



Pupil Premium & COVID Catch-up Strategy Statement: Oaklands Community Primary School

Summary information					
School	Oaklands Community Primary School		Date of next PP review		December 2020
Academic Year	2020 -21	Total PP budget	£219,820	Total Catch-up Funding	£33,840
Number of pupils eligible for PP	159	Number of pupils eligible for FSM	138	Total number of pupils	423

Data taken from 2018 – 2019 Due to Corona Virus pandemic

Attainment 2018-2019							
Cohort	PP	National	Diff		PP GDS	National	Diff
GLD		72%					
Y1 Phonics		82%					
KS1 Phonics		93%					
KS1 Reading	77%	75%	+2%		27%	25%	+2%
KS1 Writing	82%	69%	+13%		14%	15%	-1%
KS1 Maths	82%	76%	+6%		18%	22%	-4%
KS1 RWM	68%	65%	+3%		9%	11%	-2%
KS2 Reading	78%	73%	+5%		25%	27%	-2%
KS2 GPS	81%	78%	+3%		22%	36%	-14%
KS2 Writing	72%	78%	-6%		9%	20%	-11%
KS2 Maths	69%	79%	-10%		13%	27%	-14%
KS2 RWM	59%	65%	-6%		0%	11%	-11%

Due to the nationally recognised effect of the COVID-19 pandemic on children, especially the disadvantaged, as a school we have decided to combine our Covid Catch-up funding (£80 per pupil) with our Pupil Premium funding. This will allow us to ensure that proven strategies can be used to support all pupils, and will particularly target our most vulnerable pupils.

Likely barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

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| A. | Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations. Communication and Language, Physical Development, PSED, Literacy and Number are significantly below for those children eligible for PP. |
| B. | Low confidence, lack of resilience and poor motivation for learning identified in children eligible for PPG |
| C. | Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future and are at risk of not being in education, employment or training (NEET 16 -24 year olds). |

External barriers

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| D | Oaklands is located in an area which includes an area of deprivation where unemployment is a significant issue. Living Environment and Barriers to Housing and Services deprivation indicators are high (within the 20% most deprived neighbourhoods in England) – source 'Indices of Deprivation' |
| E | Pupil attendance, although improved, is an area that needs constant monitoring. Research 'March 2016 Gov.DFE.UK' report states that 'pupils with no absences are 1.3 times more likely to achieve age related expectations and 3.1 times more likely to make above expected level than pupils that miss 10-15% of all sessions.' |
| F | Parental engagement in supporting the children in developing learning and behaviour at home and in school needs support. |
| G | The global Corona Virus pandemic and national lockdowns have increased anxiety levels in our school community and had an adverse effect on attendance. |

Desired Outcomes		How do we measure the success?
A.	Accelerated progress for pupils in EYFS will ensure they meet Age Related Expectations.	Pupils in Foundation Stage make rapid progress from their low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Foundation year.
B.	Opportunities for 'More-Able' children are available to support them to reach the Greater Depth standard in both Key Stages.	Children are accurately targeted and progress is accelerated to ensure that the percentage of children in receipt of the PPG meeting the National Standard at Greater Depth in all areas is at least in line or above in both Key Stage 1 & Key Stage 2
C.	Attainment at Key Stage 2 particularly in Writing & Maths as well as the percentage of students achieving Reading, Writing & Maths combined is increased to meet National standards.	Children are accurately targeted and accelerated progress ensures that the percentage of PPG meeting the expected standards are at least in line with National expectations.
D.	Attendance for children in receipt of PPG and the wider school community is in line with National benchmarks (Covid-19 dependent).	The percentage of Persistently Absent pupils who are eligible for the grant is in line with National benchmarks. Students arrive on time so that they experience a positive start to the school day The percentage of families eligible for the grant engage with the school family learning programmes and family support services increase so that basic needs are met.
E.	Engagement, learning attitudes and behaviours of PPG children are improved; they are able to take responsibility for their own learning and rise to challenges set. High aspirations are evident and children have an awareness of how their learning links to later life.	Children eligible for the PPG will show greater confidence and engagement in their learning which will be evident through Pupil Voice feedback and teacher observations. PPG children will make at least good progress (1 standard per year) in all subjects. PPG children will take more responsibility in school life (Buddies, Ambassadors, Leadership roles) and will aspire to a range of careers.
F.	Parents of all PPG children are engaged in their children's learning and children are well supported at home.	Children are engaged in home learning, homework is completed and greater parental participation is evident in workshops, attendance at parents' evenings and other school events.
G.	Family anxiety levels are well managed and do not have an adverse effect on children's mental health, attendance and academic attainment.	Parents feel confident to send their children to school and children feel safe and happy. Children's attendance is in line with National benchmarks and their academic progress is at least in line with expectation.

