



## Pupil premium strategy statement:

1. Summary information					
School	Oakmeadow CE primary and nursery school				
Academic Year	2018/19	Total PP budget	£56,360.00	Date of most recent PP Review	29.11.18
Total number of pupils	395	Number of pupils eligible for PP	41	Date for next internal review of this strategy	29.11.19

2.		
2018 attainment	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	75%	70%
% achieving expected standard or above in reading	88%	80%
% achieving expected standard or above in writing	75%	83%
% achieving expected standard or above in maths	88%	81%

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social and emotional barriers to learning which limit confidence and the development of successful learning behaviours
B.	Limited speech and language which impacts on learning/ oral language skills in reception are lower for pupils eligible for PP than for other pupils.
C.	Core weaknesses in reading, writing and maths
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Opportunities for PP students to widen their learning can be limited and the school can affect this by providing a wider range of learning opportunities, beyond the classroom.

E.	A lack of regular routines including home reading, homework, spellings and having the correct equipment in school	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils' can access learning in class because their physiological, safety, belonging and esteem are met. Pupils' increased confidence when faced with new experiences	Pupils' are ready to learn in class without the need for intervention. Number of interventions to ensure pupils' are ready to learn are reduced. Pupils' retain more friendship and need less support in class time to resolve friendship issues
B.	Improve vocabulary and oral language skills in reception and transition into KS1 Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Pupils' in reception meet age related expectations at the end of the year. Year 1 PP pupils' can pass the phonics check.
C.	PP children's attainment improves in line with non-pp children	Pupils' achieve (or exceed) expected attainment in reading, writing maths Formative assessment will show gaps to be addressed and discussed at PP meetings
D.	Pupils are exposed to a wide range of social/cultural and sporting experiences.	Pupils attend events/visit places they would not usually be exposed to.

### 3. Planned expenditure

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.

#### i. 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	When will you review implementation?
PP children's attainment improves in line with non-pp children	Pupil progress meetings half termly will inform how the children are achieving.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support including play therapy, music therapy and mid counsellor).	PP dates are set for the year. Intervention programmes are set up and monitored.	Head teacher/ deputy head teacher	Termly reviews
PP children's attainment improves in line with non-pp children	Embed effective feedback for pupils across all classes	EEF: Feedback: High impact very low cost based on extensive research.	New teaching and learning policy introduced to all staff summer term 2018. Learning walks, book trawls to ensure implementation. Monitoring diary included planned and regular focus on PP children.	Head teacher/ deputy head teacher	October 2018
Pupils' can access learning in class because their physiological, safety, belonging and esteem are met. Pupils' increased confidence when faced with new experiences	Use of growth mindset and secrets of success developed and built upon across y1-6. Learning dinosaurs in EYFS and nursery.  Class ethos is agreed on a classroom charter to	Allocated time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	Pastoral team speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure	Head teacher/ deputy head teacher  Inclusion lead	September 2018

	ensure all children feel safe to talk about their feelings.		about good quality circle time.		
CPD enables staff to ensure that quality first teaching has a positive impact on pupil progress for all Pupil Premium pupils <i>including the more able</i> . All pupils including PP pupils will make progress in line with SDP and PM targets.	Provide a range of targeted CPD to enable teachers to be outstanding classroom practitioners for example Pupil Premium Practice in the classroom.	QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils but especially disadvantaged	Monitoring and review by subject leaders – focus on PP Lesson observations; Pupil Progress Meetings/tracking; time set aside in staff meetings for staff to share CPD and evaluate effectiveness.	SLT	September 2018
<b>BUDGETED COST</b> <span style="float: right;"><b>TOTAL</b></span>					<b>£31,450</b>
<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>
Pupils' can access learning in class because their physiological, safety, belonging and esteem are met. Pupils' increased confidence when faced with new experiences.	Some PP children will attend nurture time to talk about their feelings.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	May Severn	September 2018

