

## What is the pupil premium funding?

Pupil Premium is allocated to schools based on the number of pupils who have been eligible for free school meals at any time in the last six years. Pupil Premium is allocated to help schools to achieve better outcomes for its disadvantaged pupils.

Premium Plus is allocated to the school based on the number of pupils adopted from care on or after December 30th 2005, or that left care under a Special Guardianship Order on or after the same date. Premium Plus is allocated to ensure that these vulnerable pupils are supported appropriately to meet their needs and achieve the best outcomes.

## Our principles

- All children regardless of their needs have access to outstanding quality teaching and learning.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. The grant is aimed at accelerating progress by moving children to at least age related expectations.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Not all children eligible for pupil premium will be in receipt of interventions at one time.
- We identify higher attaining disadvantaged children.

1. Summary information					
<b>School</b>	Oakhill Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£53326	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	236	<b>Number of pupils eligible for PP</b>	40	<b>Date for next internal review of this strategy</b>	Spring 2019

<b>2. Current attainment KS2 –Based on UNVALIDATED data (July 2018)</b>		
	<i>Pupils eligible for PP Oakhill</i>	<i>Pupils not eligible for PP National</i>
<b>% achieving 100 scaled score or above in reading, writing&amp; maths</b>	<b>50%</b>	70%
<b>Average progress in reading</b>	<b>1.08</b>	0.31
<b>Average progress in writing</b>	<b>1.58</b>	0.24
<b>Average progress in maths</b>	<b>-5.03</b>	0.31
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	<p>Good Level of Development outcomes for pupils eligible for pupil premium are lower than for their peers in Reception:</p> <p>20% pupil premium pupils achieved GLD in 2018 compared to 88% non-pupil premium. 40% of PP pupils are also identified as SEN.</p> <p>In Literacy 20% PP pupils achieved expected compared with 88% of their peers. Communication and Language is also a key area where pupil premium pupils are under achieving in comparison with their peers; 40% PP pupils achieved expected or above compared with 96% of their peers</p> <p>The gap in reading, writing and maths between PP pupils and their peers impacts on their overall GLD achievement. In maths 40% of PP pupils achieved expected or above and in reading and writing 20% of PP pupils achieved expected or above compared with their peers achieving 88% in reading, 88% in writing and 96% in maths.</p> <p>Pupils who are eligible for pupil premium have lower baselines at the start of school than their peers; 42.9% of PP pupils started school in 2017 on track to achieve GLD compared with 87.5% non-pupil premium.</p>	
<b>B.</b>	0% of pupils eligible for PP achieved combined greater depth outcomes at KS2 or KS1 (Local Authority data)	
<b>C.</b>	Pupils eligible for PP make less progress KS1-KS2 in maths than their peers	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Persistent absence among pupils eligible for PP is higher than for their peers: PP 22.2% compared with non PP 5.2%	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>

<b>A.</b>	Improved outcomes for PP pupils in EYFS.  Progress and achievement measured half termly through data analysis will evidence accelerated progress.	Data evidence will show that PP pupils have made accelerated progress and the gap between these pupils and their peers will be reduced at the end of EYFS.
<b>B.</b>	Increased percentage of pupils eligible for PP achieving greater depth outcomes at KS1 and KS2.  Progress and achievement measured half termly through data analysis will evidence accelerated progress	Data evidence will show that an increased percentage of PP pupils have achieved above expected outcomes.
<b>C.</b>	Pupils eligible for PP make equal or better progress across KS1-KS2 in all areas to their peers	Data evidence will show that the progress gap between PP pupils and their peers has reduced.
<b>D.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2018-2019</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>

