

# Pupil Premium Strategy Three Year Statement 2018/19, 2019/20, 2020/21: Oakhill Primary Academy



## Vision Statement /Intent Statement

This three year action plan sets out Oakhill Academy's approach to raising the attainment of our disadvantaged students to ensure all pupils are able to reach their full potential. At Oakhill Academy, we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School.

It is important to note, that in addition to using a range of initiatives to ensure the excellent academic achievement of our disadvantaged pupils, we also believe that we have a moral purpose to provide opportunities for pupils to grow emotionally and socially, as well as placing a high value on their well-being and happiness. We believe that it is extremely important to prepare our pupils to become valuable contributors to our society.

## 1. Summary information -Oakhill Primary Academy

				Number of pupils eligible for PP	Total Pupils in school	% of PP
Academic Year	2018/19	Total PP budget	£54,380	42	296	13%
Academic Year	2019/20	Total PP budget	£60,538	45	323	14%
Academic Year	2020/21	Total PP budget	£42,460	28	292	10%

## 2. Attainment KS2

	Pupils eligible for PP (your school)			Pupils <i>not</i> eligible for PP (national average)		
	17-18 (6)	18-19 (6)	19-20	17-18 (26)	18-19 (31)	19-20
Proportion achieving expected attainment or above in reading, writing & maths	33% (2)	33% (2)		70% (18)	71% (22)	
Average progress score in reading	-1.33	-2.29		0.31	0.59	
Average progress score in writing (TA)	2.40	-1.93		0.24	3.30	
Average progress score in maths	-1.63	-0.87		0.31	1.21	

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Pupil Premium Strategy Review Date		November 2020
Date Completed		November 2019
3. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		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, Maths and Phonics</li> <li>To continue to develop intervention and small group 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 with same day interventions</li> <li>All PP pupils at risk of underachievement identified and targeted</li> <li>TA PM to identify impact of intervention and also to have specialist TAs in each phase (Thrive, SALT, SEMH)</li> <li>End of KS2 data on or above national</li> <li>RAP meetings to identify PPG attainment and progress and identify barriers</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Family support for nurture, behaviour and inclusion is effective in enabling children to access school and achieve aspirational outcomes</li> </ul>	<ul style="list-style-type: none"> <li>AHTs monitoring behaviour incidents rigorously</li> <li>Pupils identified for SEMH support</li> <li>Improved SEMH provision for targeted pupils</li> <li>Thrive to be embedded across school including Family Thrive</li> <li>Family work – EHAs/Parenting classes/referrals and partnership working with external professionals.</li> </ul>
<b>C.</b>	<ul style="list-style-type: none"> <li>To promote good attendance including improving punctuality and reduces number of PA children.</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 (children 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 and develop learning behaviours in the classroom and at unstructured times</li> </ul>	<ul style="list-style-type: none"> <li>Bespoke SEND Support Plans led by Phase Leaders</li> <li>EP/OT/SCI and SALT 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> <li>Quality resources</li> </ul>

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<b>G.</b>	<ul style="list-style-type: none"> <li>To promote positive choices for learning and beyond school</li> </ul>	<ul style="list-style-type: none"> <li>Rewards system</li> <li>Educational visits and rewards trips</li> </ul>
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Wave	Desired Outcomes	Key Aim	Planned Expenditure		
			2018/19	2019/20	2020/21
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.	£23785	£23,785	£17394
2	Pastoral Support (C,D,E,F)	Key stages to provide a personalised approach to interventions, which ensure that our disadvantaged students make maximum progress, using Pupil Premium funding in order support this.	£21253	£21, 253	£17894
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.	£15500	£15,500	£7172
	Total		£54380	£60538	£42460

## ACTION PLANNING

Academic Year

2019/20

### 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"> <li>QFT – CPD</li> <li>Phase leaders to lead on pupil progress meetings to target support where needed through quality assessments</li> <li>TA PM to identify impact of intervention and also to have specialist TAs in each phase (Thrive, SALT, SEMH)</li> <li>End of KS2 data on or above national</li> </ul>	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	<ul style="list-style-type: none"> <li>CPD - £3500</li> <li>Subscriptions £2000</li> <li>Resources £2000</li> </ul>	

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	<ul style="list-style-type: none"> <li>RAP meetings to identify PPG attainment and progress and identify barriers</li> <li>Assign experienced teacher as an NQT/RQT lead to support QFT for all PP children.</li> </ul>	+5months, phonics +4 months, digital Tech +4 months– EEF)		
<p>To continue to develop effective interventions programs in Literacy and Maths</p> <p>To continue to develop intervention and small group provision</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>	AHT Literacy and Maths whole school uplift £3000	
<p>Family support for nurture, behaviour and inclusion is effective in enabling children to access school and achieve aspirational outcomes</p>	<ul style="list-style-type: none"> <li>Pupils identified for SEMH support</li> <li>SEMH interventions in place (inclusion team)</li> <li>Improved SEMH provision for targeted pupils</li> </ul>	<ul style="list-style-type: none"> <li>Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 months – EEF)</li> <li>Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF)</li> </ul>	Family Support Nurture intervention £6894 (25%)	
			<b>Total Budgeted costs: £17394</b>	
<b>ii. Pastoral Support (C,D,E,F)</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 good attendance and track key pupils re: attendance issues</li> <li>To work alongside Inclusion and Community support workers and</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> </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>	Attendance Officer & EWO £6894	

