

Pupil Premium Report 2019-2020

Oakwood Infant and Nursery School is situated in an area of high social and economic deprivation, where perceptions for pupil attainment are often low. The school's pupil premium is currently 33% (excluding the nursery) some parents hold poor perceptions for the importance of education. The management team have worked hard to address these perceptions.

In October 2019 the proportion of learners who are eligible for the pupil premium is 133 (39.6%) Children- Rec 35 (34.7%) children, Year 1 47 (40.5%) children and Year 2 52 (43.7%) children (Exc of Nursery, but including ever 6), above the national average of 23.5% (National Assessment Report 2018).

Over the past two years learners in receipt of pupil premium have achieved in-line or better than pupils not in receipt of pupil premium, closing the gap.

Over the past year teachers have worked hard to ensure the expectation for vulnerable groups, who include pupils in receipt of pupil premium, pupils with SEND, pupils with English as an additional language and the more able are consistently high.

The head teacher has insisted that additional provision for these groups of children must be a conscious feature of all lessons and subject rationales.

The head teacher has ensured that pupils in receipt of pupil premium receive intervention to support individual targets to ensure progress is maximised and these vulnerable children achieve in line with the national or exceed the national. Some of these children belong to more than one vulnerable group.

Currently in Year One there is a writing intervention group and an early morning phonics intervention, where three boys in receipt of pupil premium and SEND work on their target to write simple sentences independently.

Pupil Premium Attendance

The attendance for pupils in receipt of pupil premium demonstrates an upward trend. The Attendance Officer uses a number of incentives to encourage the children to attend school, which include prize giving's, termly and annual attendance badges and sailing trips.

The Attendance Officer works closely with the school's Manager for Vulnerable children to monitor and support vulnerable families.

This support has involved providing parents with housing support, parenting workshops and school transport.

Total % Attendance Y2, Y3, Y4, Y5 - Pupil Premium (227 pupils)

Year Group	No. of Pupils	17-18 %	18-19 %	19-20 %
Year 2	51	92.4%	93.6%	95.1%

The attendance for pupils in Year 2 in receipt of pupil premium demonstrates an upward trend.

The school's most recent OFSTED inspection highlighted the behaviour of the children as good and commented that attendance had improved.

Additional Curricular Activities

There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

There is a rich choice of extra-curricular clubs for all learners to attend, which include Dance, construction, computers, Maths, English, Wildlife, Football, Cookery, Music/Choir, Phonics and Multi-skills.

For a number of these extra-curricular activities learners in receipt of pupil premium are specifically encouraged to attend, which include Phonics, Maths, English, Cookery and Computers.

This additional resource has particularly supported progression in English, Phonics and Computers.

The school provides these rich experiences in a coherently planned way in the curriculum and through extracurricular activities, and they considerably strengthen the school's offer.

There are opportunities for pupils in receipt of pupil premium, who demonstrate specific talents and abilities, to develop their knowledge or skills, beyond the curriculum through extra-curricular activities, which incorporate multi-skills, football, creative writing, mathematical problem solving, comprehension and phonics.

The head teacher has commissioned a qualified teacher to deliver creative writing and mathematical problem solving workshops with a cross-curricular focus for a period of twelve weeks.

These workshops are intended to provide challenge in areas where pupils traditionally struggle, such as problem solving, comprehensions and non-chronological report writing.

Targets and Actions for Pupil Premium, SEND and EAL Pupils

Target	Action	Responsible leads	Monitoring	Budget Allocation	Evidence	Success
Ensure learners belonging to vulnerable groups, to include SEND, EAL and learners in receipt of pupil premium achieve in-line with the national.	<ol style="list-style-type: none"> 1. Allocate pupil premium funding directly to learners who are eligible to provide intervention groups for the core skills, phonics and S & L (See allocation of PP) 2. Performance management discussions will take place with all teaching staff on three separate occasions throughout the year. Pupil progress, the setting and monitoring of appropriate and challenging pupil targets will be central to all discussions. 3. Tracking pupil progress, especially for vulnerable children, who include SND, pupil premium, EAL and there more able, will be linked to the performance management system within the school 4. Allocate a proportion of the school's budget to purchase resources (incl. Homework) which will challenge the most able throughout the school. Ensure there is an effective, accurate register for vulnerable learners, who include SND, pupil premium, EAL and there more able, learners, which is used to monitor learner's progress. 5. Based on assessment information plan early intervention to include working effectively with other agencies to support the needs of vulnerable learners, who include SND, pupil premium, EAL and there more able, ensuring good progression. 6. Plan for and provide resources to ensure pupils from vulnerable groups, who include SND, pupil premium, EAL and the more able, develop resilience. 	HT/SMT/CTs and Govs	S Sep 19 R Termly E Jul 20 Rev Aut 2021	Pupil Premium funding (Cost Centre 03093) Apr 2019-2020 £189233 School MA budget £3600 (Cost centre 03085)	By July 2019 at least 80% of the individual targets set for the pupils are met in each class. Effective allocation of PP funds	Termly: The governors Curriculum Committee (CC) ensures that the performance management discussions have taken place. Curriculum Committee reports to full GB. Monitoring and pupil progress meetings demonstrate effective practise in ensuring learners who are not making their target progress are quickly identified and supported.

