

## 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).

<b>Total number of pupils on roll (September 2018)</b>			226		
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

<b>Date of most recent strategic plan review:</b> September 2018	<b>Date of review of this strategic plan:</b> 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><b>Demonstrate increased average progress outcomes for each cohort of PPG children. (taking into account mobility within cohorts)</b></p>	<p><b>All pupil premium children, whatever their prior attainment, make at least expected progress.</b></p> <ul style="list-style-type: none"> <li>• Quality first teaching and an inclusive approach will help reduce barriers to learning.</li> <li>• 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</li> <li>• Increased expectation for teachers to have ownership of data for vulnerable groups, and be involved in creative and shared approaches to support</li> <li>• 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.</li> </ul> <table border="1" data-bbox="730 671 2136 1286"> <thead> <tr> <th colspan="3" data-bbox="730 671 2136 715">End of year Progress outcomes for R, W, M combined</th> </tr> <tr> <th data-bbox="730 715 1099 810"></th> <th data-bbox="1099 715 1619 810">PPG cohort progress baseline (Summer 18 data)</th> <th data-bbox="1619 715 2136 810">PPG progress Summer 2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="730 810 1099 890">Y1</td> <td data-bbox="1099 810 1619 890"><i>*EYFS profile data not used for comparison</i></td> <td data-bbox="1619 810 2136 890">2.83</td> </tr> <tr> <td data-bbox="730 890 1099 970">Y2</td> <td data-bbox="1099 890 1619 970">3</td> <td data-bbox="1619 890 2136 970">4.1</td> </tr> <tr> <td data-bbox="730 970 1099 1050">Y3</td> <td data-bbox="1099 970 1619 1050">5.1</td> <td data-bbox="1619 970 2136 1050">6.5</td> </tr> <tr> <td data-bbox="730 1050 1099 1129">Y4</td> <td data-bbox="1099 1050 1619 1129">5</td> <td data-bbox="1619 1050 2136 1129">5.5</td> </tr> <tr> <td data-bbox="730 1129 1099 1209">Y5</td> <td data-bbox="1099 1129 1619 1209">4.9</td> <td data-bbox="1619 1129 2136 1209">6.7</td> </tr> <tr> <td data-bbox="730 1209 1099 1289">Y6</td> <td data-bbox="1099 1209 1619 1289">5.9</td> <td data-bbox="1619 1209 2136 1289">4.3 Based on TA</td> </tr> </tbody> </table> <p>67% of SEN and PPG cohorts have made increased end of year progress due to a greater focus on tailoring support to identified needs at pupil progress meetings, rather than running 'off the peg' interventions. PIXL therapies have been</p>	End of year Progress outcomes for R, W, M combined				PPG cohort progress baseline (Summer 18 data)	PPG progress Summer 2019	Y1	<i>*EYFS profile data not used for comparison</i>	2.83	Y2	3	4.1	Y3	5.1	6.5	Y4	5	5.5	Y5	4.9	6.7	Y6	5.9	4.3 Based on TA
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	<p>used for all children across school, and this has also supported many SEND/PPG children. Year 1 moving into Year 2 will be a key priority for intervention and support, particularly with key skills and acquisition of phonics to support reading.</p>
<p><b>A. C. D.</b> <b>To improve learning behaviours and support social and emotional development.</b></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> <li>• reduction in friendship/ social issues impacting on learning</li> <li>• evidence of increasing numbers of PPG children receiving positive behaviour letters each term</li> <li>• evidence of increased rates of progress</li> <li>• positive feedback from children reflecting on what they have gained from the intervention</li> <li>• teacher feedback / case studies to signpost positive developments</li> </ul> <p><b>SEMH support groups</b> Despite having a change of staff, vulnerable children have been well supported with relationship issues, self-esteem and knowing that they have someone in school to share concerns with. The use of venn diagrams to highlight children in need of support at pupil progress meetings fed directly into this intervention, and will need to continue next year.</p> <p><b>Positive pupil feedback:</b> 'it helped my relationships at home' 'I was shy now I don't feel shy anymore' 'Being able to talk to someone I trust. Having someone kind and respectful like Miss' 'Everyone in the group supporting me' 'It gave me more confidence and I met new people'</p> <p><b>Feedback on what would make it better:</b> 'having a little more time' 'for the club to not end' 'for it to be more than once a week'</p>

