

Oakdale Primary School Pupil Premium Strategic Plan 2019 – 2020
Review date: July 2020

School context:

The Pupil Premium is funding paid to the school by means of a specific grant based on the following:

- School census figures for pupils registered as eligible for free school meals (FSM) in the last six years.
- The number of children who have been or are still in local authority care
- Pupils with parents in the regular armed forces (service premium)

The Pupil Premium is additional to main school funding and will be used by Oakdale Primary School to address any underlying inequalities and ‘narrow the gap’ in academic attainment for eligible pupils.

Oakdale Primary School has had an increase in the proportion of PPG numbers over time. Our Pupil premium numbers are currently 16% of the school population (compared to 15.7% nationally) and were 11.4% July 2018 compared to the national 14.2% Jan 2018.

Group Pupil premium funding per pupil 2019-20

Pupils in year groups reception to year 6 recorded as 'ever 6 free school meals (FSM)' £1,320

Looked after children (LAC) £2,300

Post-LAC £2,300

Pupils with parents in the regular armed forces £300

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).

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| Total number of pupils on roll (September 2019) | 257 |
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| Total number of pupils eligible for PPG / free school meals in the last six years (ever 6 FSM) | Number of eligible girls | Number of eligible boys | Number of looked after children (LAC) | Number of post-LAC | Number of service children |
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| 40 (Sept 19) | 18 | 22 | 0 | 0 | 3 |

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| Date of most recent strategic plan review: September 2019 | Date of review of this strategic plan: April / September 2020 |
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Total amount of PPG received for the financial year 2019-20: £45860.32 (£44,880 PP, £900 service PP) £3620.32 carry forward

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

- Low prior attainment – lacking basic literacy and numeracy skills
- Difficulties with learning behaviours, e.g. lack of independence, resilience or aspiration.
- Social, emotional and behavioural problems affecting wellbeing and progress.
- Language and vocabulary knowledge and understanding
- Limited opportunities outside of school, resulting in a narrower range of experiences
- Family engagement in learning

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

Teaching Priorities

| Desired outcomes | Success criteria |
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| <p>Demonstrate increased average progress outcomes for each cohort of PPG children. (taking into account mobility within cohorts)</p> <p>Children make the best possible progress due to good teaching and a high quality curriculum (Strategic Plan)</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. |

Academic Support

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| Identify key knowledge and skills to enable children to be successful in their learning. | <p>Support children with acquiring basic skills to support all aspects of learning – PPG lead to work alongside Maths lead to develop a benchmark of key skills with accompanying resources and interventions to support class teachers and support staff</p> <ul style="list-style-type: none"> • Key vocabulary – Word Aware strategies used across the curriculum (modelled in Rec / Y2) |
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| | <ul style="list-style-type: none"> Number facts games and manipulatives (Numicon training for TAs, apps, TT Rockstars, resources) |
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Wider approaches

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| To improve learning behaviours and support social and emotional development. | Improvements in the overcoming barriers for specific children including; <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 children having limited time needing a behaviour or learning plan evidence of increased rates of progress positive feedback from children reflecting on their progress and well-being teacher feedback / case studies to signpost positive developments |
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Record of pupil premium spending by item/project 2018-19

Teaching priorities

| Item/project | Cost | Objectives | Outcomes |
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| SENCO/PPG lead time for monitoring and support | Supply rate x 3 hrs per session x 12 sessions = £990 | SENCO/PPG lead work with subject leads, liaising with support staff on strategies and resources to use, monitoring progress of key children to targets. | |
| CPD - Drawing and Talking therapy training. | £270 | Well-being support strategy to add to offer for vulnerable children. | |
| STEPS behaviour training Designated mental health lead training | £1000 estimated | HT/DHT/SENCo training to develop Mental Health and Therapeutic behaviour strategies across school | |

Academic Support

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| Year 6 support for key marginal children - pre-teaching, Reading and Maths x 2 afternoons p/w | £5403.60 | Identified groups in Y6 using PiXL data to support basic skills 2 x afternoons per week | |
| DHT Year 6 support for more able PPG x 1 hour per day | £6813.47 (1/2 day p/w) | To ensure good attainment and progress outcomes for this group of learners – Maths | |
| 1:1 and small group support (incl precision teaching) in Year 6 30% of Y6 cohort PPG | £3092.74 | To enable identified child to access learning in the classroom alongside peers, as well as supporting other vulnerable PPG learners through daily core skills and classroom support) | |

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| Phonics intervention support resources | £1157 | To increase number of pupil premium children achieving good outcomes in Year 1 phonics screening and Year 2 end of key stage reading. | |
| Key skills resources to support PPG/SEN learners in class and small groups | £430 £1200 | Funding has been used to purchase effective resources to support identified children who are SEND and pupil premium eligible. <ul style="list-style-type: none"> • Talking wrist bands – support independent writing £179.70 • Headphones for listening to stories/learning apps £169.90 • Numicon intervention resources and training £1200 | |
| KS1 Guided group work and pre-teaching – Reading and Maths x 2 afternoons p/w Classroom support based on 20% of Year 2 cohort being identified pupil premium (67% of the PPG also SEN) | £2979.20 | Funding to ensure that additional adults focus on supporting groups of vulnerable children in all aspects of the curriculum helping to close attainment gaps. Staff are often used to implement pre teach sessions as a type of intervention, including pupils identified as PP. Identified groups in Y2 using PiXL data to support basic skills. (4 x afternoons per week) | |
| Wider approaches | | | |
| Access to wider curriculum opportunities to develop cultural capital and engagement with learning. | Residential KS2 £422.38 Uniform £2606.53 Day visits £1591.81 | For parents to access one residential visit for their child 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) Children are supported through Sports Premium funding to access a range of free clubs at lunch and after school, including Tae Kwon Do, Multiskills, Football. Table Tennis, Netball. | |
| DHT Early Help assessments and support | £13626.94 | Additional support for Pupil Premium families and | |

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| for families with accessing support from other agencies. | | children to improve individual outcomes – wellbeing or academic. | |
| EYFS additional learning support – LG (Rec 13% PPG) | £2441.88 | To support identified children to access learning alongside peers, as well as providing supported play for social and emotional well-being. Visit to Caverstede – FS team / LG | • |
| Support for Learning | £1740 | 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. | • |
| Achievement for All structured conversations (based on 2 AfA children per year group 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. | |
| Attendance support – attendance prize | £60 | Ensure understanding of importance of attendance is maintained | |
| TOTAL | £ | | |
| Total amount of PPG received (incl carry forward) | 48500.32 | | |
| Total amount of PPG spent | 49290.56 | | |
| Pupil premium overspend | £790 | | |