Pupil Premium Strategy 2019-20 Oakdene Primary School - Review Sept 2020

1. Summary information					
School	Oakdene Primary School				
Academic Year	2019 – 2020	**Total PP budget 19 - 20**	£42840 (as at Sept 19)	**Date of most recent PP Review**	No external Review
Total number of pupils	210	**Number of pupils eligible for PP/PPP**	20 (Includes PP / Ever 6 / PP+/ 1 LAC)	**Date for next internal review of this strategy**	Annually

2. Current aspirational attainment targets based on FFT projections			
	Pupils eligible for PP (school) 11%	*Pupils not eligible for PP (school) 89%*	*Pupils not eligible for PP (national)*
% of PP children to achieve Expected Standard in reading, writing and maths end of KS2 – 2019 – 2020	75%		
Predicted Results 2019		Update based on Spring Term	% on track/ just below

% Expected Standard in reading from Y1
% Expected Standard in reading from Y2
% Expected Standard in reading from Y3
% Expected Standard in reading from Y4
% Expected Standard in reading from Y5
% Expected Standard in reading from Y6
	Numbers are small and can distort figures especially if also SEND
	
	Y1 – 100% (1 service child)
	
	Y2 – 100% (1 child)
	
	Y3 – 83% (5 / 6 children)
	
	Y4 – 33% (1 out of 3 children)
		Spring Term Assessments used for indicative measures
		
		Y1 – 1 child just below ARE (joined mid year)
		Y2 – 1 child on track to ARE
		Y3 – 2 children Greater Depth (GD)
		    2 children on track to ARE
		    2 children just below
		
		Y4 – 1 child GD
		    1 child on track to ARE
		    1 child below ARE
			75%

	Y5 – 67% (4 out of 6 children)
	
	Y6 – 66% (2 out of 3 children)
		Y5 – 1 child GD
		    2 children just below ARE
		    3 children below ARE
		
		Y6 - 2 children ARE
		    1 child below ARE	

% Expected Standard in writing from Y1
% Expected Standard in writing from Y2
% Expected Standard in writing from Y3
% Expected Standard in writing from Y4
% Expected Standard in writing from Y5
% Expected Standard in writing from Y6
	<mark>Numbers are small and can distort figures especially if also SEND</mark>
	
	Y1 – N/A
	
	Y2 – 100% (1 child)
	
	Y3 – 83% (5 / 6 children)
	
	Y4 – 33% (1 out of 3 children)
	
	Y5 – 67% (4 out of 6 children)
	
	Y6 – 66% (2 out of 3 children)
		Y1 – 1 child just below ARE
		
		Y2 – 1 child just below ARE
		
		Y3 – 4 children on track to ARE
		    1 child just below ARE
		    1 child left
		
		Y4 - 1 child GD
		    2 children below ARE
		
		Y5 – 2 children ARE
		    2 children just below ARE
		    2 children below ARE
		
		Y6 - 2 children at ARE
		    1 child below ARE
			80%

% Expected Standard in maths from Y1
% Expected Standard in maths from Y2
% Expected Standard in maths from Y3
% Expected Standard in maths from Y4
% Expected Standard in maths from Y5
% Expected Standard in maths from Y6
	<mark>Numbers are small and can distort figures especially if also SEND</mark>
	
	Y1 – N/A
	
	Y2 – 100% (1 child)
	
	Y3 – 83% (5 / 6 children)
	
	Y4 – 33% (1 out of 3 children)
	
	Y5 – 67% (4 out of 6 children)
		Y1 – 1 child just below ARE
		Y2 – 1 child on track to ARE
		
		Y3 – 3 children on track to ARE
		    2 children just below ARE
		    1 child left
		
		Y4 – 2 children just below ARE
		    1 child below ARE
		
		Y5 – 1 child ARE
		    5 children just below ARE
			85%

	Y6 – 66% (2 out of 3 children)	Y6 – 2 children ARE 1 child below ARE	
% on track for Expected Standard Y6 in Reading, Writing and Maths combined			

3.	Barriers to future attainment (for pupils eligible for PP/PPP including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	The numbers are small and this can distort the picture of attainment each year particularly if PP students are also SEND.
B.	In Year 6 the small number shows that the one child will underperform in English and Maths due to SEND.
C.	A number of PP Children also have SEN (2 in Y4; 2 in Y5; 1 in Y6)
D.	29 % of children who are PP also have SEND.
E	Some PP children are high ARE pupils. The challenge is to ensure they achieve beyond the expected standard and work at a greater depth.