All teachers further develop pedagogy in Reading, Writing and Maths	INSET and bespoke PD plans for staff members on Quality First Teaching and mastery/ higher standard	Investing in professional development to improve and continually update teachers' understanding of teaching and learning by drawing on new research and sharing best practice with colleagues is a widely regarded strategy for developing learning.	INSET planned and implemented across the federation enabling strengths to be drawn upon from a wide team. Best practice and sharing of ideas across the schools during shared sessions. Bespoke plans implemented and monitored by senior staff or specialist leaders.	Head of School	Spring 2019
<b>Total budgeted cost</b>					£2500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>(A)Improved outcomes for PP pupils in EYFS.</p>	<p>Close analysis of baseline data in order to identify areas of need and gaps between PP pupils and their peers. Focus intervention groups and 1:1 support for those pupils who are starting school below expected standards. Increased opportunities for experiential learning e.g. trips/ visitors Staff training on SaLT, language development. Moderation sessions across the federation to benchmark progress and ensure high expectations.</p>	<p>An increasing number of children begin school at low starting points. Focused intervention and partnership with families will improve awareness of the importance of developing early skills in young children. Intervention and increased opportunity to develop these skills will improve outcomes for children. Moderation sessions will support teacher in making secure judgements on achievement outcomes.</p>	<p>Training will be conducted internally by qualified specialists e.g. SaLT with knowledge of the school. Observations and team teaching conducted by specialists will be monitored for impact by senior leaders. Pupil data outcomes will evidence improvement for pupils.</p>	<p>Head of School</p>	<p>Spring 2019</p>
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<p>(B)Increased percentage of pupils eligible for PP achieving greater depth outcomes at KS1 and KS2.</p>	<p>Address identified gaps in learning through targeted support, intervention groups across KS2 and first quality teaching. Parent meetings/ workshops to deliver clear messages about the importance of developing key skills and reasoning. Provide home learning workbooks with targeted activities set relating to class learning with clear differentiation for targeted pupils. Audit quality reading texts and purchase where needed.</p>	<p>Identifying gaps in understanding and addressing these will ensure that pupils are able to apply their knowledge across the curriculum. All teachers across the age range would benefit from CPD focused on raising expectations and challenge within lessons. Training will be delivered by experts within the Federation who are also trained moderators at KS1 and KS2 Parents gaining a greater understanding of the importance of developing key skills and consolidating learning at home will raise pupil confidence and achievement. Homework books linked to class learning will support parents in developing key skills at home. Developing teachers' maths pedagogy through PD sessions focusing on identifying next steps for 'in the moment' feedback; mathematical understanding.</p>	<p>Monitor use of homework books, home learning logs and home reading. Staff PD to focus on first quality teaching, identifying and addressing gaps in learning. Homework books and home learning logs will be used effectively by both home and school.</p>	<p>Head of School</p>	<p>Spring 2019</p>
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(C) Pupils eligible for PP make equal or better progress across KS1-KS2 in all areas to their peers	Targeted learning intervention 1:1 and small group teaching, SATs companion, Third Space online programme Close monitoring and gap analysis	As Above	Interventions led by trained staff, timed and based on gap analysis from data. Interventions monitored and reviewed on half termly basis	Head of School	Spring 2019
<b>Total budgeted cost</b>					£46200
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>Increased attendance rates for pupils eligible for PP</p>	<p>Information sessions for all parents on the impact of poor attendance on achievement. Office staff to phone daily to ascertain reasons for absence. Head of School to follow up with calls to families with persistent absence history. Meetings with parents to address patterns and persistent absence.</p>	<p>Children who are absent are missing their learning and cannot get that time back. If parents understand the impact of the absence on their child's future possibilities it is likely to promote good attendance and identify acceptable reasons for absence. A zero tolerance to absence has been in place since summer 2016 and parents can no longer request special leave on a school form.</p>	<p>Absence rates for persistent absentees will fall. Parents will not expect to be granted special leave during term time.</p>	<p>Head of School</p>	<p>Spring 2019</p>
<b>Total budgeted cost</b>					<b>£4626</b>

