



Pupil premium strategy statement

Summary information					
School	Oakmeadow CE Primary School				
Academic Years covered	N-6	Total PP budget	41,695	Publish Date	Oct 2020
Total number of pupils	445 (inc 53 N)	Number of pupils eligible for PP	36	Review Date	Oct 2021
Pupil Premium Lead	Mrs S Hill	Governor Lead	Mrs S Pugh	Authorised by	Mrs S Hill

Cohort Overview				
	Pupils	Boys	Girls	Summer Born
Whole School	445	258	187	161
PPG	36	13	23	14
	EAL	SEND	High Achieving	Mid-Year Entry
Whole School	1	59	130	0
PPG	0	12	5	0

Year Group PPG Overview								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohort 445	53	55	54	58	62	61	62	40
PPG 36	3	2	5	5	6	8	4	3

Current Attainment (2019-20)								
% Expected+ Attainment		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	Cohort PPG	75	87	91	86	86	77	87
		100	60	60	100	75	80	50
Writing	Cohort PPG	64	83	84	82	76	81	85
		100	60	60	100	75	50	50
Maths	Cohort PPG	80	87	91	86	92	79	87
		50	60	60	100	75	80	25

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
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.
C.	Core weaknesses in reading, writing and maths. Attainment that differs from Non Pupil premium pupils.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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?	When will you review implementation? Staff lead
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). Will receive targeted support within class to aid progress.	PP dates are set for the year. Intervention programmes are set up and monitored.	Termly reviews SLT
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. The Education Endowment Foundation (EEF) and John Hattie all cite oral and written feedback is effective. Based on Education Endowment Foundation (EEF) studies, a meta-analysis of studies focusing on formative assessment in schools indicates the gains can be up to four months when the approach is supported with professional development.	Teaching and Learning Policy embedded. Learning walks, book trawls to ensure implementation. Analysis of lesson summaries books. Monitoring diary included planned and regular focus on PP children. As a school, there is a rigorous cycle of moderating and reviewing progress in books to ensure that appropriate feedback is provided to pupils and that pupils are able to respond appropriately.	Termly – Summer 2021 SLT
Pupils can access learning in class because their physiological, safety, belonging and	Use of Zones Of Regulation developed and built upon across y1-6. Learning dinosaurs in EYFS and nursery.	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	Monitoring will evidence school ethos. Training will be offered to staff who are unsure about good quality circle time.	December 2020 SLT Pastoral team

esteem are met. Pupils increased confidence when faced with new experiences.	Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	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. Children able to vocalise emotions and that's its ok to be in different zones. Children equipped to discuss what helps them move from red to green zone.	Pastoral meetings using information from CPOMs and pupil progress meeting analysed and targeted interventions put in place. These are tracked on PP one note.	
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.	September 2019 SLT

ESTIMATED BUDGETED COST £20,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation? Staff lead
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. A range of programs are offered including Good to be me Volcano in my tummy.	Intervention charts will show the children who need support in this area. these will be logged and tracked on PP one note and linked to information shared on CPOMS.	December 2020 Pastoral team

<p>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. Knowledge organiser shared to promote vocabulary. Planned oral activities for PP children reviewed PSHE/RSE to develop skills in this area.</p>	<p>Speech and language support team (ELKAN) Word of the day KS2</p>	<p>To secure early identification of social and language issues in early years and KS1 to support internally.</p>	<p>Providing and ELKAN trained TA (x2) to work with targeted groups of pupils. Additional PSHE/RSE sessions.</p>	<p>SENCo/ EYFS and English Curriculum Lead July 2021</p>
<p>ESTIMATED BUDGETED COST 12,000</p>				
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well? Intended impact</p>	<p>When will you review implementation? Staff lead</p>

<p>Identification of Support needed for PP children</p>	<p>Assessments and referrals and advice on support programmes to use for barriers to learning.</p>	<p>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.</p>	<p>Using expert advice and support available in school to provide in depth analysis of needs. Information tracked using CPOMs and logged on one note. PP children form part of pupil progress discussions</p>	<p>Ongoing SLT Class teachers</p>
<p>Identification of Support needed for PP children and the family around them</p>	<p>Family Inclusion Lead to run Understanding your child. This will run in school time and after school.</p>	<p>Support for the family to support the child and their individual needs.</p> <p>Families targeted for Family learning sessions to break down barriers To ensure children are safe through monitoring response to welfare/safeguarding concerns. To support families so that home circumstances support readiness for learning. To build positive home school relationships and maximise parental support for learning. EEF toolkit – parental involvement (+3 months)</p>	<p>Inclusion Lead to evaluate the project and monitor provisions and outcomes of the identified families</p> <p>Engagement logged on Cpoms Progress data Parent questionnaires Monitoring of safeguarding and welfare incidents Monitoring parental attendance at school activities Children are more resilient learners.</p>	<p>Termly May Severn</p>
<p>Identification of Support needed for PP children and the family around them</p>	<p>Supported nursery and after school care</p>	<p>Support for the family to support the child and their individual needs</p>	<p>Inclusion lead to evaluate the project and monitor provisions and outcomes of the identified families</p>	<p>Family Inclusion Lead/EYFS Lead December 2020</p>

<p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p>	<p>Clubs and events- children targeted and invited to attend.</p>	<p>Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.</p> <p>Funding also used to support targeted Enrichment/extension days for eligible children. EEF Toolkit outdoor adventure learning (+4 months) EEF Toolkit S & E aspects (+4 months)</p>	<p>Monitor take up of these opportunities and the manner in which they are presented to parents. Monitor parents' attitudes and engagement with provision. Explore different opportunities.</p>	<p>Termly SLT</p>
<p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p>	<p>Trips and residential opportunities and sporting events.</p>	<p>Closing the gap in terms of opportunity and access to wider learning opportunities by those who cannot necessarily afford it.</p>	<p>Monitor take up of these opportunities and the manner in which they are presented to parents. - Attendance records Monitoring of attendance by PP children Participation data for extended school clubs</p> <p>There is high take up of extra-curricular and curriculum Enhancement offer by all children. Monitor parents' attitudes and engagement with provision. Explore different opportunities. Child/parental questionnaires Competition data</p> <p>Barriers to participation are removed for vulnerable and disadvantaged children.</p>	<p>July 2020 SLT Ed Visits Coordinator</p>

A-D inclusive	Inspirational Projects	Aligned with the school vision, 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.	Termly SLT Curriculum Leads
Social integration at lunch time	Lunchtime supervisory staff training to support for vulnerable pupil more positive social experience. Use of PE Apprentices	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.	Termly SLT
ESTIMATED BUDGETED COST £10,000				