

**Oldfield Park Infant School**  
**Pupil Premium Statement 2017-18 - June 2018**  
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## Summary

### **Rationale**

At Oldfield Park Infant School we work together as a supportive community to provide a happy, safe and stimulating environment where everyone is valued as an individual. We want every child to develop a love of learning and to be encouraged and supported to achieve his/her full potential.

#### **Principles**

##### **At Oldfield Park Infant School**

- ⊙ We ensure that teaching and learning opportunities meet the needs of all of our children whatever their background or ability.
- ⊙ We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of disadvantaged pupils, as identified under the Pupil Premium funding, are adequately assessed and met.
- ⊙ In making provision for disadvantaged pupils under the Pupil Premium funding, we recognise that not all pupils who are eligible for free school meals are disadvantaged.
- ⊙ We also recognise that not all pupils who are disadvantaged are registered or qualify for Pupil Premium funding.
- ⊙ Pupil Premium funding is used to meet the needs of the children in order to 'narrow the gap' that may exist in their learning and life experiences.

#### **School Offer:**

Free clubs, subsidised trips, school uniform voucher for £50, enrichment voucher worth £100, curriculum enrichment opportunities

**Personalised Offer:** Targeted data analysis, TA/T small group and group or 1:1 reading, phonics, English and Maths interventions and provision, THRIVE provision.

<b>1. 2016-17 Summary information</b>					
<b>Academic Year</b>	2016-2017	<b>Total PP budget</b>	<b>£40, 760</b>	<b>Date of most recent PP Review</b>	September 2016
<b>Total number of pupils</b>	176	<b>Number of pupils eligible for PP</b>	<b>31 17.6%</b>	<b>Date for next internal review of this strategy</b>	Each Assessment Cycle

<b>2. 2017 Summary information</b>					
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	<b>£36, 675</b>	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	180	<b>Number of pupils eligible for PP</b>	<b>28</b>	<b>Date for next internal review of this strategy</b>	Each Assessment Cycle

## Historic Attainment Data

Pupil Premium Attainment Data – Year 2												
Key Stage 1 (%)	2015				2016				2017			
	L2B+		L3+		ARE+		GD		ARE+		GD	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Reading	93	93	21	37	64	74	9	24	40	76	10	25
Writing	79	91	7	21	45	70	0	15	40	68	0	16
Maths	100	95	36	30	55	74	9	20	40	75	10	21
Science					73	85	NA	NA	40	83	NA	NA
RWM Combined												

Y1 Attainment						
% achieving ARE or above	Non Pupil Premium Group		Pupil Premium Group		Gap between PP and Non PP	
	2016	2017	2016	2017	2016	2017
Reading	86.7	86.7	50	61.5	36.7	25.2
Writing	85	76.7	50	46.2	35	30.5
Maths	81.7	81.7	50	69.2	31.7	12.5
Y1 Phonics	86.5	88.3	60%	75%	20.5	13.3

EYFS Attainment						
% achieving a ELG met	Non Pupil Premium Group		Pupil Premium Group		Gap between PP and Non PP	
	2016	2017	2016	2017	2016	2017
Reading	82%	81.1%	40%	50%	42%	31.1%
Writing	86.7	81	85.7	50	1.0	31
Maths	59.7	87.9	88.8	75	29.1	12.9

## Current Year Attainment Data

2017 – 2018 Autumn Term Attainment						
% achieving ARE or above	Year R		Year 1		Year 2	
	PP (7)	Not PP (53)	PP (8)	Not PP (51)	PP (13)	Not PP (47)
Reading	57.1 (4)	66.3 (33)	50 (4)	86.2 (44)	53.8 (7)	85.1 (40)
Writing	57.1 (4)	81.1 (44)	50 (4)	86.2 (44)	53.8 (7)	80.8 (38)
Maths	42.8 (3)	69.81 (35)	75 (6)	94.1 (48)	61.5 (8)	74.5 (35)

2017 – 2018 Spring Term Attainment						
% achieving ARE or above	Year R		Year 1		Year 2	
	PP (7)	Not PP (53)	PP (8)	Not PP (51)	PP (12)	Not PP (47)
Reading	57 (4)	57 (30)	63 (5)	88 (45)	54 (7)	85 (41)
Writing	57 (4)	83 (43)	63 (5)	88 (45)	62 (8)	79 (37)
Maths	57 (4)	90 (50)	75 (6)	88 (45)	62 (8)	74 (35)