<b>Academic year</b>	<b>2017-2018</b>	<b>Total Pupils: 236</b>	<b>PP Eligible Pupils: 40</b>	<b>Total PP Budget: £51480</b>
<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>	<b>2017-2018</b>			
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improve and develop prime area skills for PP pupils in EYFS	<p>Staff training on developing PD (focus on key literacy and number skills).</p> <p>Staff training on SaLT, language development, colourful semantics and talk time.</p> <p>Experiential learning opportunities e.g. visitors in school</p> <p>SaLT intervention groups</p> <p>Developed partnership with families.</p> <p>Continued Bug Club and Mathletics subscription</p>	<p>Outcomes for pupils eligible for pupil premium improved in the prime areas of Physical development, Managing Feelings and Behaviour and Self-confidence (100%) where they slightly out performed their peers (96%)</p> <p>Outcomes in language and communication were still below their peers and below national expectations due to poor outcomes in Listening and Attention (40%)</p> <p>Staff training was completed and staff were then confident in delivering specific language interventions. Further training needs have been identified in developing open questioning.</p> <p>A small group of pupils were identified to target for colourful semantics intervention whose progress was accelerated.</p>	<p>The gap between PP and non PP children has remained the same and the percentage of PP children achieving GLD increased in 2018 has dropped to 20% from 62.5% in 2017. 40% of PP pupils are identified as SEN.</p> <p>Workshops for parents were not consistently well attended and so had limited impact. Future sessions may need to be scheduled alongside class assemblies, at parent consultation evenings or at different times of the day to accommodate more families. School will offer these meetings at a range of times and consult the community to find an optimal time.</p> <p>Colourful semantic intervention has been effective and will continue to be developed in 2018-2019. Continued collaboration with SaLT specialists to develop listening and attention.</p>	

Increased percentage of pupils eligible for PP achieving the expected standard at KS2 and KS1	CPD for all staff on providing opportunities to challenge pupils and develop breadth and mastery of the curriculum with a specific focus on maths in KS1. Develop moderation and planning links with the other schools in the Federation.	Moderation took place during the year across the federation and the Reception teacher continued to work as a moderator for the borough. Staff PD focused on reading, developing vocabulary quality feedback and marking, maths progression and mastery and using gap analysis to identify areas for development for PP pupils. In school data demonstrates that PP pupils are achieving better in non-statutory tested year groups.	Increased progress of pupils eligible for PP in reading (1.3) and writing (1.7) compared with peers reading -0.4 and writing 0.7 following targeted intervention.  Similar strategies for accelerating progress in maths to be implemented for the academic year 2018-2019.	
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## ii. Targeted support

Desired outcome	Chosen action / approach	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
Increased percentage of pupils eligible for PP achieving the expected standard at KS2 and KS1	Y6 study breakfast daily from September to May. Saturday School from Misconceptions or areas of difficulty will be targeted to improve outcomes. Additional support in Y6 and Y2 to address specific identified gaps/barriers.	In 2017-2018 3 of the PP pupils were also identified with SEN, of the remaining 5 pupils, 4 achieved combined expected outcomes at KS2. <b>Study Breakfast – Impact HIGH</b> The study breakfast was held every day and was led by the Head of School and Year 6 Teacher. The breakfast was well attended with an average 70% pupils attending regularly including those eligible for PP. The session was successful because pupils attended regularly and the activities were targeted to support the learning which was happening in class. The teacher was able to target specific pupils with key aspects of learning. In year 2 further intervention is required for the pupils to achieve in line with their peers. 37.5% achieved combined expected outcomes compared with 82% of non PP pupils.	This approach was successful and will be continued in the coming year, once again beginning from very early in the term to help establish positive learning habits. Every effort will be made to encourage pupil premium pupils to attend through communicating the benefits of regular attendance with parents.	

iii. Other approaches				
Desired outcome	Chosen action / approach	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
Increased attendance rates for pupils eligible for PP	Information sessions for all parents on the impact of poor attendance on achievement. Office staff to phone daily to ascertain reasons for absence. Head of School to follow up with calls to families with persistent absence history. Meetings with parents to address patterns and persistent absence.	<p>Persistent absence was reduced for all pupils during the academic year although the percentage of pupils who are eligible for pupil premium was higher than that of their peers; 12.2% compared with 3.4%. Phone calls and meetings explaining the impact of absence on learning did improve attendance for individuals but did not close the gap significantly.</p> <p>Parents no longer expect to be granted authorised absence for holidays but continue to take them during term time for financial reasons.</p> <p>The attendance of pupils who were persistently absent for medical reasons has improved.</p>	<p>Several families were not aware of the impact absence has on their child's learning or how days off accumulate into months so quickly. Sharing this information will continue.</p> <p>The school will continue to refuse to authorise absence unless circumstances are exceptional and parents will be given this message regularly through the year.</p> <p>Awards and a permanent display of weekly attendance will continue; pupils respond positively to the weekly announcement in assembly and want their class to win. An end of year reward for the best class attendance overall is also in place.</p>	