

## Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
<b>School</b>	Oldfield Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£44005 (includes Looked After Children budget)	<b>Date of most recent PP Review</b>	February 2021
<b>Total number of pupils</b>	423	<b>Number of pupils eligible for PP</b>	31	<b>Date for next internal review of this strategy</b>	September 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>N/A due to Covid19</b>	<b>N/A due to Covid19</b>
<b>% making expected progress in reading (as measured in the school)</b>	<b>N/A due to Covid19</b>	<b>N/A due to Covid19</b>
<b>% making expected progress in writing (as measured in the school)</b>	<b>N/A due to Covid19</b>	<b>N/A due to Covid19</b>
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>N/A due to Covid19</b>	<b>N/A due to Covid19</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Reduced understanding of arithmetic and mental calculation skills.
<b>B.</b>	Limited creativity and imagination in their writing.
<b>C.</b>	Shortage of correctly modelled grammar at home can result in errors in writing.
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>	

<b>D.</b>	Access to resources and support with remote learning.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	For the children in Year 6 who are eligible for funding to achieve in line with the rest of their class.	When using teacher assessment to monitor progress in the absence of SAT's this year, children on PP to achieve to at least the same standard as those not eligible.
<b>B.</b>	For children across the school to continue to achieve in line with those not eligible for funding.	When dividing into cohorts of Early Years and KS1; KS2, the percentage of students achieving Expected Standard compare positively with the rest of the phase.
<b>C.</b>	To provide appropriate enrichment activities that will improve self-esteem and social skills.	Positive participation in extra-curricular activities; notably improved social skills and positive attitude to learning; loaning of laptops and I-pads to appropriate families across the school.

5. Review of expenditure				
Previous Academic Year		2019/20	Total Expenditure: £31460	
i. Quality of teaching for all				
Action	Intended outcome	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)	
Continue to have high expectations and provide high quality interventions for children eligible for Pupil Premium Funding.	Children eligible for funding to achieve in line with their peers, based on SAT's results in Years 2 and 6; PIRA, PUMA and GAPS in Years 1,3,4 and 5.	Predictions and trajectories prior to the school closure suggested that 100% of children in Year 6 would have achieved Expected Standard in their SAT's.	This target will remain in place, while the coordinator will work with relevant colleagues to maintain contact between the school and disadvantaged families during any period of remote learning, with devices loaned out to support.	

To narrow the gap between children eligible for PP funding and their peers.	80% of children on Pupil Premium Funding to achieve the Expected Standard for their year group in July.	Data unavailable due to Covid-19.	PP coordinator is identifying factors which may affect the progress of children during this pandemic and is working with teachers to support families where possible.
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## 6. Planned expenditure

<b>Academic year</b>	<b>2020/21</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</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>
To develop and improve progress in reading.	80% of pupils eligible for funding to achieve Expected Standard in reading for their year group.	School Development Plan	Termly monitoring of data, teacher assessment and work scrutinies.	Mr Toynton	End of every term.

To ensure children eligible for funding achieve in line with the rest of the school.	In the rest of school, 80% to achieve Expected Standard in Writing, Maths and Reading.	So that the funding money is directed appropriately and these children are given the same opportunities as their peers to excel.	Termly monitoring of data, teacher assessment and work scrutinies.	Mr Toynton	End of the academic year, with interim monitoring of data in December and March.
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**ii. Targeted support**

<b>Action</b>	<b>Intended outcome</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>
To ensure children eligible for funding are included in booster groups.	Children eligible for funding to make accelerated progress, as a result of targeted interventions.	These children should be given priority places, as they may have fewer opportunities for external help outside of school.	Liaise with class teachers on inclusion in booster groups.	Class teachers of children eligible for funding.	Half termly.

For the coordinator to become more familiar with the individual needs and barriers to learning of pupils eligible for funding.	Mr Toynton to know about how every child eligible for PP funding is feeling in school, what their strengths are and what they find challenging.	It is important for the coordinator to understand external factors which may create a barrier to learning, and identify method of overcoming these.	Pupil interviews every term.	Mr Toynton	Termly
<b>Total budgeted cost</b>					£44005
<b>7. Additional detail</b>					

From the 2019/20 year onwards, the targets were set with the intention of them lasting three years. Each year, they will be reviewed and their progress evaluated. Unless there are unforeseen circumstances which result in significant changes, the targets will then continue. The exception here will be the Year 2 and Year 6 attainment targets, as there are different numbers of children eligible for funding in each year. Some adjustments have been made, however, due to the school closures in March 2020 and January 2021.

Of the expenditure from 2019-20, £24000 was spent on direct interventions (this includes resources, costs of educational trips, proportion of salaries of support staff assigned to work with children eligible for Pupil Premium Funding during lessons for core subjects), £4000 on extracurricular activities and £1900 on specialist music lessons. The remaining expenditure was the proportion of the salary for ELSA staff for time spent with children eligible for Pupil Premium Funding.

The school closures due to Covid have resulted in the cancellation of SAT's for both 2020 and 2021.

I-pads have been loaned out to some families of children on PP to assist with remote learning.

The number of children eligible for PP has risen even since the beginning of the academic year. It is expected to rise further due to the impact of the pandemic.