**Oakfield Primary School: Pupil premium strategy 19-20 and self-evaluation 18-19**

|  |
| --- |
| 1. **Summary information**
 |
| **Academic Year** | 2019-20 | **Total PP budget** | £124 080 | **Date of most recent PP Review** | Sept 19 |
| **Total number of pupils** | 232 | **Number of pupils eligible for PP** | 94 | **Date for next internal review of this strategy** | Feb 20 |

|  |
| --- |
| 1. **Current attainment**
 |
| End of KS2 Pupils 2019PPG Pupils 19 (SEND 4) | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving expected standard or above in reading, writing & maths** | **68%** |  |
| **Progress measure reading**  | **0.2** |  |
| **Progress measure writing** | **1.8** |  |
| **Progress measure maths** | **0.5** |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
 |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | % non-SEND pupils attaining at GDS in RWM combined |
|  | Low baseline on entry to school |
| **C.** | Language and communication difficulties |
| **D.** | High percentage of PPG pupils with SEND (25%) |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* |
| **A.**  | Challenging home circumstances |
| **B.** | Limited life experience beyond local area |
| 1. **Intended outcomes** *(specific outcomes and how they will be measured)*
 | **Success criteria**  |
|  | % non-SEND pupils pupils attaining GDS in RWM in line with national | % as NA |
|  | Accelerated progress to ensure Y1 readiness | GLD in line with national average |
|  | All non-SEND pupils to make expected progress in RWM |  |