Improve vocabulary and oral language skills in reception and transition into KS1 Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Speech and language support team (ELKAN) Word of the day KS2	To secure early identification of social and language issues in early years and KS1 to support internally.	Providing and ELKAN trained TA (x2) to work with targeted groups of pupils.	Sharon Bennett/ Lisa Oliver	September 18
TOTAL BUDGETED COST			£11,550		
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Identification of Support needed for PP children	Assessments and referrals and advice on support programmes to use for barriers to learning.	This is a commitment to assess pupils’ barriers to learning and obtain advice as to strategies that can be used to overcome barriers where these are observed in PP children.	Using expert advice and support available in school to provide in depth analysis of needs.	SLT Middle leaders Class teachers	September 18
Identification of Support needed for PP children and the family around them	May S/ Lisa O to run Understanding your child. This will run in school time and after school.	Support for the family to support the child and their individual needs	May to evaluate the project and monitor provisions and outcomes of the identified families	May Severn	September 18

Identification of Support needed for PP children and the family around them	Supported nursery and after school care	Support for the family to support the child and their individual needs	May to evaluate the project and monitor provisions and outcomes of the identified families	May Severn	September 18
Pupils are exposed to a wide range of social/cultural and sporting experiences.	Clubs and events- children targeted and invited to attend.	Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.	Monitor take up of these opportunities and the manner in which they are presented to parents. Monitor parents' attitudes and engagement with provision.	All school staff over the year	September 18
Pupils are exposed to a wide range of social/cultural and sporting experiences.	Trips and residential opportunities	Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.	Monitor take up of these opportunities and the manner in which they are presented to parents. Monitor parents' attitudes and engagement with provision.	SLT Sam Frost	September 18
A-D inclusive	Inspirational Projects	Aligned with the school vision to make learning fun, some PP money is used to assist the delivery of inspirational and memorable projects and activities in school, often with an academic focus in mind following successes, particularly in writing progress and parental engagement across year groups previously.	Ensure these occur on a termly basis with different leads and foci each time. Class based projects as well as whole school ones. Use different splits – mixed age, single age, mixed school collaboration opportunities. Encourage parental involvement with processes and outcomes.	Jo Griffiths creative curriculum	September 18

Social integration at lunch time	Lunchtime supervisory staff training to support for vulnerable pupil more positive social experience	Closing the gap in terms of opportunity and access. Allow children to be closely supervised whilst still taking a full part in lunch time.	Ensure vulnerable children are reviewed half termly and provision is appropriate.	Lauren price Emma Stevenson	September 18
TOTAL BUDGETED COST			£13,985		
4. Review of PROVISION					
Academic Year	2017/18	Total PP budget	£56,360		
Total number of pupils	378	Number of pupils eligible for PP	48		

Previous Academic Year		2017-18	
i. Quality of teaching for all			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Homework.	To develop the capacity for all children to utilise learning opportunities at home, contribute to homework and develop home school links.	Homework. Research suggests that homework can be valuable, particularly as a way to improve learning and engagement in lessons in school, and particularly with older learners.	Purple Mash has made computing curriculum more accessible to all, the children have been able to work from home in regards to projects and gain more confidence in IT. Homework club allowed those children struggling to work at home access to a quiet space to work.
Parent/Carer Involvement.	To secure the capacity for parents to support learning at home. a) Workshops provided in school by teachers, resources for home etc b) Resources c) SATs resources and new curriculum resources d)Development of website to support greater communication for all parents, even those not locally able to visit school. e) understanding your child course f) Supporting nursery costs enabling families to attend courses held during school day	Actively involving parents/carers in supporting their children’s learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills, EYFS skills etc)  EEF research shows that ‘The association between parental involvement and a child’s academic success is well established, but evidence on how to actually improve attainment through parental involvement is limited – and existing evidence suggests ‘parental involvement in learning may have wider benefits beyond boosting attainment outcomes.’	Workshops have been attended across school, supporting the sharing of the curriculum and assessment criteria. It has enabled parents to feel more informed. We have been able to consult with parents by offering crèche facilities for workshops, this has increased attendance. We offered a maths workshop and invited a targeted set of parents. This worked well as it was tailored to the particular needs of a group of children. Getting an invite personally really helped. We have also found inviting via seesaw has a positive effect. Resources have been sent home to support further learning at home. This has made a difference in internal GPS data throughout school. Website has been relaunched to support easier navigation.



