

## 1. Summary information

<b>Academy</b>		Oakhill Primary Academy			
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£63,895 (£72,971 actual expenditure. £9,076 from academy budget)	<b>Date of most recent PP Review</b>	October 2018
<b>Total number of pupils</b>	323	<b>Number of pupils eligible for PP</b>	45 (14%)	<b>Date for next internal review of this strategy</b>	October 2019

## 2. Attainment KS2 2017/18

	Pupils eligible for PP (your school) 6	<i>Pupils not eligible for PP (national average) 26</i>
<b>Proportion achieving expected attainment or above in reading, writing &amp; maths</b>	33% (2 pupils)	<i>70% (18 Children)</i>
<b>Average progress score in reading</b>	<b>-1.33</b>	<i>0.31</i>
<b>Average progress score in writing (TA)</b>	<b>+2.40</b>	<i>0.24</i>
<b>Average progress score in maths</b>	<b>-1.63</b>	<i>0.31</i>

## 3. Desired outcomes (*Desired outcomes and how they will be measured*)

		Success criteria
<b>A.</b>	<ul style="list-style-type: none"> <li>Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, wave 2 and 3 interventions</li> <li>To continue to develop effective interventions programs in English and Maths</li> <li>To continue to develop 1:1 tuition provision</li> </ul>	<ul style="list-style-type: none"> <li>QFT</li> <li>Phase approach to wave 2 and 3 interventions</li> <li>Accelerated progress evident</li> <li>All PP pupils at risk of underachievement identified and targeted</li> <li>End of KS2 data on or above national</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>The inclusion team provide targeted family support for nurture, behaviour and inclusion</li> </ul>	<ul style="list-style-type: none"> <li>Inclusion team monitoring behaviour incidents rigorously</li> <li>Pupils identified for SEMH support</li> <li>Improved SEMH provision for targeted pupils</li> </ul>

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

Expenditure and Evaluation (impact)				
<b>Academic Year</b>			<b>2017/18</b>	
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	<ul style="list-style-type: none"> <li>QFT – CPD</li> <li>Phase leaders to lead on pupil progress meetings to</li> </ul>	QFT is widely acknowledged as having the greatest impact on outcomes for all pupils	£43,772	<ul style="list-style-type: none"> <li>In 2017/18, the progress for pupils in receipt of PP at the end of KS2 for reading,</li> </ul>

<p>through QFT and, when needed, wave 2 and 3 interventions</p>	<p>target support where needed through quality assessments</p> <ul style="list-style-type: none"> <li>Digital Technology</li> </ul>	<p>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)</p>	<p>writing and maths was average --1.33, +2.40, -1.63 respectively.</p> <ul style="list-style-type: none"> <li>2017/18 attainment data for the end of KS2 shows that children in receipt of PP are achieve below their peers nationally. However, this is a small cohort of only 6 pupils. Progress measures indicate the pupils made expected progress from their starting points.</li> </ul>															
<p>To continue to develop effective interventions programs in Literacy and Maths</p>	<ul style="list-style-type: none"> <li>Phase Leaders pupil progress half termly</li> <li>Pre and post teaching led by skilled TAs and Teachers</li> <li>CPD for TAs</li> <li>Same day intervention</li> </ul>	<ul style="list-style-type: none"> <li>Taken from EEF ‘using teaching assistants well</li> <li>EEF research for same day intervention and Mastery Maths approaches (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4– EEF)</li> </ul>	<table border="1" data-bbox="1579 710 2123 938"> <thead> <tr> <th></th> <th>PP at Oakhill</th> <th>National all pupils</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>50</td> <td>80</td> </tr> <tr> <td><b>Writing</b></td> <td>67</td> <td>83</td> </tr> <tr> <td><b>Maths</b></td> <td>33</td> <td>81</td> </tr> <tr> <td><b>SPAG</b></td> <td>50</td> <td>78</td> </tr> </tbody> </table>		PP at Oakhill	National all pupils	<b>Reading</b>	50	80	<b>Writing</b>	67	83	<b>Maths</b>	33	81	<b>SPAG</b>	50	78
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		EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF)		<ul style="list-style-type: none"> <li>Increased and increasing number of EHA's /TAF meetings implemented to provide appropriate support for the family.</li> </ul>
			<b>Total Budgeted costs: £43,772</b>	
<b>ii. Pastoral Support (C,D,E,F)</b>				
Desired Outcomes	Chosen action/approach	What is the evidence and rationale for this choice?	Costing	Impact and evaluation
<ul style="list-style-type: none"> <li>To promote good attendance and track key pupils re: attendance issues</li> <li>To work alongside Inclusion and Community support workers and other agencies to support families with attendance related issues</li> </ul>	<ul style="list-style-type: none"> <li>To track attendance and support links to safeguarding and CP.</li> <li>To identify PP and build relationships with parents to maintain good attendance.</li> <li>To work alongside DSL.</li> <li>Marketing and reward linked to attendance.</li> </ul>	<ul style="list-style-type: none"> <li>Learning from best practice and research released by EEF and case studies for improving attendance in schools</li> </ul>	£8160	<ul style="list-style-type: none"> <li>Attendance has risen by 0.4% for children in receipt of PP between 2016-18.</li> </ul>
<ul style="list-style-type: none"> <li>Targeted support for children with punctuality/attendance issues and create a positive link between school and parents</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance for pupils including PP and any on a CP plan</li> <li>Increased support for parental engagement and parent sessions to strengthen the support offered to vulnerable families</li> </ul>		£8667	<ul style="list-style-type: none"> <li>Increased first day contact achieved</li> <li>Systems for the reward of 100% attendance implemented</li> </ul>

<ul style="list-style-type: none"> <li>To provide breakfast club provision for all children</li> </ul>	<ul style="list-style-type: none"> <li>Reduce lateness and increase readiness for learning</li> </ul>	Positive correlation between breakfast club, behaviour and attainment well understood. (Magic Breakfast).	£3672	Attendance at Breakfast Club increased throughout the year, with around 40 pupils attending daily.										
<ul style="list-style-type: none"> <li>To target support for children with specific needs</li> </ul>	<ul style="list-style-type: none"> <li>30PP SEN children</li> <li>Educational Psychologist support</li> </ul>	Identified by school leadership as a priority.	£4160	Y6 2018 SEND Support /PPG outcomes (4 SEND pupils – 3 of whom are PP pupils): <table border="1" data-bbox="1579 531 1944 715"> <thead> <tr> <th></th> <th>EXP</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33% (1/3)</td> </tr> <tr> <td>Writing</td> <td>33% (1/3)</td> </tr> <tr> <td>Maths</td> <td>0% (0/3)</td> </tr> <tr> <td>SPAG</td> <td>0% (0/3)</td> </tr> </tbody> </table>		EXP	Reading	33% (1/3)	Writing	33% (1/3)	Maths	0% (0/3)	SPAG	0% (0/3)
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SPAG	0% (0/3)													
			<b>Total Budgeted costs: £27,699</b>											
<b>iii. Other approaches (G)</b>														
<b>Desired Outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Costing</b>	<b>Impact and evaluation</b>										
<ul style="list-style-type: none"> <li>To promote positive choices</li> </ul>	<ul style="list-style-type: none"> <li>Educational visits and rewards trips</li> </ul>	Parent and pupil voice in previous years have acknowledged the value that is placed in trips and visits (outdoor adventure learning +4 months EEF)	£1500	The curriculum is enhanced through a range of opportunities and experiences.										
			<b>Total Budgeted costs: £1500</b>											