|  |
| --- |
| 1. **Review of expenditure**
 |
| **Previous Academic Year** |  |
| 1. **Quality of teaching for all**
 |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Purchase of specific resources as identified | PPG pupils with specific additional needs will have access to specific resources required to meet their needs | Additional laptop purchased to support pupils with additional needsBlack Sheep Press resources purchased and used across school.Specific resources for individual pupils | Continue with this approach. Inclusion Manager to liaise regularly with staff and identify resources as required | £500 |
| Staff CPD to ensure that all staff are confident in teaching approaches to meet the needs of all pupils | PPG pupils will access learning opportunities which meet their individual needs | Staff CPD covered:Talk Boost , Precision Teaching, Direct Phonics, Lego TherapyImplementation across school with groups and individuals as identified in PP meetings | Continue with this approach, ensuring that new staff and new to phase/year group staff receive appropriate training | £3500 |
| 1. **Targeted support**
 |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| School will employ a SALT specialist for one day per week to work with individual pupils and provide support for staff to deliver interventions | PPG pupils with Speech and Language difficulties have their needs met through appropriate specialist provision | SALTherapist worked with pupils and staff across the year. Pupils identified received personalised support and staff were provided with training to enable them to undertake additional interventions as appropriate. | Continue with this approach | £5000 |
| DHT/English lead will provide bespoke support for identified Y5 and Y6 PPG pupils 12 hrs per week | Attainment and progress for PPG pupils at end of KS2 will be in line with national at ARE and GDS | When SEND pupils are removed from data, PPG pupils attainment at ARE exceeded that of non PPG pupils in all areas except EGP, where there was a 2% difference. | Specific, targeted intervention for identified pupils impacted significantly on outcomes. Progress accelerated. | £12000 |
| School will employ two additional TAs to ensure that support and intervention is provided for PPG pupils | Additional TA provision will support closing the gap in attainment and progress between PPG and non PPG pupils | Both end of KS1 and KS2 data indicates no significant difference in attainment between PPG and non-PPG pupils | Continue flexible use of TAs to deliver specific support and intervention | £30000 |
| Additional TA to support pupils in FS1 and FS2, providing additional, bespoke support to identified pupils | Pupils in EYFS will receive support to accelerate progress and boost attainment in order to be KS1 ready  | Implementation of Talk Boost programme. Accelerated progress for identified pupils.Bespoke intervention implemented for identified pupils. Significant % pupils made accelerated progress. | Continue to identify pupils through PP meetings and timetable TA accordingly | £15000 |
| TAs will deliver specific interventions (e.g. Better Reading, Numicon, Direct Phonics) and teacher designed interventions for PPG pupils as required | Targeted TA intervention will address gaps in learning for PPG pupils | Data indicates that, in the majority of year groups, the gap between disadvantaged and non-disadvantaged non-SEND pupils attainment and progress is not significant.  | Continue with this approach ensuring that interventions are carefully planned and timetabled through Pupil Progress cycle. |  |
| Pastoral assistant employed to provide support and intervention for pupils and families, to include therapeutic programmes, in-class support, support for families to address external factors affecting progress and attainment | PPG pupils with SEMH barriers to learning will have appropriate support to address their individual needs thus enabling them to better access learning | Pupils in crisis offered daily, additional 1:1 support.Therapeutic programmes undertaken.Increased number of families able to access pastoral support and intervention | Structured timetable to be implemented and reviewed regularly.Need for appropriate space and resources for pupils in crisis. | £15000 |
| Pupil Counsellor employed to work 2 days per week in school | PPG pupils with SEMH barriers to learning will have appropriate support to address their individual needs thus enabling them to better access learning | Success criteria met.Pupil counsellor report 18-19 indicates significant positive impact on those pupils who accessed support | Continue with this approach.Tie pupil identification in with PP and safeguarding meetings | £13000 |
| Additional adult to provide a daily ‘Breakout Zone’ for children to attend | Pupils who may be overwhelmed by unstructured times are able to access alternative lunchtime provision, making them more focused for learning | Reduction in number of incidents involving pupils in crisis in unstructured times of day.Pupils demonstrating increased concentration thus impacting positively on learning  | Liaison with class teachers daily to identify pupils who may benefit from accessing ‘The Zone.’ Pupil input and feedback regarding sessions | £1000 |
| 1. **Other approaches**
 |
| **Action** | **Intended outcome** | **Estimated impact:** Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| Inclusion manager to provide support and guidance to staff, meet with parents/carers and other professionals.Support from ELT with referrals etc | Needs of PPG pupils with additional needs will have appropriate support and intervention to increase progress | Graduated approach in place for all identified pupils with regular review built in.Increased parental engagement EHCPs secured for identified pupils | Continue with this approach.  | £3000 |
| Specialist music teachers will provide instrumental and vocal coaching | All KS2 PPG pupils will access high quality music tuition and will learn to play an instrument | Pupil data indicated positive impact of specialist tuitionHigh levels of pupil engagement  | Continue with Tameside Music Service and steel pan tuition | £3000 |
| PPG used to fund opportunities for trips and visits | All PPG pupils will participate in educational trips and visits | All PPG pupils have accessed at least one off site trip to enhance learning.Impact on quality of writing | Continue to provide experiences to enhance pupils’ cultural capital | £5000 |
| PPG used to supplement cost of residential for PPG pupils | All PPG Y6 pupils will access Robinwood residential | All PPG pupils who wished to attend were able to.Enhanced collaboration, teamwork, problem solving skills | Continue to supplement as appropriate | £1000 |
| PPG used to fund extra-curricular activities | All PPG pupils will have access to after school extra-curricular clubs | All pupils given the opportunity to attend extra-curricular opportunities covering a range of areas of interest for no additional cost | Continue to provide free extra-curricular opportunities | £1000 |
| 1. **Planned expenditure**
 |
| **A Academic year** |  |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies |
| 1. **Quality of teaching for all**
 |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Staff CPD (whole staff and individual) to ensure that all staff are confident in teaching approaches which will enable pupils to attain at GDS | Increased % PPG pupils attaining at GDS in RWM | Attainment at GDS at end of KS2 not yet in line with national for RWM. Whole school focus and training will support raising of attainment and accelerated progress | SLT to oversee CPD offer.Engagement with ELT CPD, Maths Hub, NHS providers, Educational Psychology | HFDGPAAF | Termly |
| Purchase of specific resources for identified pupils  | PPG pupils with specific additional needs will have access to resources as required | PPG to be used to provide appropriate resources to remove barriers to learning | Inclusion Manager to oversee support provided for pupils with additional needs. Advice and guidance to be provided as required. | PA | Reviewed termly |
| Purchase of new reading scheme books to support phonics learning (Letters and Sounds) | Pupils will access early reading books which specifically match phonic learning | Current reading book stock does not provide well-matched opportunities for pupils to practise and reinforce phonic learning. Identified reading scheme will support Letters and Sounds learning | Phonics lead to oversee and monitor outcomes. | CS | Pupil progress reviewed at termly meetings |
| **Total budgeted cost** | £9 000 |
| 1. **Targeted support**
 |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Additional TA provision to support closing any gaps in attainment/progress between PPG and non-PPG pupils (EYFS, KS1 and KS2)Additional 0.5 teacher allowing DHT to provide bespoke support for Y6 pupils | No gaps in attainment or progress between PPG and non-PPG pupils | Targeted support will enable precise teaching to give PPG pupils optimum opportunity to close gaps in learning | Progress and attainment reviewed at half termly PP meetingsMonitoring of dataInclusion Manager oversight of interventions | HF/PA | Half termly PP meetings |
| Employment of SALT specialist 1 day per week | PPG pupils with SALT difficulties will receive appropriate intervention | Number of pupils identified with speech and language difficulties. 1:1 support will enable pupils to make accelerated progress. | Inclusion Manager to review regularly with SALTherapist | PA | At end of individual pupil programmes |
| Pupil counsellor employed 2 days per weekPastoral Assistant with specific ‘pupil centred’ roleDevelopment and resourcing of ‘The Zone.’ | PPG pupils with SEMH barriers to learning will access appropriate support or intervention | Significant number of PPG pupils experiencing crisis.Number of pupils identified as SEND through SEMH difficultiesSafeguarding data/information | Weekly safeguarding meetings (HT, IM, PM) Pupil Progress meetingsPastoral Manager and Inclusion Manager oversight | HF/PA/LW | Weekly meetingsHalf termly PP meetings and reviews |
| **Total budgeted cost** | £95 000 |
| 1. **Other approaches**
 |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Ensure participation in trips and visits, including Y6 residentialProvision of high quality musical tuitionProvision of a variety of engaging extra-curricular activities | PPG pupils will have access to a variety of experiences to improve cultural capital | Learning opportunities and experiences will enhance pupils’ life experience impacting positively both academically and on SMSC developmentIncreased opportunities to develop desired learning behaviours; collaboration, perseverance, organisation | All trips/visits/visitors planned under oversight of DHT.Music provision monitored by RB (Music lead)Monitoring of attendance and participation in extra curricular clubs by HF | HFDGBW | OngoingSubject leader monitoring cycleTermly |
| Inclusion Manager will provide support to staff and pupils to ensure that needs of PPG SEND pupils are met  | Appropriate support and intervention provided for those PPG pupils identified with SEND | 25% pupils in receipt of PPG are identified as having SENDPersonalised learning opportunities will be provided to enable best progress. | Termly review of graduated response approachTermly feedback to SLT | PA | Pupil Progress cycleReview of graduated response approach  |
| **Total budgeted cost** | **£13 000** |
| 1. **Additional detail**
 |
|  |