

Oakdale Primary School Pupil Premium Strategic Plan 2020 – 2021

Review date: July 2021

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.

Our Pupil premium numbers are currently 17.8% of the school population, were 16% in Jan 2019 and 11.4% July 2018.

Nationally the percentage of pupils in state-funded primary schools known to be eligible for free school meals was 17.7% in 2020.

Group Pupil premium funding per pupil 2020-2021

Pupils in year groups reception to year 6 recorded as 'ever 6 free school meals (FSM)' £1,345

Looked after children (LAC) £2,345

Post-LAC £2,345

Pupils with parents in the regular armed forces £310

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 2020)			273		
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
49 (Sept 20)	21	28	0	0	3
Date of most recent strategic plan review: July 2020			Date of review of this strategic plan: April / September 2021		

Total amount of PPG received for the financial year 2020-21: £52,455.00 (£930 service PP)

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

How should school address the loss of learning (due to Covid-19 closures) especially if vulnerable children and those with SEND have been most affected?
How can this be managed without negatively affecting children’s well-being?

- Loss of learning due to Covid-19 closures and lack of engagement with learning at home – gaps in basic literacy and numeracy skills
- Emotional well-being due to significant amount of time away from school during Spring / Summer 2020
- Social and communication skills – lack of opportunities to work with peers and develop relationships during school closure and lockdown
- Difficulties with learning behaviours, e.g. lack of independence, resilience or aspiration exacerbated by school closure
- Language and vocabulary knowledge and understanding

The action planning below outlines our approach to addressing these barriers to learning and links to our school recovery planning documents.

Teaching Priorities

How are we supporting staff to make a difference for vulnerable learners?

Desired outcomes	Success criteria
<p>High quality teaching and learning opportunities help disadvantaged pupils diminish the gaps between them and their peers.</p> <p><i>Well-being, emotional support and academic achievement.</i></p>	<ul style="list-style-type: none"> • Recovery curriculum is planned and monitored by all leaders to ensure learning is engaging and cross-curricular • Teachers work in phase teams to discuss ways to adapt provision and share good practise • Staff training (internal and external) supports staff in developing teaching to support vulnerable learners • Monitoring by SENCO/PPG lead and other members of SLT are able to evidence quality classroom provision for all learners • Teaching assistants have received a range of opportunities for training and support to enable them to run effective interventions and support in class • Teachers are given time to hold Achievement for All sessions with identified families and agree ways to work together to support well-being • Support for Learning and other external professionals to work with teachers on how to adapt provision based on individual assessments

Academic Support

How should school address the loss of learning especially if vulnerable children and those with SEND have been most affected?

Desired outcome	Success criteria
<p>Pupils across the school make good progress in all year groups from baseline due to the high level of targeted support.</p>	<ul style="list-style-type: none"> • All pupil premium children, whatever their prior attainment, make at least expected progress. • Where individual children’s progress cannot be measured by curriculum means, teacher tracking evidence is available to demonstrate this (behaviour plans, SEN target sheets, learning plans, phonics scores, reading bands etc.)

	<ul style="list-style-type: none"> • Recovery curriculum based on quality first teaching approach (see Recovery curriculum documents) • Quality first teaching and an inclusive approach have helped to 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 • Baseline and ongoing data (academic and wellbeing) used to organise deployment of key staff and resources. • Teachers have ownership of data for vulnerable groups, and be involved in creative and shared approaches to support • Staff appraisal incorporates how staff are held accountable for catch up with disadvantaged pupils
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Wider approaches

Desired outcome	Success criteria
<p>To support social and emotional development through enhanced opportunities for interaction and communication.</p> <p><i>Recovery curriculum: How are leaders considering the other 'learning' experiences pupils have missed out on-social, personal, emotional – interactions with people; play; making friends; speaking and listening etc.</i></p>	<ul style="list-style-type: none"> • Positive feedback from children on impact of increased opportunities for outdoor learning across school • Children having limited time needing a behaviour or learning plan – ensure SMART targets • Positive feedback from children reflecting on what they have gained from curriculum opportunities, intervention and support • Monitoring by all leaders shows evidence of impact of whole school focus on oracy across the curriculum • Updated Home Learning policy and resources: Parents are more engaged with supporting children with learning at home in the case of further school or bubble closures • AfA meetings (in school or via Zoom) to work with families on a shared approach to wellbeing • Curriculum developed to include opportunities to rebuild relationships and develop communication skills • Speech, language and communication support / referrals if needed • Use of school nurse / emotional health and wellbeing team / CHUMs / Early Help to provide external support

