

Pupil Premium Strategy 2020 – 2021 Oakdene Primary School

1. Summary information					
School	Oakdene Primary School				
Academic Year	2020-2021	Total PP budget 20 - 21	£36,900 (as at Sept 2020)	Date of most recent PP Review	No external Review
Total number of pupils	210	Number of pupils eligible for PP/PPP	22 Includes: 10 PP 5 Ever 6 5 PP+ 1 LAC 1 service child	Date for next internal review of this strategy	Annually

2. Current aspirational attainment targets based on FFT projections			
	<i>Pupils eligible for PP (school) 11%</i>	<i>Pupils not eligible for PP (school) 89%</i>	<i>Pupils not eligible for PP (national)</i>
% of PP children to achieve Expected Standard in reading, writing and maths end of KS2 – 2020 - 2021	20%		
Predicted Results 2021			% 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 – 0% (1 child) Y2 – 50% (2 child) Y3 – 100% (2 children) Y4 – 80% (5 children) Y5 – 60% (5 children) Y6 - 20% (5 children) 60% have SEND		

<p>% Expected Standard in writing from Y1</p> <p>% Expected Standard in writing from Y2</p> <p>% Expected Standard in writing from Y3</p> <p>% Expected Standard in writing from Y4</p> <p>% Expected Standard in writing from Y5</p> <p>% Expected Standard in writing from Y6</p>	<p>Numbers are small and can distort figures especially if also SEND</p> <p>Y1 – 0% (1 child)</p> <p>Y2 – 0% (2 children)</p> <p>Y3 – 50% (2 children)</p> <p>Y4 – 80% (5 children)</p> <p>Y5 – 40% (5 children)</p> <p>Y6 – 0% (5 children)</p>		80%
<p>% Expected Standard in maths from Y1</p> <p>% Expected Standard in maths from Y2</p> <p>% Expected Standard in maths from Y3</p> <p>% Expected Standard in maths from Y4</p> <p>% Expected Standard in maths from Y5</p> <p>% Expected Standard in maths from Y6</p>	<p>Numbers are small and can distort figures especially if also SEND</p> <p>Y1 – 0% (1 child)</p> <p>Y2 – 50% (2 children)</p> <p>Y3 – 100% (2 children)</p> <p>Y4 – 60% (5 children)</p> <p>Y5 – 20% (5 children)</p> <p>Y6 – 0% (5 children)</p>		85%
% on track for Expected Standard Y6 in Reading, Writing and Maths combined	0%		

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 (60% in Y6; 20% in Y5)
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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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. This has been seen as particularly noticeable after lockdown from Covid 19 especially in our more disadvantaged group)

4. Outcomes			5.
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	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.	
B.	Ensure disadvantaged children in current Year 6 make good progress in all subjects using additional resources to support these children. .	Disadvantaged Children in Year 6 make better than expected progress to ensure 0 + progress.	
C.	Improve Attainment in Reading, Writing and Maths for all Disadvantaged children in relation to non disadvantaged children (Support to be provided for all Disadvantaged children in core subjects to ensure good and better attainment.	
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.	
E.	Develop pupils' social and emotional well-being in targeted individuals and groups throughout the school particularly after Covid lockdown	Development of Pastoral Lead role and extensive work in school relating to PSHE, relationships and mental health. 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.	

6.		7. Planned expenditure				
Academic year		2020 - 2021				
		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
Children in KS1 are able to regulate their feelings and settle to work readily	Zones of regulation with TA support	ZOR research shows that children undertaking this approach are more settled in work and ready to learn	Intervention programmes and daily work in class	KS1 lead Y2 Teacher Y1 Teacher LA intervention	Cost of LA for 15 hours per week. £8000	
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.		KS2 Lead	Cost of LA for 15 hours per week. £8000 HLTA time – 5 hours per week £4050	
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	
Improve outcomes for current Y6Children	Quality First Teaching Enhanced support Targeted support HLTA to provide focussed support for PP children.	Post lockdown gaps in learning have led to lower than expected results (from KS1). Need extra support to ensure good progress is made.	<ul style="list-style-type: none"> ✓ Intervention programmes and support For Y6children ✓ 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	

			<ul style="list-style-type: none"> ✓ 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 5Children	Quality First Teaching Enhanced support Targeted support HLTA to provide focussed support for PP children.	Post lockdown gaps in learning have led to lower than expected results (from KS1). Need extra support to ensure good progress is made.	<ul style="list-style-type: none"> ✓ 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 4Children	Quality First Teaching Enhanced support Targeted support HLTA to provide focussed support for PP children.	Post lockdown gaps in learning have led to lower than expected results (from KS1). Need extra support to ensure good progress is made.	<ul style="list-style-type: none"> ✓ 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 HLTA salary - £1050	£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.	<ul style="list-style-type: none"> ✓ 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 Learning Assistant	15 hours of L2 Learning Assistant time - £8000	£9750
	Total budgeted cost					£61,100 Difference to come from Substantive Budget