2017 – 2018 Summer Term Attainment						
% achieving ARE or above	Year R		Year 1		Year 2	
	PP (10)	Not PP (50)	PP (8)	Not PP (51)	PP (12)	Not PP (48)
Reading	80 (8)	86 (43)	75 (6)	90 (46)	77 (10)	87 (41)
Writing	80 (8)	84 (42)	50 (4)	88 (45)	69 (9)	81 (38)
Maths	90 (9)	90 (45)	62.5 (5)	90 (46)	62 (8)	87 (41)

<b>2017 – 2018 Autumn Term Progress Y1</b>		
(1 point per term is expected progress)	<i>Pupils eligible for PP (your school) (8)</i>	<i>Pupils not eligible for PP (51)</i>
<b>% making progress in reading</b>	50 (4)	90 (44)
<b>% making progress in writing</b>	50 (4)	71 (35)
<b>% making progress in maths</b>	75 (6)	80 (39)
<b>2017 – 2018 Spring Term Progress Y1</b>		
(1 point per term is expected progress)	<i>Pupils eligible for PP (your school) (8)</i>	<i>Pupils not eligible for PP (51)</i>
<b>% making progress in reading</b>	100 (8)	96 (49)
<b>% making progress in writing</b>	100 (8)	96 (49)
<b>% making progress in maths</b>	100 (8)	98 (50)
<b>2017 – 2018 Summer Term Progress Y1</b>		
(1 point per term is expected progress)	<i>Pupils eligible for PP (your school) (8)</i>	<i>Pupils not eligible for PP (51)</i>
<b>% making progress in reading</b>	75 (6)	88 (44)
<b>% making progress in writing</b>	75 (6)	90 (45)
<b>% making progress in maths</b>	75 (6)	88 (44)

<b>2017 – 2018 Autumn Term Progress Y2</b>		
(1 point per term is expected progress)	<i>Pupils eligible for PP (your school) (13)</i>	<i>Pupils not eligible for PP (46)</i>
<b>% making progress in reading</b>	77 (10)	91 (42)
<b>% making progress in writing</b>	85 (11)	96 (44)
<b>% making progress in maths</b>	77 (10)	83 (38)
<b>2017 – 2018 Spring Term Progress Y2</b>		
(1 point per term is expected progress)	<i>Pupils eligible for PP (your school) (12)</i>	<i>Pupils not eligible for PP (46)</i>
<b>% making progress in reading</b>	100 (12)	91 (42)
<b>% making progress in writing</b>	100 (12)	93 (43)
<b>% making progress in maths</b>	92 (11)	85 (39)
<b>2017 – 2018 Summer Term Progress Y1</b>		
(1 point per term is expected progress)	<i>Pupils eligible for PP (your school) (13)</i>	<i>Pupils not eligible for PP (46)</i>
<b>% making progress in reading</b>	92 (12)	85 (40)
<b>% making progress in writing</b>	100 (13)	94 (44)
<b>% making progress in maths</b>	77 (10)	85 (40)

## **Barriers to Future Learning**

<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<ul style="list-style-type: none"> <li>• Gap between the disadvantaged and non-disadvantaged children within the school and related expectations.</li> <li>• Poorer language, communication and social skills.</li> <li>• Lower emotional resilience and lack of strategies to deal with anxiety.</li> <li>• Difficulties focusing and retaining key information in lessons.</li> <li>• Lack of funding for clubs, trips and essential school equipment (inc uniform).</li> <li>•</li> </ul>		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<ul style="list-style-type: none"> <li>• Lower parental engagement (inc attendance at progress evenings) and support for learning at home.</li> <li>• Changes and ongoing difficulties in home situations.</li> <li>• Less opportunities for learning outside of school due to financial barriers.</li> </ul>		
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Outstanding class and intervention teaching to support PP children in attaining ARE by the end of the year.	At least 75% of PP children to make ARE+ by the end of the year.
<b>B.</b>	PP children in year progress at least expected.	At least 3 points progress as a group and in each class.
<b>C.</b>	Co-ordination of PP provision across the whole school to include: data analysis, provision mapping, reporting to HT, staff and governors.	Increase in % of PP children attaining ARE to 75% Governors, HT and staff aware of PP and provision in place for them. Detailed data analysis and tracking documents Positive impact on PP budget report.
<b>D.</b>	Provide range of extra-curricular enrichment activities to enrich the curriculum, inspire children's learning and engagement with the school. Provide funding towards the cost of uniform and a range of enrichment opportunities outside school.	Children participate in a range of activities within school and at after school clubs. All children have the necessary equipment for all areas of school including PE.



