

1. Summary information					
School	Oak View Primary and Nursery School				
Academic Year	2016/17	Total PP budget	£139,920	Date of most recent PP Review	Sept 2016
Total number of pupils	399	Number of pupils eligible for PP	106	End of year review	Jul 2017

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers	
A.	Oral language skills in Reception
B.	Low aspiration and poor attendance
C.	Emotional well being
External barriers	
D.	Attendance rates for pupils eligible for PP are below expected for all pupils nationally of 96% and above. Poor attendance reduces their school hours and causes them to fall behind on average.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Outcome</i>
A.	<p>Improve oral language skills for pupils eligible for PP in the Early Years.</p> <p>Pupils eligible for PP in the Reception class make rapid progress by the end of the year so that all pupils eligible for PP make good progress in communication and language. Boys are skilled and enjoy reading and writing across the curriculum.</p> <p>Child initiated –children plan do and review with adult engagement at scale 5 (EEL)</p> <p>Any gaps between PP and non PP are diminished by 2018 in assessing speaking and listening.</p>	<p>At the end of Reception in 2017, 60% of pupils have reached a good level of development, which is an increase of 13% compared to last year and the highest figure for the school to date. Between 16% - 24% of pupils have exceeded a good level of development in reading, writing and number. 7 out of 8 disadvantaged pupils have reached a good level of development. Reception assessments were externally moderated this year.</p> <p>Early Years Provision Accredited –Effective Early Learning - EEL Programme-</p>

