

# Pupil premium strategy 2019-2020

1: Summary information					
School	The Oaklands Primary School				
Academic Year	2019/20	Total PP budget	£250,800	Date of most recent PP Review	Jan'18
Total number of pupils	413	Number of pupils eligible for PP	211 (51%)	Date for next internal review of this strategy	Jan'21

2: Current attainment							
	National 2019		School 2019				
	National all	National other	School all	School other	School disadvantaged	Gap (Schools dis and Nat. other 2018 / 2019)	
EYFS (GLD)	72%	TBC (published Nov)	69%	74%	53%	(2018)	(2019)
Phonics	82%	84%	82%	86%	77%	-8%	-7% ↑
Key Stage 1							
Reading	75%	78%	67%	76%	61%	-26%	-17% ↑
GD	25%	28%	17%	28%	9%	-21%	-19% ↑
Writing	69%	73%	64%	76%	55%	-26%	-18% ↑
GD	15%	17%	7%	12%	3%	-17%	-14% ↑
Maths	76%	79%	64%	72%	58%	-46%	-21% ↑
GD	22%	24%	14%	28%	3%	-18%	-21%
Key Stage 2							
Combined	65%	71%	47%	43%	49	-32%	-22 ↑
Reading	73%	78%	60%	57%	62	-16	-16
HS	27%	31%	18%	29%	13	-8	-18
Writing	78%	83%	70%	52%	80	-29%	-3 ↑
GD	20%	24%	12%	10%	13	-17%	-11 ↑
Maths	79%	84%	55%	48%	59	-41%	-25 ↑

HS	27%	31%	10%	14%	8	-23%	-23
<b>Progress</b>							
Reading			2019: -2.4 ↑ 2018: -3.15			(2018)	(2019)
Writing			2019: -0.55 ↑ 2018: -3.54				
Maths			2019: -3.3 ↑ 2018: -3.63				

### 3. Attendance Information

	Overall Absence		Persistent Absence	
	School:	National 2019	School:	National 2019 (Autumn/Spring)
Disadvantaged	4.8%	5.9%	13.5%	17.6%
Other	3.7%	3.5%	6.3%	6.3%
Overall	4.3%	3.9%	9.8%	8.4%

### 4. Barriers to future attainment (for pupils eligible for PP)

#### In-School barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	On entry, the basic linguistic, communication and mathematical skills of PP pupils are typically below those of other pupils nationally.
<b>B.</b>	Some pupils have a limited general knowledge due to the lack of wider experiences (6.3)
<b>C.</b>	Some pupils do not have the pre-requisites or basic knowledge in reading, writing and mathematics appropriate for the age and stage (6.1)

#### External barriers *(including issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	The school serves an area of high deprivation (quintile 5). As a result, a number of disadvantaged pupils face instability at home which affects their language
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#### 5: Intended outcomes *(specific outcomes and how they will be measured)*

		Success criteria
<b>A.</b>	Reduce the difference in attainment between disadvantaged pupils and other pupils nationally	Differences between disadvantaged pupils and other pupils
<b>B.</b>	Enhance disadvantaged pupils' knowledge, skills and understanding of the wider world. Raise	Disadvantaged pupils have a broader general knowledge and
<b>C.</b>	Continue to improve attendance, punctuality, emotional resilience and behaviours for learning	Disadvantaged pupils' attendance improves and is in line with