<p><b>E.</b></p> <p><b>Raise accountability of teaching staff in providing the best teaching and learning experiences for pupil premium children, and communicating effectively with parents.</b></p>	<p><b>Greater involvement of PPG families through use of targeted AfA meetings</b></p> <p><b>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)</b></p> <ul style="list-style-type: none"> <li>• Class teachers to hold separate structured conversation meetings with identified families x 3 per year. Children to be involved when appropriate.</li> <li>• Case studies for individual children to evidence support strategies and outcomes, including 'soft' data.</li> <li>• At least one AfA target to provide a measurable academic outcome, e.g. increased reading age, times tables score</li> </ul> <p><b>Achievement for All</b></p> <p>Feedback from staff shows that these continue to be a useful way of engaging with parents and picking up issues early. The majority of responses showed that teachers felt it had a positive impact on engagements with parents, such as more reading at home, using suggested activities, although some examples where this was more difficult, e.g. not returning resources etc.</p> <p>The majority also felt that the meetings and support had a positive impact on the child; 'I have built a close relationship with the parents, they confidently engage in school and reflect on the progress that their child has made.'</p> <p>All felt that cover will need to continue to be provided in order that preparation can be done, as well as holding the meetings. We do need to ensure that time is booked well enough in advance, and issues to address include timetabling and cover for meetings as TA support becomes more limited.</p>
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<b>Record of pupil premium spending by item/project 2018-19</b>			
<b>Item/project</b>	<b>Cost</b>	<b>Objectives</b>	<b>Outcomes</b>
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	Intervention led to good outcomes for all – improvement of key skills which were evidenced in question level analysis and overall scores. This led to a baseline scale score for the year increasing by 6.9 in 5 months demonstrating good progress due to targeted support.

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.	See SEMH pupil feedback above. Reduction in behaviour issues for identified children.
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	Overall progress increased from 3 points to 4.1 points. Improvement in Y1 phonics retake pass rate. All children have moved at least 2 book bands.
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	Outstanding progress – from 4.9 to 6.7 points over the year due to highly targeted individualised support strategies based on need.
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.)	Outstanding progress in Writing, and good progress in Reading and Maths.
DHT Early Help Assessment work and meeting vulnerable families	£7682.70	To provide support for families and signpost to external agencies to improve outcomes.	Increase in the number of families accessing Early help more quickly, and use of external agencies, such as project for schools to support SEMH (5 children).
Group intervention – nurture, social and emotional development linked to basic skills / practical projects x 1 full day and 2 afternoons p/w (JS)	£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	This intervention led directly to children involved being more resilient and having the self-esteem to cope when working in the classroom, as seen in academic progress and attitudes to learning.
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.	See outcomes above. Positive feedback in all cases, leading to improved outcomes for individual children, and improving shared working.
Access to wider curriculum opportunities	Residential KS1 £1144	For parents to access one residential visit for their child	Parents are made aware of their

	Residential KS2 £2473.31 Uniform £2169.29 Day visits KS1 £455 KS2 £700	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 twice in KS2. (see website for exact details)	entitlement to support and this is largely taken up, particularly for day visits. Residential visits are less well attended due to the parental contribution, and there will no longer be a KS1 residential from next academic year.
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.	<ul style="list-style-type: none"> <li>• Precision teaching support for teaching assistants</li> <li>• Transition support for Y6 – mind mapping and organisation</li> <li>• Assessments to feed into intervention planning</li> <li>• 1:1 support for KS1 PPG readers</li> </ul>
IDL Literacy online programme	£319	For identified PPG/SEND children to access learning in class and at home – developing reading and spelling skills.	Less successful due to their own software changes twice during the year, making it difficult for children to access at home and school.
Sensory resources	£123.18	For identified PPG/SEND children to access learning and meet targets.	Used successfully in Rec (cause and effect toys) and as part of Y1 continuous provision for identified children. Move ‘n’ sit cushions/fiddle toys to aid concentration in KS2.
Attendance support – getting to school, attendance prize	£290.40	Ensure understanding of importance of attendance is maintained	Total attendance for PPG Authorised absence 4.19% Unauthorised absence 1.04% <b>PPG cohort attendance 94.8%</b> <b>(whole school 96.7%)</b> <i>Difference largely down to 1 cohort, issue has now been addressed.</i>
<b>TOTAL</b>	<b>£</b>		
Total amount of PPG received (incl carry forward)	£48175.55		
Total amount of PPG spent	£44555.23		

Pupil premium grant remaining	£3620.32 (due to changes in staffing mid -year)
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