

Oakdale Primary School Pupil Premium Strategic Plan 2018 - 2019

School context:

Oakdale Primary School has a lower percentage of pupils known to be eligible for and claiming free meals (11.4% July 2018 compared to the national 14.2% Jan 2018). (source: 'Statistics on pupils in schools in England as collected in the January 2018 school census.' DfE)

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 2018)	226
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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
36 (Sept 18)	17	19	0	1	2

Date of most recent strategic plan review: September 2018	Date of review of this strategic plan: September 2019
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Total amount of PPG received for the financial year 2018-19: £43140 (£42,240 PP, £900 service PP)

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

- A. Low prior attainment
- B. An increased number of children eligible for pupil premium also have SEND - 31%, compared to 19% last year (nationally 27%)
- C. Difficulties with learning behaviours, e.g. lack of independence, resilience or aspiration.
- D. Social, emotional and behavioural problems affecting wellbeing and progress.
- E. 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 2018-19

Desired outcomes	Success criteria
<p>A. B.</p> <p>Demonstrate increased average progress outcomes for each cohort of PPG children. (taking into account mobility within cohorts)</p>	<p>All pupil premium children, whatever their prior attainment, make at least expected progress.</p> <ul style="list-style-type: none"> • Quality first teaching and an inclusive approach will help reduce barriers to learning. • 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/SLT • Increased expectation for teachers to have ownership of data for vulnerable groups, and be involved in creative and shared approaches to support • Pupils make progress from different starting points, and due to a range of need for some children different progress measures are used. Where individual children's progress cannot be measured by curriculum means, evidence is available to demonstrate this through soft data.
<p>A. C. D.</p> <p>To improve learning behaviours and support social and emotional development.</p>	<p>Improvements in the overcoming barriers for specific children including;</p> <ul style="list-style-type: none"> • reduced incidence of behavioural issues • reduction in friendship/ social issues impacting on learning • evidence of increasing numbers of PPG children receiving positive behaviour letters each term • evidence of increased rates of progress • positive feedback from children reflecting on what they have gained from the intervention • teacher feedback / case studies to signpost positive developments
<p>E.</p> <p>Raise accountability of teaching staff in providing the best teaching and learning experiences for pupil premium children, and communicating effectively with parents.</p>	<p>Greater involvement of PPG families through use of targeted AfA meetings</p> <p>Systems are in place to provide parents with clear information about support for their children (e.g. entitlement to support with educational visits and uniform)</p> <ul style="list-style-type: none"> • Class teachers to hold separate structured conversation meetings with identified families x 3 per year. Children to be involved when appropriate. • Case studies for individual children to evidence support strategies and outcomes, including 'soft' data. • At least one AfA target to provide a measurable academic outcome, e.g. increased reading age, times tables score

Record of pupil premium spending by item/project 2018-19			
Item/project	Cost	Objectives	Outcomes
Year 6 support for key marginal - pre-teaching, Reading and Maths x 2 afternoons p/w	£2761.60	Identified groups in Y6 using PiXL data to support basic skills 2 x afternoons per week	
KS1 TA for emotional support group X 1 afternoon p/w	£262.08	Identified PPG/vulnerable children receive support in developing relationships and regulating emotions.	
KS1 Guided group work and pre-teaching – Reading and Maths x 2 afternoons p/w (13/36 PP children = KS1)	£524.16	Identified groups in Y2 using PiXL data to support basic skills 2 x afternoons per week	
TA support –based on level of need in identified year group. (9ch PP) (inference, timed reading, classroom support incl. precision teaching)	£8913	Increased reading scores, level of comprehension and fluency	
1:1 and small group support (incl precision teaching)	£3760.99 £1786.80 £1560 Families First	To enable identified child to access learning in the classroom alongside peers, as well as supporting with 1:1 sessions, daily core skills, spelling, keywords etc.)	
DHT Early Help Assessment work and meeting vulnerable families	£7682.70	To provide support for families and signpost to external agencies to improve outcomes.	
Group intervention – nurture, social and emotional development linked to basic skills / practical projects x 1 full day and 2 afternoons p/w (Jeanne)	£8162.04	Identified PPG/vulnerable children receive a relevant and high quality enhanced curriculum – basic skills, developing relationships and regulating emotions. Use of ICT to support writing and basic skills work	
Achievement for All structured conversations (based on 2 AfA children per class 3 x pm per year per child)	£3465 6 afternoons x 8 classes	Release time for implementation of Achievement for All structured conversations. Better parent/teacher/pupil partnership Enable teachers to write up meetings, provide resources to support objectives set.	
Access to wider curriculum opportunities	Residential KS1 £1144 Residential KS2 £2473.31	For parents to access one residential visit for their child during KS1, and one during KS2. On each occasion	

	Uniform £2169.29 Day visits KS1 £455 KS2 £700	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 twice in KS2. (see website for exact details)	
Support for Learning	£1620 (£540 per term Summer 18, Autumn 18, Spring 19)	For assessment, identification of needs, supporting delivery of 1:1 programmes and interventions. School better positioned for early identification of needs and delivering appropriately targeted responses for 1:1 work.	
IDL Literacy online programme	£319	For identified PPG/SEND children to access learning in class and at home – developing reading and spelling skills.	
Sensory resources	£123.18	For identified PPG/SEND children to access learning and meet targets.	
Attendance support – getting to school, attendance prize	£290.40	Ensure understanding of importance of attendance is maintained	
TOTAL	£		
Total amount of PPG received (incl carry forward)	£48175.55		
Total amount of PPG spent	£48175.55		
Pupil premium grant remaining	£0		