

Oakhill Academy Pupil Premium Action Plan & Report 2018-19

1. Summary information					
Academy	Oakhill Primary Academy				
Academic Year	2018/19	Total PP budget	£54,380	Date of most recent PP Review	October 2018
Total number of pupils	296	Number of pupils eligible for PP	42 (13.4%)	Date for next internal review of this strategy	October 2019

1. Attainment KS2 2018/19 (reported July 2019)		
	Pupils eligible for PP (your school)	<i>Pupils not eligible for PP (national average)</i>
Proportion achieving expected attainment or above in reading, writing & maths		
Average progress score in reading		
Average progress score in writing (TA)		
Average progress score in maths		
2. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, wave 2 and 3 interventions To continue to develop effective interventions programs in English and Maths To continue to develop 1:1 tuition provision 	<ul style="list-style-type: none"> QFT Phase approach to wave 2 and 3 interventions Accelerated progress evident All PP pupils at risk of underachievement identified and targeted End of KS2 data on or above national
B.	<ul style="list-style-type: none"> The inclusion team provide targeted family support for nurture, behaviour and inclusion 	<ul style="list-style-type: none"> Inclusion team monitoring behaviour incidents rigorously Pupils identified for SEMH support

		<ul style="list-style-type: none"> Improved SEMH provision for targeted pupils
C.	<ul style="list-style-type: none"> To promote good attendance To work alongside Inclusion and Community support workers and other agencies to support families with attendance related issues 	<ul style="list-style-type: none"> Marketing and reward linked to good attendance To track pupil attendance and work in partnership with BMBC EWO/FSW's to improve poor levels of attendance To work alongside DSL to ensure appropriate safeguarding actions are taken
D.	<ul style="list-style-type: none"> Targeted support for children with punctuality/ attendance issues and create a positive link between school and parents 	<ul style="list-style-type: none"> Increased attendance for pupils including PP and any on a CP plan Increased support for parental engagement and parent sessions to strengthen the support offered to vulnerable families
E.	<ul style="list-style-type: none"> To provide breakfast club provision for all children 	<ul style="list-style-type: none"> Reduce lateness and increase readiness for learning Breakfast club in place – staffing and food costings (children ready to learn – basic needs met)
F.	<ul style="list-style-type: none"> To target support for children with specific needs (30/45 PP pupils are SEN children) 	<ul style="list-style-type: none"> Bespoke SEND Support Plans led by Phase Leaders EP support in place where necessary – advice acted on by professionals Pupils in receipt of PP who have SEND make expected or better than expected progress
G.	<ul style="list-style-type: none"> To promote positive choices 	<ul style="list-style-type: none"> Rewards system Educational visits and rewards trips

Wave	Desired Outcomes	Key Aim	Planned Expenditure
1	Quality First Teaching and Learning (A,B)	For all pupils to receive quality-first teaching, ensuring personalisation for all learners, based on the BPP T&L priorities.	£24,785
2	Pastoral Support (C,D,E,F)	Keystages to provide a personalised approach to interventions, which ensure that our disadvantaged students make maximum	£29,253

		progress, using Pupil Premium funding in order support this.	
3	Other support (G)	To provide enrichment, support and opportunities for disadvantaged students in order to improve engagement in learning, thus ensuring students make excellent progress.	£6,500

ACTION PLANNING

Academic Year

2018/19

i. Quality of teaching for all (A,B)

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	Costing	Impact and evaluation
Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, wave 2 and 3 interventions	<ul style="list-style-type: none"> • QFT – CPD • Phase leaders to lead on pupil progress meetings to target support where needed through quality assessments 	QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4 months, digital Tech +4 months– EEF)	<ul style="list-style-type: none"> • CPD - £5000 • Subscriptions £6000 (10%) 	
To continue to develop effective interventions programs in Literacy and Maths	<ul style="list-style-type: none"> • Phase Leaders pupil progress half termly • Pre and post teaching led by skilled TAs and Teachers 	<ul style="list-style-type: none"> • Taken from EEF 'using teaching assistants well • EEF research for same day intervention and Mastery Maths approaches (instant 	AHT Literacy and Maths whole school uplift £5891 (10%)	

	<ul style="list-style-type: none"> • CPD for TAs • Same day intervention 	<p>feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4– EEF)</p>		
<ul style="list-style-type: none"> • The inclusion team provide targeted family support for nurture, behaviour and inclusion 	<ul style="list-style-type: none"> • Pupils identified for SEMH support • SEMH interventions in place (inclusion team) • Improved SEMH provision for targeted pupils • Thrive approach training 	<ul style="list-style-type: none"> • Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 months – EEF) • Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF) 	<p>Family Support Nurture intervention £6894 (25%) Training £1000</p>	
			Total Budgeted costs: £24,785	
ii. Pastoral Support (C,D,E,F)				
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	Costing	Impact and evaluation
<ul style="list-style-type: none"> • To promote good attendance and track key pupils re: attendance issues • To work alongside Inclusion and Community support 	<ul style="list-style-type: none"> • To track attendance and support links to safeguarding and CP. • To identify PP and build relationships with parents to maintain good attendance. 	<ul style="list-style-type: none"> • Learning from best practice and research released by EEF and case studies for improving attendance in schools 	<p>Attendance Officer & EWO £6894</p>	

workers and other agencies to support families with attendance related issues	<ul style="list-style-type: none"> To work alongside DSL. Marketing and reward linked to attendance. 			
<ul style="list-style-type: none"> Targeted support for children with punctuality/attendance issues and create a positive link between school and parents 	<ul style="list-style-type: none"> Increased attendance for pupils including PP and any on a CP plan Increased support for parental engagement and parent sessions to strengthen the support offered to vulnerable families 			
<ul style="list-style-type: none"> To provide breakfast club provision for all children 	<ul style="list-style-type: none"> Reduce lateness and increase readiness for learning 	Positive correlation between breakfast club, behaviour and attainment well understood. (Magic Breakfast).	Breakfast club staffing £3770 Resources £500	
<ul style="list-style-type: none"> To target support for children with specific needs and ensure bespoke provision for PP/SEN children so they have strategies/ learning behaviours to achieve 	<ul style="list-style-type: none"> Specifically PP/SEN children Educational Psychologist support / SCI/ GESS/ OT Sensory provision Behaviour support team (inclusion) to support with strategies to help vulnerable children and their families Quality resources in place (books, digital technology) 	Identified by school leadership as a priority.	Professional partners costs £7355 (50%) Sensory equipment £1300 Staffing £4434 ICT £5000	
			Total Budgeted costs: £29, 253	
iii. Other approaches (G)				

Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	Costing	Impact and evaluation
<ul style="list-style-type: none"> To promote positive choices 	<ul style="list-style-type: none"> Educational visits and rewards trips Rewards system (dojo) Top Trumps events House point 	Parent and pupil voice in previous years have acknowledged the value that is placed in trips and visits (outdoor adventure learning +4 months EEF)	Dojo systems £500 Rewards £3000 Trips £3000	
			Total Budgeted costs: £6,500	

Planned expenditure

i.	Quality Teaching for all	£24,785
ii.	Pastoral Support	£29,253
iii.	Other approaches	£6,500
Total		£60,538