<p>B.</p>	<p>Higher rates of progress across KS2 for pupils eligible for PP identified as higher attainers and those below age-related expectations</p> <p>Pupils eligible for PP identified as higher attainers and pupils below ARE make as much progress as 'other' pupils identified as high ability and below ARE, across Key Stage 2 in maths, reading and writing.</p> <p>Pupil analysis of most able disadvantaged and disadvantaged children is diminishing in year against non-pupil premium</p>	<p>Across the school most able disadvantaged are performing at or above the more able non pupil premium pupils.</p>																																																																																																																																																																																																							
<p>C.</p>	<p>Improve Emotional well-being of the most vulnerable</p> <p>Pupils feel emotional secure to express their feelings and manage their behaviour appropriately – pupil voice</p> <p>Nurture class provides a secure structure with a seamless transition into class.</p> <p>Most vulnerable pupils have a personal mentor providing personal and family support increasing the level of engagement with the school.</p>	<p style="text-align: center;"><u>Assessment data regarding Pupil Premium children</u> September 2015 - present</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="11" style="text-align: center;">Pupil premium children BP scores</th> </tr> <tr> <th style="width: 10%;">Child</th> <th colspan="2" style="width: 15%;">Organisation of experience</th> <th colspan="2" style="width: 15%;">Internalisation of controls</th> <th colspan="2" style="width: 10%;">Self-limiting Features</th> <th colspan="2" style="width: 10%;">Undeveloped behaviour</th> <th colspan="2" style="width: 10%;">Unsupported development</th> </tr> </thead> <tbody> <tr><td></td><td>47</td><td>60</td><td>38</td><td>49</td><td>13</td><td>7</td><td>8</td><td>4</td><td>46</td><td>31</td></tr> <tr><td></td><td>64</td><td>72</td><td>53</td><td>57</td><td>0</td><td>2</td><td>2</td><td>1</td><td>8</td><td>1</td></tr> <tr><td></td><td>58</td><td>72</td><td>46</td><td>56</td><td>7</td><td>3</td><td>7</td><td>6</td><td>8</td><td>11</td></tr> <tr><td></td><td>46</td><td>64</td><td>29</td><td>49</td><td>12</td><td>7</td><td>11</td><td>4</td><td>34</td><td>26</td></tr> <tr><td></td><td>58</td><td>59</td><td>61</td><td>56</td><td>6</td><td>6</td><td>1</td><td>5</td><td>7</td><td>3</td></tr> <tr><td></td><td>37</td><td>57</td><td>44</td><td>56</td><td>19</td><td>7</td><td>6</td><td>0</td><td>15</td><td>4</td></tr> <tr><td></td><td>31</td><td>60</td><td>41</td><td>63</td><td>10</td><td>1</td><td>15</td><td>0</td><td>9</td><td>0</td></tr> <tr><td></td><td>44</td><td>49</td><td>30</td><td>36</td><td>17</td><td>11</td><td>25</td><td>13</td><td>54</td><td>33</td></tr> <tr><td></td><td>67</td><td>70</td><td>53</td><td>59</td><td>2</td><td>3</td><td>0</td><td>1</td><td>23</td><td>8</td></tr> <tr><td></td><td>43</td><td>54</td><td>50</td><td>54</td><td>17</td><td>5</td><td>7</td><td>0</td><td>23</td><td>2</td></tr> <tr><td></td><td>51</td><td>61</td><td>46</td><td>51</td><td>13</td><td>11</td><td>14</td><td>12</td><td>11</td><td>28</td></tr> <tr><td></td><td>41</td><td>66</td><td>26</td><td>58</td><td>13</td><td>5</td><td>24</td><td>1</td><td>61</td><td>6</td></tr> <tr><td></td><td>71</td><td>72</td><td>62</td><td>63</td><td>2</td><td>0</td><td>1</td><td>1</td><td>8</td><td>0</td></tr> <tr><td></td><td>43</td><td>57</td><td>27</td><td>49</td><td>13</td><td>3</td><td>15</td><td>6</td><td>37</td><td>10</td></tr> <tr><td></td><td>57</td><td>67</td><td>46</td><td>61</td><td>1</td><td>0</td><td>13</td><td>1</td><td>19</td><td>0</td></tr> </tbody> </table> <p style="text-align: center;">Pupil premium average scores</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Organisation</th> <th style="width: 15%;">Internalisation</th> <th style="width: 10%;">Self-limiting</th> <th style="width: 10%;">Undeveloped</th> <th style="width: 10%;">Unsupported</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Pupil premium children BP scores											Child	Organisation of experience		Internalisation of controls		Self-limiting Features		Undeveloped behaviour		Unsupported development			47	60	38	49	13	7	8	4	46	31		64	72	53	57	0	2	2	1	8	1		58	72	46	56	7	3	7	6	8	11		46	64	29	49	12	7	11	4	34	26		58	59	61	56	6	6	1	5	7	3		37	57	44	56	19	7	6	0	15	4		31	60	41	63	10	1	15	0	9	0		44	49	30	36	17	11	25	13	54	33		67	70	53	59	2	3	0	1	23	8		43	54	50	54	17	5	7	0	23	2		51	61	46	51	13	11	14	12	11	28		41	66	26	58	13	5	24	1	61	6		71	72	62	63	2	0	1	1	8	0		43	57	27	49	13	3	15	6	37	10		57	67	46	61	1	0	13	1	19	0		Organisation	Internalisation	Self-limiting	Undeveloped	Unsupported						
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			of experience	of controls	Features	behaviour	development
		Pre-intervention	50.5	43.5	9.7	9.9	24.2
		Post-intervention	62.7	54.5	4.7	3.7	10.9
		Pre/post intervention difference	+12.2	+11	-5	-6.2	-13.3
Average scores over all groups							
			Organisation of experience	Internalisation of controls	Self-limiting Features	Undeveloped behaviour	Unsupported development
		Pre-intervention	49.4	43.8	9.8	8.9	27.2
		Post-intervention	60.6	53.4	5	3.1	11.9
		Pre/post intervention difference	+11.2	+9.6	-4.8	-5.8	-15.3
		<p>The pupil premium children that have received this intervention have achieved progress in all areas. Their developmental scores began quite low particularly in (IoC) cluster (43.5), which was almost the same as the average score for all groups (43.8). But their progress was slightly greater (54.5), than the average over all groups (53.4). Their diagnostic scores were somewhat in line with the average over all groups.</p> <p>strengths are:</p> <ul style="list-style-type: none"> • modelling and development of play and social skills • raising of communication and language skills • promotion of emotional understanding • targeted support in barriers to learning • time to listen, talk and provide children with strategies to problem solve in difficult situations <p>The children make significant gains in missed early development and changes in behaviour and thinking are noticed as a result.</p>					
D.	Increased attendance rates for pupils eligible for PP Appointment of Assistant Head responsible for tracking	<p>Persistent PPG pupils' attendance moves in waves. However there is Improved awareness of its impact –parent meetings, pamphlets, penalty fines, attendance officer visits.</p> <ul style="list-style-type: none"> •The school's current attendance is 94% for the year to date (17.7.2017) 					