## Planned Expenditure

Academic year		2017 - 2018			
A) Outstanding class and intervention teaching to support PP children in attaining ARE by the end of the year. B) PP children in year progress at least expected					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Date
Children to make AT LEAST expected progress and to achieve ARE in Writing by the end of the year.	High quality intervention provision to support Writing and phonics progression.	Although progress was good in 2016-2017, only 40% of Y2 PP children achieved ARE by the end of the year. Alongside whole school changes to the writing curriculum, high quality interventions are required, in all year groups to support children in achieving ARE by the end of the year.	Interventions will be taught by a Pupil Premium (PP) TA or an experienced teacher.  Termly data analysis will monitor impact of interventions and inform further planning.	P George  G Timbrell B Brindley	Each assessment cycle (November, February, June)
Children to make AT LEAST expected progress and to achieve ARE in Reading by the end of the year.	High quality intervention provision to support Reading and phonics progression.	Although progress was good in 2016-2017, only 40% of Y2 PP children achieved ARE by the end of the year. High quality early interventions are required, in all year groups to support children in achieving ARE by the end of the year.	Interventions will be taught by PP TA, class based TA or an experienced teacher.  Small group and 1:1 TA led Reading sessions twice per week.  Reading programme training for TAs and parent helpers .  Termly data analysis will monitor impact of interventions and inform further planning.	P George G Timbrell B Brindley Class TAs	Each assessment cycle (November, February, June)

<p>Children to make AT LEAST expected progress and to achieve ARE in Maths by the end of the year.</p>	<p>Small group Maths lessons with specialist PP TA</p>	<p>Although progress was good in 2016-2017, only 40% of Y2 PP children achieved ARE by the end of the year. Alongside whole school changes to the maths curriculum in Y2, high quality interventions are required, in all year groups to support children in achieving ARE by the end of the year.</p>	<p>Use of Numicon across the school to support children.</p> <p>Interventions will be taught by PP TA, class based TA or an experienced teacher.</p> <p>Termly data analysis will monitor impact of interventions and inform further planning.</p> <p>Greater emphasis placed in reasoning in Maths.</p>	<p>P George G Timbrell B Brindley Class TAs</p>	<p>Each assessment cycle (November, February, June)</p>
<p>For pupils involved to have strategies to help reduce anxiety, increase emotional resilience and improve teamwork and social skills.</p>	<p>To provide social, emotional and teamwork provision</p>	<p>Over the past few years, we have identified increasing levels of anxiety, reduced social skills and lower emotional resilience in some of the PP children.</p>	<p>Thrive sessions for identified PP children to provide strategies for reducing anxiety and improving emotional resilience. Thrive assessments to be completed at the beginning and end of the year to show impact.</p> <p>Play Therapy available to specific children based on the THRIVE and teacher recommendations.</p> <p>Forest School Lunchtime support for PP to provide space to build relationships with children in other year groups and improve social and team work skills. Questionnaires used to identify personal targets for each pupil and evaluate impact.</p>	<p>P George L Cotton/ G Cailes F Lacey K Ward J Parsonage</p>	<p>Thrive assessments to be completed at the beginning of each term (3 times per year) and end of the year.</p> <p>Forest school questionnaires to be completed at the start and finish of each new group.</p>
<p><b>Total budgeted cost</b></p>					<p><b>£27,026</b></p>

**C) Co-ordination of PP provision across the whole school to include: data analysis, provision mapping, reporting to HT, staff and governors.**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP children to make at least expected progress and to achieve ARE in Reading, Writing and Maths.	To provide, evaluate and monitor high quality, personalised provision to accelerate the progress of all PP children in the school	40% of PP children achieved ARE in reading, writing and Maths in 2016-2017.	Detailed data analysis of progress and ARE to inform personalised provision mapping and support as required. Evaluated termly for impact. Progressed monitored at Pupil Progress meetings 3 times per year and provision planned.	P George C McMurtry All Class Teachers	Following assessment cycles (November, February and June)
Parents to feel involved in their children's learning and work ethic.	To engage PP parents and ensure they are informed of their child's progress, work ethic and targets.	Pupil Premium parents are historically more difficult to engage and more likely to not attend events and parents' evenings.	Parent/teacher meetings - Parents of PP children phoned by school office to be given the opportunity to book appointments prior to list going up Monitoring of parental attendance to parents' evenings, workshops and Open Days.	P George L Mitchell	End of year
For all members of the school community to be aware of the importance of PP funding and how it is used to support these children within our school.	To ensure that the whole school community are aware of the PP children in the school and the provision in place.	Pupil Premium children are a vulnerable group within our school and it is important that all members of the school community are aware of how the ring budget is spent to support them.	PP Manager led staff meeting to inform all staff of key PP facts about our school, how budget is spent and its impact for the pupils.  Termly HT governor reports regarding progress with PP.  All staff to keep clear list of children's context for their class up to date	P George C McMurtry All Class Teachers	Following assessment cycles (November, February and June)
<b>Total budgeted cost</b>					<b>£0</b>

