

## Oakdale Primary School Pupil Premium Strategic Plan 2017 - 2018

**School context:**

Oakdale Primary School has a broadly in line percentage of pupils eligible for FSM and pupil premium funding (14.9% Oct 17 compared to the national average of 15.2% Jan 2016). This reflects an increase in numbers eligible for pupil premium funding at Oakdale Primary School, where nationally percentages have fallen year on year since 2012.

The governor with responsibility for Pupil Premium meets with the Inclusion Lead on a termly basis to review provision, spending and evidence of impact.

Pupil premium funding is received following the financial year (April to April).

**Total number of pupils on roll (September 2017)** 208

Total number of pupils eligible for PPG / free school meals in the last six years (ever 6 FSM)	Number or eligible girls	Number of eligible boys	Number of looked after children (LAC)	Number of post-LAC	Number of service children
30 (up to July 17) (budget based on no. of pupils eligible for the deprivation Pupil Premium: 31)	15	16	0	0	0

**Date of most recent strategic plan review:** September 2017

**Date of review of this strategic plan:** September 2018

**Total amount of PPG received for the financial year 2017-18:** £40,920 (including carry forward budget from 2016/17- £4556.52) £45476.52

**Summary of main barriers to educational achievement faced by eligible pupils at Oakdale:**

- A. Low prior attainment
- B. A number of children eligible for pupil premium also have SEN/D (19%)
- C. 15/31 PPG children subject to CP plan / CIN / EHA impacting on emotional resilience and readiness to learn
- D. Difficulties with learning behaviours, e.g. lack of independence, resilience or aspiration.

- E. Social, emotional and behavioural problems affecting wellbeing and progress.
- F. Support for parents to help children with learning at home/importance of regular attendance

The action planning below outlines our approach to addressing these barriers to learning.

### Pupil Premium Strategic Plan - academic year 2017-18

Desired outcomes	Success criteria												
<p><b>A. B.</b> Diminish the progress difference for each PPG cohort from previous year.  (taking into account mobility within cohorts)</p>	<p><b>All pupil premium children, whatever their prior attainment, make at least expected progress.</b></p> <p>Quality first teaching and an inclusive approach will help reduce barriers to learning.</p> <p>All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO.</p> <p>In Year 6 end of key stage 2 outcomes;</p> <ul style="list-style-type: none"> <li>• Pupil premium outperformed non pupil premium in reading and writing and were less than 1 child different in maths (1 child=25%)</li> <li>• SEND and PP progress higher than all children</li> <li>• SEND progress in maths higher than all children and PP in line with all</li> </ul> <p>In Year 2 PPG children make the same progress as non-PPG.</p> <p>In Early years children have either met or exceeded targets and progress is either in line or exceeding non pupil premium peers.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th style="background-color: #FFD700;">Reading</th> <th style="background-color: #90EE90;">Writing</th> <th style="background-color: #90EE90;">Maths</th> </tr> </thead> <tbody> <tr> <td>PPG average</td> <td style="background-color: #FFD700;">5.37 (5.95 not incl SEN/PPG)</td> <td style="background-color: #90EE90;">5.59 (5.91 not incl SEN/PPG)</td> <td style="background-color: #90EE90;">6.04 (6.41 not incl SEN/PPG)</td> </tr> <tr> <td>Whole school average (not incl PPG)</td> <td>6.03</td> <td>6.02</td> <td>6.04</td> </tr> </tbody> </table> <p>Pupils have made progress from different starting points, however, due to a range of need for some children different progress measures are used.</p>		Reading	Writing	Maths	PPG average	5.37 (5.95 not incl SEN/PPG)	5.59 (5.91 not incl SEN/PPG)	6.04 (6.41 not incl SEN/PPG)	Whole school average (not incl PPG)	6.03	6.02	6.04
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<p><b>A. C. D.</b> To improve learning behaviours and</p>	<p><b>Improvements in the overcoming barriers for specific children including;</b></p> <ul style="list-style-type: none"> <li>• reduced incidence of behavioural issues</li> </ul>												

