

# Pupil Premium Strategy 2017-18



Number of pupils eligible: 31

Total Pupil Premium funding for financial year 2017-18: £40,412

## Identified barriers to educational achievement

Oaklands Junior School has identified the following barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to a language-rich environment both written and spoken to develop understanding
- Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in sporting activities
- Attendance/punctuality
- Family commitments can prohibit partnerships with school in supporting their children, which may also include homework issues
- A small number of pupils who are in receipt of Pupil Premium are also on the SEN or EAL register
- Behaviour – pupils with specific social and emotional needs which affect their learning

## Key expenditure – how the allocation will be spent

<b>Area of spend</b>	<b>Focus</b>
QT booster sessions	English and maths
TA support in classes and for focused interventions	English and maths
Mathletics subscription	Maths
Visiting author	English
Extra-curricular clubs	Personal and social
Music lessons	Personal and social
IT equipment and support	Personal and social
School trips including residential	Personal and social
Breakfast club places	Personal and social
Homework Club	Personal and social
Relaxkids	Personal and social
Forest School sessions	Personal and social
JAC equine-based therapy	Personal and social
STEM fair educational visits	Maths, science, DT
Henley Literary Festival visit	English
Extra-curricular “bonding” sessions e.g. kayaking	Personal and social

Area of spend		Intended outcomes	Actions
QT booster sessions	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in maths and writing (meeting national standards)</li> <li>• Improved pupil confidence</li> <li>• Learning task tailored to specific need so closing gap in understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Termly Pupil Progress meetings with Head, SENCo and classteachers to identify pupils in need, target support and measure impact</li> <li>• Regular communication between booster leader and classteacher</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> </ul>
TA support in classes and for focused interventions	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs</li> <li>• Support within lessons to improve understanding of learning</li> <li>• Careful tracking of homework including reading</li> <li>• Priority reading with pupils unable to read at home</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Termly Pupil Progress meetings with Head, SENCo and classteachers to identify pupils in need, target support and measure impact</li> <li>• TA timetables carefully planned to make best use of registration time/PE lessons/topic afternoons</li> <li>• Close communication between TAs/classteachers/ Head/ to monitor attendance/punctuality</li> </ul>
Mathletics subscription	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in maths for all levels of ability</li> </ul>	<ul style="list-style-type: none"> <li>• Maths set teacher to organise and monitor tasks</li> <li>• Access from home to be arranged</li> <li>• Feedback to be sought from target pupils and parents at the end of the year</li> </ul>
Visiting author	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Improved learning outcomes in writing (meeting national standards)</li> <li>• Improved pupil confidence</li> <li>• Learning task tailored to specific need to inspire reluctant writers</li> </ul>	<ul style="list-style-type: none"> <li>• First workshop sessions to be booked</li> <li>• Regular return visits to be arranged</li> <li>• Close communication between English subject leader/author/booster or extension group teacher</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> </ul>
Extra-curricular clubs	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Social skills developed through participation in a range of clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Careful monitoring of each PP pupils activities</li> </ul>

		<p>provided by the school or external providers</p> <ul style="list-style-type: none"> <li>• Pupils enjoy school and are keen to come before/stay later to participate</li> <li>• Talent, skills and effort in non-academic subjects are celebrated and self-confidence developed</li> </ul>	<ul style="list-style-type: none"> <li>• PP lead and PSA to meet each PP parent to discuss possible interests and available clubs</li> <li>• Funding to be approved by PP/PSA</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> </ul>
Music lessons	•	<ul style="list-style-type: none"> <li>• Social skills developed through participation in a range of clubs/lessons provided by the school or external providers</li> <li>• Pupils enjoy school and are keen to come before/stay later to participate</li> <li>• Talent, skills and effort in non-academic subjects are celebrated and self-confidence developed</li> </ul>	<ul style="list-style-type: none"> <li>• Careful monitoring of each PP pupils activities</li> <li>• PP lead and PSA to meet each PP parent to discuss possible interests and available lessons</li> <li>• Funding to be approved by PP/PSA</li> </ul>
IT equipment and support	•	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them</li> <li>• Pupils are not disadvantaged by family circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• PP lead and PSA to meet each PP parent to discuss use of IT at home</li> <li>• Home visits by school IT technician if required</li> </ul>
School trips including residential	•	<ul style="list-style-type: none"> <li>• All pupils are able to fully participate in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance, team-work are developed through participation in group activities and residential</li> </ul>	<ul style="list-style-type: none"> <li>• Parents to be informed by PP lead/PSA about funding</li> <li>• Teachers are made aware of funding available and can approach parents if appropriate</li> </ul>
Breakfast club places	•	<ul style="list-style-type: none"> <li>• To promote good attendance and punctuality</li> <li>• Pupils enjoy spending time with peers prior to lessons beginning</li> <li>• A healthy breakfast is guaranteed</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents of selected PP pupils that Breakfast Club is available</li> <li>• Feedback to be sought from target pupils and parents at the end of the year</li> <li>•</li> </ul>

