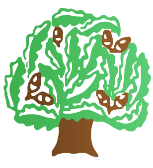
**Oakfield Primary School: Pupil premium strategy 19-20 and self-evaluation 18-19**

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| 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 |

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| 1. **Current attainment** | | | | | |
| End of KS2 Pupils 2019  PPG 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 | | |  | |

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| 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 needs  Black 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 Therapy  Implementation 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 tuition  High 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 | | HF  DG  PA  AF | 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 meetings  Monitoring of data  Inclusion 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 week  Pastoral Assistant with specific ‘pupil centred’ role  Development 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 difficulties  Safeguarding data/information | | Weekly safeguarding meetings (HT, IM, PM)  Pupil Progress meetings  Pastoral Manager and Inclusion Manager oversight | | HF/PA/LW | Weekly meetings  Half 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 residential  Provision of high quality musical tuition  Provision 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 development  Increased 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 | | HF  DG  BW | Ongoing  Subject leader monitoring cycle  Termly | |
| 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 SEND  Personalised learning opportunities will be provided to enable best progress. | | Termly review of graduated response approach  Termly feedback to SLT | | PA | Pupil Progress cycle  Review of graduated response approach | |
| **Total budgeted cost** | | | | | | | | **£13 000** | |
| 1. **Additional detail** | | | | | | | | | |
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