<p><b>support social and emotional development.</b></p>	<ul style="list-style-type: none"> <li>• <b>reduction in friendship/ social issues impacting on learning</b></li> <li>• <b>evidence of increasing numbers of PPG children receiving positive behaviour letters each term</b></li> </ul> <p>Whole school updated house system to promote positive behaviour, 'Fairy Godmother' for 1:1 SEMH support Key Stage leader behaviour monitoring ensures that swift intervention and behaviour plans are implemented if a child is identified as having too many recorded incidents.</p> <p>Positive behaviour letters sent home – Autumn 1 15/32 = 47% , Summer 1 25/32 = 78%</p> <p>Feedback from Social, Emotional and Mental Health support group shows a growing awareness of pupil's own sense of self-worth, and an increased confidence in their abilities. Resilience is improved, with scores increased for returning to an activity of own accord, as well as greater output of work. They have all been able to reflect on their successes over the course of the year. 'I know I am important too' 'I am looking forward to moving onto orange book band.'</p>												
<p><b>E. F. Ensure systems are in place to provide parents with clear information about support for their children.</b></p>	<p><b>Parents are clear on their entitlement to support with educational visits and uniform and uptake and expenditure Diminish the difference in % uptake of PPG families at parents evening compared to non-PPG families (greater involvement of PPG families through use of more targeted AfA meetings).</b></p> <p>Regular AfA meetings for identified PPG families – feedback from parents and children involved Monitoring patterns of attendance by PPG parents/carers at school meetings and events. Supply cover for class teachers to hold separate structured conversation meetings with identified families x 3 per year (Cheese and Wine curriculum evenings Autumn term, Reading and phonics events, Maths mingle events)</p>												
<p><b>F. Diminish the difference in attendance for FSM boys</b></p>	<p><b>Gap in attendance figures remains very low or better. No disadvantaged children are persistent absentees.</b> The difference has not diminished due to the changes in the PPG cohort over the course of the year, but identified children have been supported by school and the local authority to improve attendance, for example, providing transport to school.</p> <table border="1" data-bbox="577 1134 2168 1388"> <thead> <tr> <th></th> <th><i>Whole school</i></th> <th><i>PPG boys</i></th> <th><i>Commentary</i></th> </tr> </thead> <tbody> <tr> <td><i>Autumn</i></td> <td>97.28%</td> <td>92.31%</td> <td>4.97% gap 2 PPG children with SEND part time provision</td> </tr> <tr> <td><i>Spring</i></td> <td>95.13%</td> <td>90.28%</td> <td>4.85% gap Higher percentage of illness across all year groups led to overall decrease in attendance across school.</td> </tr> </tbody> </table>		<i>Whole school</i>	<i>PPG boys</i>	<i>Commentary</i>	<i>Autumn</i>	97.28%	92.31%	4.97% gap 2 PPG children with SEND part time provision	<i>Spring</i>	95.13%	90.28%	4.85% gap Higher percentage of illness across all year groups led to overall decrease in attendance across school.
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				<i>Specific issue with 1 identified child led to decrease for PPG boys. This has been closely monitored and support put in place, which is already having a positive impact, and will be closely monitored moving forwards. Legal processes have also been followed.</i>
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**Record of pupil premium spending by item/project 2017-18**

Item/project	Cost	Objectives	Outcomes					
KS2 Guided group work and pre-teaching – Reading and Maths x 2 afternoons p/w	£2963.84	Identified groups in Y6 using PiXL data to support basic skills 2 x afternoons per week •Whole school baseline assessment for new intake PPG children using PiXL	Year 6 TEST DATA /30	Expected standard+	National 2018	Greater Depth	National –not yet released	Progress-using 2017 PAG
			Reading	80	75	33		2.9
			Writing	77	78	20		4.1
			Maths	77	76	17		1.6
Y5 pupil premium progress exceeds non-PPG peers for Writing and Maths.								
Year 6 Maths more able support x 2 afternoons p/w	£2291.64	To increase number of children working at greater depth / deepen the understanding of those who already are.	The deployment of staff over the course of the year led to an increase in the number of children working at greater depth (see table above).					
KS1 Guided group work and pre-teaching – Reading and Maths x 2 afternoons p/w	£2089.01	Identified groups in Y2 using PiXL data to support basic skills 2 x afternoons per week	Reading comprehension support – 7/8 achieved expected  Maths – 4/4 children achieved expected.					

