none"> <li>• Reading 8 points</li> <li>• Writing 9 points</li> <li>• Maths 7 points</li> </ul> <p>Expected progress is 4 points.</p> <p><b>KS1 and KS2</b></p> <p>Proportions of pupils achieving age-related expectations (proportions achieving greater depth in brackets):</p> <ul style="list-style-type: none"> <li>• Reading 60% (25%)</li> <li>• Writing 60% (10%)</li> <li>• Maths 60% (19%)</li> </ul> <p>In <b>KS2</b>, pupils took part in a series of end of year assessments. Over 10,000 pupils nationally also took part, and in comparison to the performance of this population:</p> <ul style="list-style-type: none"> <li>- 60% of Oxley PP pupils performed better than the population in Reading;</li> <li>- 60% of Oxley PP pupils performed better than the population in Writing;</li> <li>- 52% of Oxley PP pupils performed better than the population in Maths.</li> </ul> <p><b>Progress:</b></p> <ul style="list-style-type: none"> <li>• <b>KS1</b> (red line represents expected progress)</li> </ul>  <table border="1" data-bbox="619 1375 1441 1877"> <caption>KS1 Progress Data</caption> <thead> <tr> <th>Subject</th> <th>Group</th> <th>Progress Points</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Reading</td> <td>PP</td> <td>4.0</td> </tr> <tr> <td>non PP</td> <td>3.5</td> </tr> <tr> <td rowspan="2">Writing</td> <td>PP</td> <td>3.9</td> </tr> <tr> <td>non PP</td> <td>3.5</td> </tr> <tr> <td rowspan="2">Maths</td> <td>PP</td> <td>3.7</td> </tr> <tr> <td>non PP</td> <td>3.3</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>KS2</b> (red line represents expected progress)</li> </ul>	Subject	Group	Progress Points	Reading	PP	4.0	non PP	3.5	Writing	PP	3.9	non PP	3.5	Maths	PP	3.7	non PP	3.3
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Across KS1 and KS2, PP pupils made expected or better progress than their non-PP peers.

PP pupils were asked to comment on their own learning this year. The 3 most popular areas they felt they had made the most improvement were: Maths, English and Handwriting.

Provision of Play Leaders at lunch times.

2 x 7.5 hours per week x 38 weeks = £5000

The number of incidents of poor behaviour or children feeling "left out" at the end of lunchtime has continued to remain low, since the employment of the Play Leaders in 2015.

The number of Red card sanctions reduced in 2015 and has continued to remain low.

Views of PP pupils:  
 "When my friends won't play with me, they help me find a friend." (Y1 pupil)  
 "They get a friend to go with someone to help them so they are not on their own." (Y3 pupil)  
 "They let us play with toys and do races and games like tennis and football" Y4 pupil.

Provision of Family Outreach Worker and Assistant FOW - providing emotional support for eligible pupils. - providing support and advice to families. - support to families of eligible pupils experiencing emotional and mental health difficulties - To improve pupils' self esteem. - To enable families to provide better quality support for their child(ren). - To ensure that adults feel emotionally supported in order to be able to support and care for their child(ren) more effectively.

£9879

Over the 2016-17 year, **25** PP pupils and/or their families were referred for support.

As part of the accountability process, termly reports detailing the outcomes of their work are written by the FOW and assistant FOW and given to the Headteacher.

Short term targets were set for each pupil. In all cases, the targets were achieved within the specified time period.

Provision of Education Welfare Officer - To ensure that the attendance and

£2400

Attendance of pupil premium pupils: **97.3%**; attendance of rest of pupils was also **97.3%**.

<p>punctuality of all eligible pupils is at least as good as other pupils.</p> <ul style="list-style-type: none"> <li>- To support the school in early identification of poor attendance or punctuality.</li> <li>- To investigate circumstances leading to poor attendance or punctuality and overcome barriers.</li> <li>- To provide direct support to families experiencing difficulties.</li> <li>- Target 97% attendance.</li> </ul>		
<p>Provision of free Breakfast Club places</p> <ul style="list-style-type: none"> <li>- To ensure eligible pupils can have a nutritious breakfast each day.</li> <li>- To ensure eligible pupils are able to access structured play activities.</li> </ul>	£2095	<p>Pupils all received a nutritious breakfast and were able to take part in a range of activities to make them ready for the day ahead.</p> <p>In a survey of pupils, they reported enjoying Breakfast Club. One pupil remarked that he used to be late for school and did not enjoy this. Since coming to Breakfast club, she had felt much happier about school.</p>
<p>Non contact time for teachers to review impact of support given to eligible pupils, through pupil progress discussions and meetings with pupils.</p> <ul style="list-style-type: none"> <li>- To ensure impact of support is monitored frequently.</li> <li>- To ensure pupils have a voice and their views taken into account.</li> </ul>	£461	See pupil performance data above.
<p>Financial support for uniform, free places on educational visits, residential visits, after school clubs and enrichment activities.</p> <ul style="list-style-type: none"> <li>- To ensure eligible pupils have equal access to all extra-curricular activities.</li> <li>- To ensure eligible pupils have good quality school uniform and other equipment needed in school.</li> </ul>	£2779.30	<p>All PP pupils took part in residential visits and off-site educational visits.</p> <p>Pupils provided with quality items of school uniform.</p> <p>All pupils who wanted to, were able to access chargeable after school clubs.</p> <p><b>76%</b> of PP children took part in at least 1 extra-curricular club, compared to <b>63%</b> of the rest of the pupils in school.</p>
<p>Financial support for pupils accessing swimming lessons, instrumental lessons, etc.</p>	£612.40	<p>Ensured that pupils were able to undertake important swimming lessons to overcome fear of water prior to participating in school swimming lessons.</p> <p>Removal of financial barrier to enable disadvantaged pupils to take music, sports and dance lessons alongside their peers.</p>
<p><b>Total expenditure: £48,726.30</b></p>		