<p>TA support General &amp; percentage of the oak lead post to support with overseeing provision for FSM pupils:</p> <p>To enable extended family provision to those who need this</p>	<p>A) Providing EHAF support for parents that require or need this.</p> <p>B) Providing resources for home use</p> <p>C) Additional in school pastoral intervention capacity: self-esteem and social emotional focus</p> <p>D) Purchasing of intervention materials : £500</p> <p>E) Allow for intervention support for vulnerable</p>	<p>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning.</p> <p>To build positive home school relationships and maximise parental support for learning.</p>	<p>We have significantly increased the number of families accessing family support, this year we have completed over 40 web star assessments to engage with family support and this has made a huge impact to vulnerable families.</p> <p>Pastoral support has increased across school and now has a deeper focus on mindfulness, mental health and esteem work. This has supported children with the growth mind-set agenda school improvement focus).</p>
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>
<p>Pupils' can access learning in class because their physiological, safety, belonging and esteem are met. Pupils' increased confidence when faced with new experiences</p>	<p>Some PP children will attend nurture time to talk about their feelings.</p>	<p>Children need to feel confident and comfortable in their learning to reach their full potential. Children were tracked by many different people to ensure a consistent judgement. All agencies involved with the child are triangulated in the school tracking. This has resulted in a more robust system of support for these children.</p>	<p>Close monitoring has proved useful in assessing impact of provision. It has also allowed us to identify gaps in this. In particular quiet, achieving PP children and what we are providing additionally for these children.</p>

<p>Improve vocabulary and oral language skills in reception and transition into KS1</p> <p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Use of ELKLAN KS1. SB working with individual class teachers and class TA to feed into daily lessons.</p> <p>KS 2 use of vocabulary ninja to increase vocab</p> <p>Use of counselling and play therapy</p>	<p>As a school we identified we had a vocabulary gap for all children but for our PP children. Staff in school undertook research into closing the vocabulary gap and implemented provisions.</p> <p>This was tailored to the needs of the different year groups.</p> <p>This is having an impact on writing and will be closely monitored with the performance of PP children in writing 2018-19</p>	<p>Staff keeping upto date with research has allowed us to target areas of weakness.</p> <p>PP children did not achieve aswell in writing as they did in maths and reading in 2018.</p>
<p><b>iii. Other approaches</b></p>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>
<p>Identification of Support needed for PP children and the family around them</p>	<p>Providing understanding your child course</p>	<p>Performance of our PP children was above national for KS 2 test Reading + 8%, Maths +7%</p> <p>Our aim now is to close the gap with other learners within school.</p> <p>Even though our PP children performed well in GPS this did not transfer to the writing they produced. PP writing -8% national</p>	<p>Close monitoring of PP children proved successful this year. Involving them more in discussions about their learning gave the children ownership.</p> <p>A focus on writing will take place in 18/19</p>

Pupils are exposed to a wide range of social/cultural and sporting experiences.	Supporting families with	<p>In collaboration with the teacher in charge of the sports premium children have been targeted to attend a range of events. This has had a massive impact on self-esteem. In some cases, additional support has been provided for our vulnerable children to attend.</p> <p>A recent whole school trip to the pantomime allowed children to experience an event that financially would have been prohibitive for parents.</p>	All children have been able to access residential in KS2, so gain the pastoral development and social learning from this. We have been able to work with pupils in a more social context and this has developed trust. From this we have then been able to work more closely with them in learning, the internal data shows these children now making good progress.
Counselling support /therapy	To be able to provide counselling support to pupils who need additional intervention.	To secure counselling support (one to one) for those pupils who need this. These have included play therapy art and music therapy. These have been targeted to meet the needs of different individuals.	This has enabled the school to inclusively support vulnerable pupils at risk of exclusion. It has also allowed school to support children who do not necessary display issues at school but present at home. Close working with parents has allowed us to identify these children.
LUNCHTIME SUPPORT:	<p>A) Additional Lunchtime provision to ensure effective social integration</p> <p>B) Lunchtime supervisory staff training to support for vulnerable pupil more</p>	Children feel supported throughout the school day and at potential social trigger points. Experienced TA staff and SEND TAs was used in these roles to ensure a high level of provision.	Investment in training for all lunchtime supervisors had proved useful in the past. A lead position has been created to coordinate the effective use of these staff actively supporting children in their play and relationships on the playground.

## 5. Additional detail