	<p>and monitoring attendance. Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 92% to 96% in line with 'other' pupils.</p>	<p>There was a slight increase in attendance during the summer term but this has taken a dip towards the end due to unauthorised absences (holidays)</p> <ul style="list-style-type: none"> •There are currently 54 PP children on role. These children are there for many different reasons inc. part time timetables/medical conditions/general poor attendance and punctuality/vulnerable families. In many cases the children are absent because parents do not bring them to school because of their own personal needs •Since the implementation of the attendance tree, the children have a greater awareness of the importance of attendance and are keen to attend school
<p>E.</p>	<p>Improve personal aspiration</p> <p>Project participation- 'aspirations, working world and achievement.' Pupils make expected progress and above of 1 step per term</p> <p>Growth mindset is making an impact in school for all children challenging themselves, experiencing challenging activities, developing independence and self confidence</p>	<p>Strong pupil voice across the school explaining Growth mindset and the importance of challenging oneself, perseverance and developing independence.</p> <p>Children are given the opportunity to select activities which are above their level of ability, improving confidence and self –esteem Children encouraged to talk about their learning, the mistakes, what next developing thinking and problem solving skills.</p>
<p>F</p>	<p>Curriculum enrichment – learning is fun and purposeful</p> <p>Literacy reading enrichment club for boys in Year 4 planned for 10</p> <p>Focus on developing the reading, writing and speaking and listening skills of selected Year 4 boys.</p> <p>Comparing film and book</p> <p>Reading of text- developing reading powers</p> <p>P4C session/Poetry</p> <p>Debating on themes from the text</p> <p>Stem Club after school – pupils enjoy learning. Pupils attain their end of year targets in Science</p> <ul style="list-style-type: none"> • Visit to Apple Headquarters focus on computing • Topic visits – support for families 	<p>Outcome – Pupil Voice</p> <p>It's more active we really like it. I understand more now and I am reading more at home</p> <p>Helps with our writing and understanding</p> <p>We have homework to read</p> <p>I enjoy reading more I enjoy reading books at home</p> <p>Reading has improved our brain - act and learn well</p> <p>We found it a bit challenging but we tried and tried and got it right</p> <p>Helped with my spellings</p> <p>A science club was planned to provide an environment in which the children could be inspired and motivated by awe and wonder experiences. As well as providing opportunities to engage in a wide range of scientific activities linked with STEM, the investigations provide a vehicle to foster the development of spoken language, confidence and resilience. Two teachers lead the club to ensure that there is high adult to pupil ratio to maximise the effects.</p> <p>The club is provided free of charge to ensure that finance was not a limiting factor. Half the total pupil premium children were initially invited with the intention of then inviting the other half to a Spring club and then reoffering the club in the Summer term to Pupil Premium children who had not initially taken up the offer, or who had subsequently joined the school.</p>

<p>Apple Store visit – School Council Aim to develop computing skills and present to the school on Safety – power point, posters</p>		<p>There were only five children who took up the club from the first invitation list of thirteen children, but those who did were very enthusiastic about the club and attended regularly. Teachers noticed in the club members an increase in confidence and a keenness to contribute in discussions. Before the end of the Autumn term new letters were sent out to the other half of the Pupil Premium group. This time four new children took up the places out of thirteen children invited. The staff were keen for the original group of children to continue because of the clear benefits it was having on the children, so it was decided that the club would run with the original set plus the new group.</p> <p>PUPIL A spoke excitedly about the Science club which she thinks is 'really good'. A particularly liked it when they used Skittles and had to make a rainbow. She also described how they made paper aeroplanes and flew them in the hall; the best one was the one that flew the furthest. Amber's face lit up when she described the foil boats they made and tested by seeing how many toy people they could hold.</p> <p>PUPILS B & C Both enjoyed the skittle activity and spoke with enthusiasm about how the colours had changed. Equally they like the activity which involved them making foil boats. B was particularly proud because his boat had held the most and he had won the competition. C and B are keen for us to continue to run the Science club for year 1 and 2 because it is so much fun. They hope they will be able to make something that explodes or to make cakes during the summer term. B summed it up as being really cool and C as being so much fun.</p> <p>D spoke with confidence and enjoyment about his experiences. He had good recall of the investigations and could explain the procedures involved along with the results.</p> <p>E and F give the club a full five stars; they are extremely enthusiastic and clearly enjoy every moments there.</p> <p>G has really enjoyed the Science club; she is not so keen when she is less successful, for example when her aeroplane came last, but is being encouraged to use these times to apply a growth mindset approach and find ways to adapt and improve her designs.</p> <p>Pupils attending Apple Store in Watford summed the experience has the best trip ever. What did they achieve? Computing skills to present to the school based on safety Confidence and working collaboratively Understanding the power of words and the tools of computing to impact on others</p> <p>Pupils presented their work to the whole school in assembly A comment made it was fun and an incredible experience. We were able to use the mac books and</p>
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develop an understanding of some of its features.