6: Planned expenditure					
6.1: Quality of teaching for all					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Further improve QFT across all key stages to that PP pupils in particular, make accelerated progress in reading, writing and mathematics so that the attainment gap to other pupils nationally closes.	<ul style="list-style-type: none"> <li>Support staff with fully implementing the delivery of the principles of instruction.</li> <li>Staff to explicitly teach pupils strategies for self-regulated learning.</li> </ul>	<p><b>Research shows that quality first teaching is a significant factor in improving outcomes for all pupils.</b></p> <p><i>Excellence in teaching model (Barak Rosenshine)</i></p> <p><i>Pupil Premium is not working (Professor Becky Allen)</i></p> <p><i>Teach everyone better (Tom Sherrington)</i></p> <p><b>Metacognition and Self-regulation</b> - high impact for very low cost, based on extensive evidence (EEF Toolkit)</p> <p><b>Quality First Teaching (QFT) for all</b> using proven strategies has the greatest impact on development. (EEF)</p> <p><b>Mastery approach</b> Moderate impact for very low cost based on moderate evidence</p>	<ul style="list-style-type: none"> <li>CPD</li> <li>Training</li> <li>Coaching/mentoring</li> <li>Monitoring including pupil voice, book looks, learning walks and discussions with staff</li> <li>Termly data collection</li> </ul>	MC	Half termly
	<ul style="list-style-type: none"> <li>Introduce whole class feedback</li> <li>Embed peer-to-peer assessment</li> <li>Embed self-assessment</li> <li>Embed live marking</li> </ul>	<p><b>Feedback</b> - high impact for very low cost, based on moderate evidence (EEF Toolkit)</p> <p>Pupils can make accelerated progress when feedback is timely, relevant and of a consistently high quality</p>	<ul style="list-style-type: none"> <li>Share best practice through CPD and training</li> <li>Modelling processes</li> <li>Coaching</li> </ul>	MC	Half termly
	<ul style="list-style-type: none"> <li>Continue with CPD and provide training for staff on:</li> <li>Writing</li> <li>Reading</li> <li>Mathematics</li> <li>Subjects across the wider curriculum</li> </ul>	<p><b>Quality First Teaching (QFT) using proven strategies for all and high quality staff CPD</b> has the greatest impact on development. (EEF)</p> <p><b>Reducing class size</b> Moderate impact (EEF Toolkit)</p>	<ul style="list-style-type: none"> <li>Coaching and training for staff</li> <li>Visiting speakers</li> <li>Collaboration with Secondary School colleagues</li> <li>Data analysis</li> <li>Pupil progress meetings</li> </ul>	MC	Half termly

	<ul style="list-style-type: none"> <li>• SENCo provide staff with best strategies for support</li> <li>• Reduce class sizes in year 6</li> </ul>				
	<ul style="list-style-type: none"> <li>• To ensure effective deployment of additional adults</li> <li>• Provide TAs with appropriate CPD</li> <li>• Provide TAs opportunities to observe good practice</li> </ul>	<b>Making Best Use of Teaching Assistants</b> Targeted support has the most effective impact (EEF Recommendations)	<ul style="list-style-type: none"> <li>• CPD</li> <li>• Training</li> <li>• Monitoring</li> <li>• Coaching</li> </ul>	NO'B	Half termly

**Total budgeted cost**

## 6.2: Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To further improve oracy and communication skills for all pupils with a particular emphasis on EYFS	<ul style="list-style-type: none"> <li>• S&amp;L Therapist screening 1:1 and small group intervention groups weekly</li> <li>• S&amp;L Therapist led CPD for parents</li> <li>• Wellcomm</li> <li>• TA led follow-up 1:1 and small group intervention groups weekly</li> <li>• Singing intervention</li> <li>• Debate Mate</li> </ul>	Oral language interventions support learners, articulation of ideas and spoken expression (EEF toolkit)	<ul style="list-style-type: none"> <li>• Timetabling interventions</li> <li>• Gathering entry and exit data and tracking progress</li> <li>• Progress reports from S&amp;L therapist</li> </ul>	NO'B	Half termly
To narrow the gap in reading for PP pupils compared to other pupils nationally	<ul style="list-style-type: none"> <li>• Project X</li> <li>• Precision teaching</li> <li>• Reading gladiators</li> <li>• Phonic support</li> <li>• Accelerated reader</li> <li>• Additional targeted reading groups for lowest 20%</li> <li>• Y2 8:30 intervention</li> <li>• Provide reading workshops for parents</li> <li>• Invite parents in story time</li> </ul>	Computer based tutoring approaches can be successful in improving reading comprehension (EEF toolkit)  Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. (EEF toolkit)	<ul style="list-style-type: none"> <li>• Yarc assessment monitoring re: age scores</li> <li>• PIRA scores</li> </ul>	HF	Half termly