Homework Club	•	<ul style="list-style-type: none"> <li>• Pupils are supported to complete homework tasks if unable to do so at home</li> </ul>	<ul style="list-style-type: none"> <li>• PP pupils to be invited to attend one of the Homework Clubs</li> <li>• Classteachers to provide answers to set tasks</li> <li>• Feedback to be sought from target pupils and parents at the end of the year</li> </ul>
Relaxkids	•	<ul style="list-style-type: none"> <li>• To promote wellbeing and mental health</li> <li>• Confidence and self-esteem to be developed</li> <li>• Pupils are taught coping strategies and given time to practice them</li> </ul>	<ul style="list-style-type: none"> <li>• Group sessions to be arranged</li> <li>• PP lead to liaise with classteachers re pupils in need of support</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> </ul>
Forest School sessions	•	<ul style="list-style-type: none"> <li>• To promote wellbeing and mental health</li> <li>• Confidence and self-esteem to be developed</li> </ul>	<ul style="list-style-type: none"> <li>• Group sessions to be arranged</li> <li>• PP lead to liaise with classteachers re pupils in need of support</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> </ul>
JAC equine-based therapy	•	<ul style="list-style-type: none"> <li>• To promote wellbeing and mental health</li> <li>• Confidence and self-esteem to be developed</li> </ul>	<ul style="list-style-type: none"> <li>• Group/1:1 sessions to be arranged</li> <li>• PP lead to liaise with classteachers re pupils in need of support</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> </ul>
STEM (Science, Technology, Engineering & Maths) fair educational visits	•	<ul style="list-style-type: none"> <li>• Visits tailored to specific need to inspire Most Able &amp; Talented STEM pupils</li> <li>• Improved learning outcomes in STEM subjects (meeting national standards)</li> <li>• Inspired pupil confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Most appropriate events to be booked</li> <li>• Close communication between STEM subject leaders/ booster or extension group teacher</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> <li>•</li> </ul>
Henley Literary Festival visit	•	<ul style="list-style-type: none"> <li>• Visit tailored to specific need to inspire MAT writers</li> </ul>	<ul style="list-style-type: none"> <li>• Most appropriate presentation to be booked</li> </ul>

		<ul style="list-style-type: none"> <li>• Improved learning outcomes in writing (meeting national standards)</li> <li>• Inspired pupil confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Close communication between English subject leader/author/booster or extension group teacher</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> </ul>
Extra-curricular small group "bonding" sessions e.g. kayaking, judo	•	<ul style="list-style-type: none"> <li>• To promote wellbeing and mental health</li> <li>• Confidence and self-esteem to be developed</li> <li>• Appropriate friendships to be encouraged</li> </ul>	<ul style="list-style-type: none"> <li>• Small group sessions to be arranged</li> <li>• PP lead to liaise with classteachers re pupils in need of support</li> <li>• Feedback to be sought from target pupils and parents at the end of the intervention</li> </ul>

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, measures are included in the performance data analysis that captures the achievement of PP pupils. At Oaklands Junior School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment will be used to inform pupil progress and enable the early identification of needs, support and appropriate interventions. Pupil progress meetings will take place termly and will include the Head, Deputy, SENCo/PP lead and classteacher.

At each Pupil Progress meeting, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next term. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar.

Pupil Premium funding and the impact of this is a regular item on the governor's Curriculum committee.

Designated staff member in charge: Mrs Avril Burrows

Nominated governor: Mrs Liz James

Date of next Pupil Premium Strategy Review: September 2018