G Intervention strategies in and out of class

- Rapid reading – years 3-6
- Rapid reading has been very successful and is closely tracked by our specialist TA, in liason with the SENCO. The children who are not making progress as expected vis this intervention are currently those who do not receive the support of their adults at home and therefore are not rehearsing and cementing the learnt strategies frequently enough. Systems have been put in place over the past year to keep a closer track on the amount of reading the children are doing at home. Newsletters and information leaflets have been circulated to the families of those children participating in the intervention in order to encourage a closer home partnership.

Progress

Pupil	Oct levels	Nov levels	RA	CA
	1A	3A	5.3	5.2
	2B	4B	6.9	6.3
	2B	3a	4.11	5.1
	3B	5A	7.6	7.3
	5B	6B	9.11	9.11
	1B	3a	4.11	5.4

- Rapid writing years 3-6 – this proves to be less successful. The school now support children by giving feedback to pupils who struggle in class.
- 5 minutes box years 1 &2– assessments in 5 minute box need to be used to show calculable progress overtime. The assessment has been shared with TAS delivering the intervention and outcome evaluated at the end of the spring term.
- Lego therapy/Draw and Talk/Emotional Literacy across the school– pupils confidence and understanding of themselves and their behaviour is improving.
- Wellcom all children entering reception were screened by the end of Oct and the results shared with the class teachers to inform class teaching. Targeted children working just below age related expectations made accelerated progress and some have ceased the extra sessions having been retested.
- EAL – TA specialist support develops structure and confidence in English

End of Year 6

Specific support for disadvantaged pupils in year 6

- 1-1 making good progress in maths and reading
- Precision teaching
- Outside agency support for 2 pupils
- Small group differentiated support
- Personal mentor

The progress of disadvantaged pupils (who make up approximately a third of the school) is aligned to and often above that of other pupils with similar starting points.

In English and mathematics pupils' progress by the end of Year 6 is above national figures in all subjects, this has been a trend over time.

Across year groups and subjects, current pupils make similar rates of progress based on their starting points but progress rates do strengthen as pupils move through the school and stability increases.

Pupils with special educational needs generally make similar progress to other pupils with similar start points.

Overall disadvantaged pupils currently in school make progress, which is close to and often better than others.

At the end of Year 6 in 2017, of the 20 disadvantaged pupils in the cohort, 13 (65%) have attained the expected standard in all subjects combined. All of the most able disadvantaged pupils (x5) in this cohort have made good progress across the Key Stage. Teacher assessment and test outcomes are closely aligned. It is important to note that 16 pupils in this cohort joined the school across Years 5 and 6; 9 pupils have significant special educational needs and 26 speak English as an additional language. Overall the pupils made good progress.

4. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Improve oral language skills for pupils eligible for PP in the Early Years.	AH support CPD – developing boys language Effective Early Learning Lesson feedback	An improved focus on continuous provision and adult engagement during child initiated play. Child imitated plan do and review	To continue focussing on improving oracy – accelerate the teaching of phonics. Develop early reading skills and the love for reading, using book language. Developing the use of assessment to improve the quality of provision to challenge all pupils.	£500
Desired outcome Higher rates of progress across KS2 for pupils eligible for PP identified as higher attainers and those below age related expectations	Chosen action/approach P4C Growth mindset Pupil Progress meetings CPD	Estimated impact: Children improving their independent skills, confidence to persevere and try before seeking help .Aspirational – I can attitude and the ability to share their learning the process and outcome. Improved learning meeting the needs of the more able	Lessons learned School will continue with this approach working towards The Challenge Award. Focus on challenging all pupils and use Assessment for Learning to plan challenging lessons and evaluate outcome.	Cost £3000
Improve Emotional well-being of the most vulnerable Plus Nurture class	Draw and Talk Emotional Literacy Lego Therapy	Self-regulation, confidence and esteem improved learning being able to access the curriculum	Pupils daily experience impact on their ability to focus. Engaging curriculum and Lesson Study support how children learn and teachers planning.	£46,943
Increased attendance rates for pupils eligible for PP	Chosen action/approach Assistant Head appointment	Estimated impact: To date – greater communication – pamphlet Phone calls to parents Work with AIO Attendance Trees in class	Lessons learned Barriers – vulnerable parents The need for school to provide opportunities for pupils to catch up on missed lessons. Provide parent courses in conjunction with the Children’s Centre	Cost £1.880

Improve personal aspiration	Visits/ visitors	Year 5 visited Hudnall Park -1 night stay	A better understanding of the dynamics of the class.	Cost £3000
Curriculum enrichment	Science Club Literacy Boys Club	See above	Lessons learned	Cost SLT time/ £415,39
Intervention strategies in and out of class	Class teachers inclusion maps	See above	Lessons learned	Cost

5. Additional detail