External barriers *(issues which also require action outside school, such as low attendance rates)*	
F	A group of pupils eligible for PP display difficulties in social and emotional aspects of their learning. This can lead to difficulties with friendship groups so we have to ensure that this does not impact upon their learning outcomes.

4. Outcomes			5.
	Desired outcomes and how they will be measured	*Success criteria*	Review
A.	Ensure all pupils make at least good progress from their starting points so that it is not just attainment that is measured.	Pupils eligible for PP across the school continue to do at least as well as their non-disadvantaged peers. Progress and attainment comparative trackers analysed termly and intervention/support instigated.	With the exceptional circumstances of 2020 (Covid) progress cannot be measured as all PP children making at least good progress. Extensive work is being carried out in classes to ensure that any gaps that have appeared for PP children are addressed quickly. As widely reported, disadvantaged children have suffered more than non disadvantaged children during the 'lockdown' period. Looking at Spring Term data many children were still below ARE and it is teastament to the teachig that the vast majority of children who receive PP had attained ARE by the end of the previous year – see INSIGHT tracking, The latter part of the Spring and the full Summer Term show great prgress in every year and these children have missed out on this part of their school career.

B.	Ensure disadvantaged children in current Year 3 make good progress in writing using additional resources to support these children.	Disadvantaged Children in Year 3 make better than expected progress to ensure 0 + progress.	In Y3 at Spring Term it can be seen that there had been some progress for children being at or above ARE but the transition from KS1 to KS2 was impeded by lockdown. Progress was sitting at -0.2 in Spring term.
C.	Improve Attainment in Reading, Writing and Maths for all Disadvantaged children in relation to non disadvantaged children (Reading 26% Dis 14% non Dis; Writing 30% Dis 17% non dis; Maths 35% Dis, 16% non Dis)	Support to be provided for all Disadvantaged chiildren in core subjects to ensure good and better attainment.	This was based on Y6 outcomes., Year 6 children did not do the SATs and did not have the intensive revision period coming up to the tests. Reading – 67% of children (cf 88% of non dis choldren); 67% of dis children in writing were to achieve ARE or above cf 85% of non dis children; 67% of dis children were in line to achieve ARE or above in Maths cf 92% of non dis children.
D.	Higher attaining pupils eligible for pupil premium continue to thrive in all subjects and make outstanding progress from their starting points.	In house tracking evidences higher performing pupils making continuous, rapid progress with their learning being deepened. At the end of Year 6 they reach the higher level within the expected standard.	In house tracking has been very successful in identifying need and will continue to be used.
E.	Develop pupils' social and emotional well-being in targeted individuals and groups throughout the school.	Continuation of Development of Pastoral Lead role. Intervention/support programmes demonstrate that children are more equipped to manage their feelings and relationships. This will not be a statistical analysis but through pupil voice evidence.	This has become much more prevalent for all children especially those who are disadvantaged. One child has not coped at all well with the death of his maternal grandma who he lived with. He is now receiving support from our Pastoral lead. Evidence from last year has not been gained due to the exceptional circumstances.
PLEAS E NOTE	Pupil Premium money was used as predicted up to March 2020. After this time children were supported when in school, Although some parents would not send their children in before 1st June support was given remotely to all disadvantaged children. We provided meals and support and LA support was in form of admin support, remote learning and pastoral support especially after 1st June as well as helping them academically at all opportunities. $		