**D) Provide range of extra-curricular enrichment activities to enrich the curriculum, inspire children's learning and engagement with the school.**

**Provide funding towards the cost of uniform and a range of enrichment opportunities outside school.**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
For all pupils to be able to take part in extra-curricular activities, clubs and trips	Whole school PP offer of free clubs and subsidised trips.	PP children may not be able to have the opportunities of their non-PP peers due to financial restraints.	Termly analysis of after-school club attendance by PP pupils. Individual financial analysis of funds made available to the PP pupils for clubs and trips. Ensure all parents are aware of subsidies if they require them for clubs and trips	P George C McMurtry L Mitchell J Garbutt	3 times per year end of T2 T4 T6
All children have the necessary equipment for all areas of school including PE.	All PP Children to have £50 voucher towards school uniform including book bags and PE equipment	Many children may not be able to have the correct uniform or bags as their non-PP peers due to financial restraints.	Individual financial analysis of after-funds made available to the PP pupils for equipment.	P George C McMurtry L Mitchell J Garbutt	
<b>Total budgeted cost</b>					<b>£9,649</b>

**Total budgeted spend: £36,675**

## Expenditure 17-18

		PLANNED FUTURE SPENDING				
1	Pupil Premium Learning Mentor <b>HA</b>	£ 3,225.69	£ -			
2	Trainee Therapist	£ 1,499.85	£ -			
3	Support for EYFS Children	£ 44.50	£ 500.00			
4	Additional Interventions YR, Y1 (& Y2) <b>GT</b>	£ 8,295.60	£ 2,000.00			
5	Additional Maths Y1	£ 154.50	£ -			
6	Y1 & Y2 Intervention Groups <b>BB</b>	£ 5,323.16	£ -			
7	Sixes and Sevens Intervention Programme	£ -	£ -			
8	Threeways Support	£ -	£ -			
9	Enrichment and Extension Opportunites	£ 2,872.53	£ 500.00			
10	Uniform	£ 1,069.00	£ 500.00			
11	Additional Support & Resources	£ 2,463.31	£ 500.00			
12	Thrive Intervention	£ 106.21	£ 200.00			
13	Parent Support Advisor	£ 1,820.00	£ -			
14	Elklan	£ -	£ -			
		<b>£ 26,874.35</b>	<b>£ 4,200.00</b>			
	<b>ACT + PLANNED</b>	<b>£ 31,074.35</b>		<b>UNPLANNED BALANCE REMAINING</b>		<b>£ 1,435.65</b>

## Offer Analysis

The offer each year to the PP and LAC children is £50 towards school uniform and £100 towards enrichment activities and after school clubs.

### End of Financial Year 2017-18

Analysis of 39 children – as it is financial year figures this includes children who have left the school (inc. those who have moved to Y3).

Of the 39 Pupil Premium LA children in the school, 16 (41%) are participating in at least 1 club with 1 eligible child (3%) not participating in any.

Children are participating in a wide variety of clubs, with the most popular being dance, music and the sports clubs.

School uniform		ENRICHMENT	After school clubs	Family enrichment	School Trips
Amounts claimed	Total spend £1069.00	Number of clubs, enrichments, trips per child	Total Spend £2872.53		
< £30	3% (1)	one	15% (6)	15% (6)	31% (12)
£30-£50	28 % (11)	two	10% (4)	10% (4)	23% (9)
> £50	5 % (2)	three	15 (6)		18% (7)
		four			
		five			
		<b>Total</b>	<b>41% (16 children)</b>	<b>25% (10 children)</b>	<b>72% (28 children)</b>
	<b>36% (14)</b>	<b>Zero</b>	<b>3% (1 x Y2) and 21% (8 x YR – not able to attend after school clubs in YR)</b>		