<p>HLTA support - inference group, Better Reading Support Partnerships, timed reading group, classroom support incl. precision teaching</p>	<p>£15452.88</p>	<p>Increased reading scores, level of comprehension and fluency (1:1 sessions, daily core skills, spelling, keywords, phonics, number bonds/facts etc.)</p>	<table border="1" data-bbox="1189 244 2163 882"> <thead> <tr> <th colspan="6">Better Reading Support Partnership</th> </tr> <tr> <th>Reading age start (diff to chron)</th> <th>Reading age outcome (diff to chron)</th> <th>Progress (30 session programme) G+1yr A+1m-11m R=&lt;mths</th> <th>Comprehension age start (diff to chron)</th> <th>Comprehension age outcome (diff to chron)</th> <th>Progress (30 session programme) G+1yr A+1m-11m R=&lt;mths</th> </tr> </thead> <tbody> <tr> <td>4:08 -2:09</td> <td>6:09 -0.11</td> <td>+1y 10m</td> <td>5:06 -1:11</td> <td>7:03 -0:05</td> <td>+1y 06m</td> </tr> <tr> <td>5:05 -2:02</td> <td>6:06 -1:06</td> <td>+0y 08m</td> <td>5:06 -2:01</td> <td>6:05 -1:07</td> <td>+0y 06m</td> </tr> <tr> <td>6:00 -1:10</td> <td>8:02 0:00</td> <td>+1y 10m</td> <td>7:00 -0:10</td> <td>8:06 +0:04</td> <td>+1y 02m</td> </tr> <tr> <td>9:08 +1:07</td> <td>10:11 +2:07</td> <td>+1y 0m</td> <td>11:06 +3:05</td> <td>9:11 +1:07</td> <td>-1y 10m</td> </tr> <tr> <td>5:01 -3:10</td> <td>5:03 -4:01</td> <td>-0y 03m</td> <td>6:03 -2:08</td> <td>6:03 -3:01</td> <td>-0y 04m</td> </tr> <tr> <td>11:00 +1:09</td> <td>11:02 +1:07</td> <td>-0y 02m</td> <td>9:08 +0:05</td> <td></td> <td>+0y 04m</td> </tr> </tbody> </table> <p><b>Pirate writing intervention</b> +6 points progress  <b>Dragon Hunters writing intervention</b> +7 points progress</p>	Better Reading Support Partnership						Reading age start (diff to chron)	Reading age outcome (diff to chron)	Progress (30 session programme) G+1yr A+1m-11m R=<mths	Comprehension age start (diff to chron)	Comprehension age outcome (diff to chron)	Progress (30 session programme) G+1yr A+1m-11m R=<mths	4:08 -2:09	6:09 -0.11	+1y 10m	5:06 -1:11	7:03 -0:05	+1y 06m	5:05 -2:02	6:06 -1:06	+0y 08m	5:06 -2:01	6:05 -1:07	+0y 06m	6:00 -1:10	8:02 0:00	+1y 10m	7:00 -0:10	8:06 +0:04	+1y 02m	9:08 +1:07	10:11 +2:07	+1y 0m	11:06 +3:05	9:11 +1:07	-1y 10m	5:01 -3:10	5:03 -4:01	-0y 03m	6:03 -2:08	6:03 -3:01	-0y 04m	11:00 +1:09	11:02 +1:07	-0y 02m	9:08 +0:05		+0y 04m
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<p>1:1 support (incl precision teaching)</p>	<p>£8734.47</p>	<p>Supporting child to meet EHCP targets as part of classroom provision (1:1 sessions, daily core skills, spelling, keywords, phonics, number bonds/facts etc.)</p>	<p>Greater involvement in all aspects of learning. Data shows expected progress in Writing and Maths, with outstanding progress in attitude and confidence in reading.</p>																																																
<p>Group intervention – basic skills linked to practical projects x 2 afternoons p/w</p>	<p>£3520</p>	<p>Identified PPG/EHCP children receive a relevant and high quality enhanced curriculum – basic skills, developing relationships and regulating emotions. Use of ICT to support writing and basic</p>	<p>Significant improvement in SEMH and engagement in learning evident in learning walks, book scrutiny and pupil feedback.</p>																																																

		skills work	
AfA structured conversations	£700	Release time for implementation of Achievement for All structured conversations. Better parent/teacher/pupil partnership	Positive feedback from all parents involved – better support from home with meeting agreed targets. Children have expressed an interest in taking a greater role in AfA meetings next year to share their targets and progress.
Access to wider curriculum opportunities	Residential KS1 £378 Residential KS2 £2838 Uniform £1184.82 Day visits KS1 £350 KS2 £1271.55	For parents to access one residential visit for their child during KS1, and one during KS2. On each occasion parents are expected to fund the first £50 of any costs. Day visits to be subsidised as per PPG policy To be able to access uniform once on entry to Rec and again on entry to KS2. (see website for exact details)	Parents are aware of their ability to access this support, and it has been used effectively to enable PPG children to access a range of visits and to uniform.  16 extra-curricular sports clubs have been run for free, and 12/36 PPG children have taken part.
Support for Learning	£1221.03	For assessment, identification of needs, supporting delivery of 1:1 programmes and interventions. School better positioned to early identification of needs and delivering appropriately targeted responses for 1:1 work.	This enabled us to identify specific areas of difficulty, and advise on next steps for support, as well as providing parents with more detailed information. It also helped with Y6 SATs extra time applications.
Training and support	£350	Educational psychologist training for staff on supporting working memory and precision teaching – quality first teaching.	All staff aware of QFT strategies to support children with working memory problems, and TAs using precision teaching for identified children as best practise. This will continue to be a focus for deployment of support staff for the coming year to ensure best outcomes.
Ipads	£1092	For identified PPG/SEND children to access learning in class.	Observations of children using sound buttons to rehearse and then type sentences. Continue to build on this practise.
Sensory resources	£1000	For identified PPG/SEND children to access learning and meet targets.	Used effectively for KS2 support group daily, KS1 fine motor and EHCP children in Rec/KS1.
Attendance prize	£60	Ensure understanding of importance of attendance is maintained	
<b>TOTAL</b>	<b>£45,476.52</b>		
Total amount of PPG	£45,476.52		

received (incl carry forward)	
Total amount of PPG spent	£45,476.52