6.	7. Planned expenditure					
Academic year		**2019 – 2020**				
	The three headings below enable Oakdene Primary to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted intervention as well as supporting whole school strategies.					
	Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**Cost**	**Review**
Ensure Y… child has continued access to support from Learning Assistant to increase independence and reduce attachment issues. Work carried out by HLTA with child to develop	**QFT Enhanced Support in class Timetabled support from HLTA**	**Child has severe attachment issues and needs 15 hours support to access curriculum and a further 5 hours to deal with attachment issues.**		KS1 Leader HLTA	Cost of LA for 15 hours per week. £8000 HLTA time – 5 hours per week £4016	**£4050 £8020**
Child in Y… need support in class to develop independence, resilience and self confidence.	**QFT Enhanced support**	**Work needs to be adapted to child who cannot access English and Maths at current year group level.**		KS2 Leader LA	Cost of LA for 15 hours per week: £8000	**£8020**
Children in Y6 need support in class to develop independence, resilience and self confidence.	**QFT Enhanced support**			KS2 Leader LA	Cost of LA for 15 hours per week: £8000	**£8020**
Improve outcomes for current Y5Children	**Quality First Teaching Enhanced support Targeted support HLTA to provide focussed support for PP children.**	**End of Y4 results show that 50% in reading, 67% in writing and 50% in Ma of Disadvanataged children achieved ARE .**	✓ Intervention programmes and support For Y5children ✓ Key Stage Leader to manage the programmes. ✓ Pupils organised into ability groups that are fluid according to success or need for teaching at a different stage. ✓ Staff ongoing training needs to be met through in-house and external agencies. ✓ Supplement required resources for working in smaller groups.	KS2 Leader (DHT) HLTA Senior Learning Assistant	Cost of LA for 15 hours per week: £8000	**. £8020**

			✓ School time-tabling to be organised to ensure effective delivery. ✓ Assessment outcomes and ways forward are reported to Headteacher as well as the Standards and Quality Committee of the Governing Body.			
Improve outcomes for current Y 4Children	**Quality First Teaching Enhanced support Targeted support HLTA to provide focussed support for PP children.**	**End of Y3 results show only 1 disadvantaged child achieved ARE in all subjects (33%).**	✓ Intervention programmes and support For Y5children ✓ Key Stage Leader to manage the programmes. ✓ Pupils organised into ability groups that are fluid according to success or need for teaching at a different stage. ✓ Staff ongoing training needs to be met through in-house and external agencies. ✓ Supplement required resources for working in smaller groups. ✓ School time-tabling to be organised to ensure effective delivery. ✓ Assessment outcomes and ways forward are reported to Headteacher as well as the Standards and Quality Committee of the Governing Body.	KS2 Leader (DHT) HLTA Senior Learning Assistant	Cost of LA for 15 hours per week: £8000	**£8020**
Improve outcomes for current Y 3Children	**Quality First Teaching Enhanced support Targeted support HLTA to provide focussed support for PP children.**	**End of KS1 results show little difference between Disadvantaged children in current Y3 due to a lot of support being in class last year. This will need to continue for LA support**	✓ Intervention programmes and support For Y5children ✓ Key Stage Leader to manage the programmes. ✓ Pupils organised into ability groups that are fluid according to success or need for teaching at a different stage. ✓ Staff ongoing training needs to be met through in-house and external agencies. ✓ Supplement required resources for working in smaller groups. ✓ School time-tabling to be organised to ensure effective delivery. ✓ Assessment outcomes and ways forward are reported to Headteacher as well as the	KS2 Leader (DHT) HLTA Senior Learning Assistant	Cost of LA for 15 hours per week: £8000	**. £8020**

			Standards and Quality Committee of the Governing Body.			
Child in Y… needs support in transitioning into life in Oakdene, building relationships, social skill	**Pastoral work**	**Pastoral Lead to support in group work and playground**	✓		Part of LA3 salary - £1000	**£1000**
High attaining children entitled to PP make rapid progress from starting points and achieve greater depth within the expected standard in each year group.	Short regular (3 times weekly) one-to-one and small group sessions in R/W/M with experienced learning assistant.	We want to provide additional challenge and depth to learning to ensure a higher attainment and rapid progress. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	✓ Extra Teacher and learning assistant time and preparation time paid for out of PP budget. ✓ Impact overseen by English and mathematics leaders. ✓ Tracking data will evidence progress. ✓ Pupil voice listened to in determining how challenged and engaged in learning the pupils are. ✓	(DHT) Maths Leader Cover Teacher Learning Assistant	15 hours of L3 Learning Assistant time - £9700	**£9750**

	<mark>Evaluation</mark> <mark>With the unprecedented times that we have been through we have never seen a greater need for this funding to ensure that our disadvantaged children receive the support they require. The ongoing support for pastoral needs will be more prevalent this year than ever before.</mark>			
			Total budgeted cost	£62.719 Difference to come from Substative Budget
			TOTAL REVIEWED COST	<mark>£62,920</mark>