To narrow the gap in mathematics for PP pupils compared to other pupils nationally	<ul style="list-style-type: none"> <li>Mathletics</li> <li>Timetable rockstars</li> <li>Y6 8:30 intervention</li> <li>Booster groups</li> <li>Provide Parent workshops</li> </ul>	Computer based tutoring approaches can be successful in improving reading comprehension (EEF toolkit)	<ul style="list-style-type: none"> <li>PUMA scores</li> <li>Timetabling interventions</li> <li>Gathering entry and exit data and tracking progress</li> </ul>	KB	Half termly
<b>Total budgeted cost</b>					
<b>6.3: Other approaches</b>					
<b>Intended outcome</b>	<b>Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>Pupil's attendance is in line with national figures</b></p> <p><b>PA is below national figures</b></p> <p><b>Pupils attend school on time</b></p>	<ul style="list-style-type: none"> <li>EWO support</li> <li>Attendance office to monitor daily</li> <li>1<sup>st</sup> day phone calls</li> <li>Agenda item on inclusion meeting</li> <li>SARMS process in place</li> <li>Meetings with parents</li> <li>Rewards for attendance</li> </ul>	Pupils who attend school regularly and on time achieve higher outcomes than those who do not. (Dfe Research 2016)	<ul style="list-style-type: none"> <li>Monitoring at school/trust level</li> <li>Analysis of attendance information</li> <li>Fortnightly meetings with EWO</li> </ul>	NO'B	Half termly
<p><b>Continue to improve emotional resilience and behaviours for learning</b> in order to enable them to achieve in line with other pupils nationally at the end of each key stage</p>	<p>Learning mentor support to include:</p> <ul style="list-style-type: none"> <li>In-class coaching</li> <li>1:1 mentoring</li> <li>Small social groups</li> <li>Lego therapy</li> <li>Fun friends</li> <li>Friends for life</li> </ul> <p>Rewards for behaviour</p>	<p>Previous analysis shows that these strategies are having an impact and will therefore be continued. (monitoring by leaders)</p> <p><b>Social and Emotional Learning</b> - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit)</p> <p><b>Behaviour Interventions</b> - moderate impact for moderate cost, based on extensive evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> <li>Analysis of behaviour incidents</li> <li>CPD for learning mentor</li> <li>Timetabling pastoral intervention and support</li> <li>Monitoring of impact of interventions</li> <li>Pupil progress meetings will have a focus on behaviour</li> <li>Pupil/Parent/Staff voice will inform future actions</li> </ul>	NO'B	Half termly
<p><b>Continue to provide all pupils (Inc. PP) with a wide range of experiences</b> Inc. access to resources, trips, visitors and extra-curricular opportunities in order to raise aspiration, broaden their knowledge and perspective of the wider world.</p>	<p>Through the wider curriculum, teachers to plan for:</p> <ul style="list-style-type: none"> <li>access to relevant and inspiring resources</li> <li>curriculum linked trips</li> <li>visitors/workshops</li> </ul> <p>Throughout the year, plan for extra-curricular opportunities Inc. sports and</p>	<p><b>Outdoor Adventure Learning</b> – moderate impact for moderate cost based on limited evidence (EEF Toolkit)</p> <p><b>Arts Participation</b> – low impact for low cost based on moderate evidence (EEF Toolkit)</p> <p><b>Sports Participation</b> – low impact for moderate cost based on limited evidence (EEF Toolkit)</p>	<ul style="list-style-type: none"> <li>Curriculum Lead to provide support with planning implementation of the wider curriculum. In partnership with the EVC, ensure PP pupils have full access to the opportunities on offer.</li> <li>Monitor and evaluate regularity and suitability of experiences offered.</li> </ul>	KB	Termly

	<p>arts – subsidising as necessary for PP pupils</p> <p>Provide opportunities for KS2 pupils to attend residential trips – subsidising as necessary for PP pupils</p> <p>Marathon kids</p>		<ul style="list-style-type: none"> <li>• Monitoring attendance at clubs</li> <li>• Pupil voice</li> </ul>		
<b>Total budgeted cost</b>					<b>250,800</b>