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other agencies to support families with attendance related issues	<ul style="list-style-type: none"> <li>To work alongside DSL.</li> <li>Marketing and reward linked to attendance.</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>			
<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).	Breakfast club staffing £2600 Resources £1000	
<ul style="list-style-type: none"> <li>To target support for children with specific needs and ensure bespoke provision for PP/SEN children</li> </ul>	<ul style="list-style-type: none"> <li>Specifically PP/SEN children</li> <li>Educational Psychologist support / SCI/ GESS/ OT</li> <li>Sensory provision</li> </ul>	Identified by school leadership as a priority.	Professional partners costs £5,400 (50%) Sensory/staffing equipment £4500	
			<b>Total Budgeted costs: £17894</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> <li>Rewards system (dojo)</li> <li>Top Trumps events</li> <li>House point</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)	Rewards £4000 Enrichment £3172	
			<b>Total Budgeted costs: £7172</b>	

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## Total Planned Expenditure 2019/20

i. Quality Teaching for all	£17394
ii. Pastoral Support	£12494
iii. Other approaches	£7172
<b>Total</b>	<b>£42460</b>

## 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"> <li>QFT – CPD</li> <li>Phase leaders to lead on pupil progress meetings to target support where needed through quality assessments</li> </ul>	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"> <li>CPD - £5000</li> <li>Subscriptions £6000 (10%)</li> </ul>	KS1 (GDS) 57% ARE Reading (29%) 57% ARE Writing (29%) 71% ARE Maths (0%)  67% Phonics screen  KS2 (GDS)
To continue to develop effective interventions programs in Literacy and Maths	<ul style="list-style-type: none"> <li>Phase Leaders pupil progress half termly</li> <li>Pre and post teaching</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</li> </ul>	AHT Literacy and Maths whole school uplift £5891 (10%)	33% ARE Reading (0%) 50% ARE Writing (0%) 50% ARE Maths (0%)

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	<ul style="list-style-type: none"> <li>led by skilled TAs and Teachers</li> <li>• CPD for TAs</li> <li>• Same day intervention</li> </ul>	<p>Maths approaches (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4– EEF)</p>		
<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>Pupils identified for SEMH support</li> <li>• SEMH interventions in place (inclusion team)</li> <li>• Improved SEMH provision for targeted pupils</li> </ul>	<ul style="list-style-type: none"> <li>Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 months – EEF)</li> <li>• Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF)</li> </ul>	<p>Family Support Nurture intervention £6894 (25%)</p>	<p>Thrive implemented across school and targeted supported based on findings from analysis. 33% of families receive support or have EHA for the family. 33% FSW working with families.</p>
			<b>Total Budgeted costs: £23,785</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>	<p>Attendance Officer &amp; EWO £6894</p>	<p>All pupils tracked and strategies in place for attendance intervention. First day contact made. FSW working with families: coffee mornings, support meetings, sibling support groups. Rewards: 100%, attendance starts programme, certificates, prize draws.</p>
<ul style="list-style-type: none"> <li>Targeted support for children with punctuality/attendance</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance for pupils including PP and any on a CP plan</li> </ul>			<p>Whole school 95.2% PPG increased from 93.4% to 93.9% EHA for PP children this year 21%</p>

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issues and create a positive link between school and parents	<ul style="list-style-type: none"> <li>Increased support for parental engagement and parent sessions to strengthen the support offered to vulnerable families</li> </ul>			Punctuality reduced from Autumn Term 245 lates to 37 in the summer term due to interventions from FSW/ Breakfast club.
<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).	Breakfast club staffing £3770 Resources £500	Reduced lateness FIGS: Number of PP going to breakfast club has risen to 15 from 11 children (41%). This has positively impacted on attendance and punctuality.
<ul style="list-style-type: none"> <li>To target support for children with specific needs and ensure bespoke provision for PP/SEN children</li> </ul>	<ul style="list-style-type: none"> <li>Specifically PP/SEN children</li> <li>Educational Psychologist support / SCI/ GESS/ OT</li> <li>Sensory provision</li> </ul>	Identified by school leadership as a priority.	Professional partners costs £7355 (50%) Sensory equipment £1300 Staffing £1434	% of PP children seen by: SCI: 5 (14%) OT: 4 (11%) EP: 7 (19%) SALT 2 (5%) Sensory circuits have proved very successful and 10% of PPG children have accessed this provision (4 children)
			<b>Total Budgeted costs: £21, 253</b>	
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"> <li>To promote positive choices</li> </ul>	<ul style="list-style-type: none"> <li>Educational visits and rewards trips</li> <li>Rewards system (dojo)</li> <li>Top Trumps events</li> <li>House point</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)	Dojo systems £500 Rewards £3000 Trips £12000	Revamped Dojo and had big push for rewards: Assemblies/Attendance stars Top trumps events: Domino's, Pantomime, Tropical Animals, Eco Days, Ice Creams for example. House Points: Crazy Carts, cinema for example.
			<b>Total Budgeted costs: £15,500</b>	



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## Total Planned Expenditure 2018/19

iv.	Quality Teaching for all	£23,785
v.	Pastoral Support	£21,253
vi.	Other approaches	£15,500
<b>Total</b>		<b>£60,538</b>