Record of pupil premium spending by item/project 2020-21

Item/project	Cost	Objectives	Outcomes
Teaching strategies			
Continuing Professional Development Speech and language online support	No cost	Develop staff skills and knowledge so that support is effective for identified children.	
DHT Early Help assessments and support for families with accessing support from other agencies.	£ 10258.48 – 1 day per week	Additional support for Pupil Premium families and children to improve individual outcomes – wellbeing or academic.	
Support for Learning	£1800 (£600 per term Summer 19, Autumn 20 Spring 21)	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.	
SENCO/PPG lead time for monitoring and support	Supply rate x 3 hrs per session x 12 sessions = £960.00	SENCO/PPG lead work with subject leads, liaising with support staff on strategies and resources to use, monitoring progress of key children to targets	
Achievement for All structured conversations (based on 2 AfA children per year group 3 x pm per year per child)	£4800 6 afternoons x 10 classes	Release time for implementation of Achievement for All structured conversations. Better parent/teacher/pupil partnership. Focus will be on wellbeing. Enable teachers to write up meetings, provide resources to support objectives set.	
Academic Support			
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 Readiness for secondary – skills needed for independent learning	
Year 6 teaching assistant support for SEN / PPG group x 1 hour per day – targeting key vocabulary and skills.	x 1 day pw £2329.40	To ensure good attainment and progress outcomes for this group of learners	
Year 3 social and emotional support and individualised curriculum.	Salary 4 hrs x 5 days £7776.41	Provide 1:1 and small group support to enable learning to take place in the classroom and also social skills activities to aid successful return to school.	

Y3 recovery curriculum HLTA Y3 PPG/SEN group interventions Classroom support based on 23% of Year 3 cohort being identified pupil premium (67% of the PPG also SEN)	Proportion of HLTA salary – 20% £1438.66	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 Y3 using PiXL data to support basic skills	
Year 5 pre-learning vocabulary (4ch) Numicon / Mathematical vocabulary	No cost related	Numicon / word aware for linking mathematical vocab	
Year 5 pre-learning vocabulary (4ch) Literacy / topic vocabulary	No cost related	Word aware resources / Inference resources	
Phonics intervention - Year 1 targeted groups	25% of TA salary p/w	Children make good progress to meet target for Year 1 phonics screening	
Maths key skills group / focus on key vocabulary - Year 1	<i>Classroom support based on % of Year 1 cohort being identified pupil premium</i> £9592.38	Children make good progress to meet end of year targets.	
Year 1 social skills, speech, language oracy group		Identified children are able to join in at social times of the day with improved outcomes.	
Home school resources in case of local lockdown requiring home learning curriculum – bank of 5 chromebooks to lend	£1064.75	Children who were unable to access online learning effectively during national lockdown are able to take part in Google Classrooms learning in the event of bubble or school closures during the year.	
Key skills resources to support PPG/SEN learners in class and small groups		Funding has been used to purchase effective resources to support identified children who are SEND and pupil premium eligible.	
Wider approaches			
Access to wider curriculum opportunities to support cultural capital and engagement.	Uniform £2606.53 Day visits £1500	We anticipate that there will not be any residential visits during this academic year. Day visits to be subsidised as per PPG policy, based on Covid-19 restrictions being lifted. To be able to access uniform once on entry to Rec and twice in KS2. (see website for exact details)	
Mental health training and interventions – YMCA Trinity individual support	£1421 individual therapy	To develop a clear strategy for identifying children in need of mental health and wellbeing support, and in-	

		school expertise/awareness of signposting options.	
TA overtime – SEMH support afternoons / SENCO support	£2193.36	To support identified children to access learning alongside peers, as well as providing support for social and emotional well-being.	
Attendance support – attendance prize	£60	Ensure understanding of importance of attendance is maintained	<i>Carried forward to 20/21</i>
TOTAL	£		
Total amount of PPG received (incl carry forward)	£52,455.00		
Total amount of PPG spent	£53204.57		
Pupil premium grant remaining	£0		