Planned expenditure				
Quality First Teaching				
Desired outcome/ Chosen approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	Review Dates
A/G: Specialist staffing support in EYFS classes	<p>Additional Teaching Assistants to ensure smaller numbers of pupils in focus groups and higher quality first teaching across the year group.</p> <p>Self-regulation strategies are supported in class and through specialist nurture provision. Improving self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence. EEF: Play based learning +5mths.</p> <p>Focused provision such as early literacy and maths intervention will ensure that PP pupils are beginning to close the gap with their peers. Early Years: Early Literacy + 4 months Early Numeracy + 6 months.</p>	<p>Aspirational targets set from Baseline Assessment.</p> <p>Phase Leader oversees progress and attainment through rigorous Pupil Progress Meetings with a focus on PPG children.</p> <p>Targeted Early Years Review allows for an in-depth analysis of provision and next steps for all pupils.</p>	Phase Leader DH HT	Termly
			Total	£30,648
E/G: Forest School	<p>Children to have access to an Outdoor Curriculum to focus on raising self-esteem, working with others and promoting independence.</p> <p>+4 months as identified by EEF</p>	<p>Forest School to be run using high adult: child ratios and led by trained and accredited adults that are fully able to support the children's social and emotional development.</p>	Class Teachers Forest School Leaders	Termly
			Total	£5,205
A/B/C/G: Accelerated Reader	<p>The use of Accelerated Reader program to engage and monitor reading across Key Stage 2 and ensure children are well targeted, assessed and monitored</p> <p>+5 months as identified by EEF.</p>	<p>All children to use Accelerated Reader to accurately identify reading age and comprehension rate. Class Teachers to monitor children on the 'watch list' and ensure that appropriate intervention is in place for those whom require it. Daily readers to be identified from data analysis and children to be tracked on a weekly basis.</p> <p>PPMs to use data to inform teacher assessments and monitor the rate of progress.</p>	Class Teachers Phase Leaders BP	Termly
			Total	£1,635

A/B/C/G: PixL	<p>The use of PiXL to provide targeted support for all pupils to ensure that assessment reflects knowledge and pupils have the necessary skills and test technique to meet National expectations</p> <p>+4 months as identified in EEF</p>	<p>All children to use diagnostic screening on PixL. Class teachers to use this to inform precision teaching and whole class input.</p>	<p>Class Teachers Phase Leaders DH HT</p>	<p>Termly</p>
			<p>Total</p>	<p>£2,675</p>
All: Training for all staff	<p>Monthly training for all class teachers to improve their pedagogy and implement new ideas gained through research into their practice.</p>	<p>Class teachers will be released on a monthly basis to further their pedagogy. This will have a whole school focus and will be driven by the SDP. Training will be regularly delivered and reviewed to ensure it best meets the needs of the pupils.</p>	<p>HT DHT PL</p>	<p>Termly</p>
			<p>Total</p>	<p>£7,716</p>
Total Expenditure for Quality First Teaching				<p>£47,879</p>

Targeted support

Desired outcome/ Chosen approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	Review Dates
B/C/G: Highly trained Teaching Assistants to support key groups of PPG children in class	<p>Specialist Teaching Assistants are used across KS1 & KS2 to support learners to make accelerated progress through guided teaching and feedback.</p> <p>Targeted support through quality first teaching, adult class support and the use of small group interventions will enable our PPG children to make accelerated progress in Reading, Writing & Maths.</p> <p>Small group tuition +4 months as identified by EEF Feedback +8 months as identified by EEF</p>	<p>Phase Leaders oversee year group interventions and hold regular meetings with class teachers to ensure rapid progress.</p> <p>Training available to Teaching Assistants to ensure quality interactions.</p> <p>DH meetings with Phase Leaders. Key driver for our School Development Plan (SDP) and incorporates regular reporting mechanisms with Governor involvement.</p>	Phase Leaders DH HT	Termly
			Total	£41,688
C/G Experienced Teacher used to support in Year 6	<p>Targeted support for key vulnerable pupils to ensure that they meet end of Key Stage expectations. Accelerated progress ensures standards are met in Reading, Writing & Maths.</p> <p>Small group tuition +4 months as identified by EEF Reducing class size +3 months as identified by EEF</p>	<p>Teachers overseen by Phase Leaders and SLT. Aspirational targets to ensure accelerated progress and discussed at rigorous PPM.</p>	TB DH HT	Termly
			Total	£24,000

A/C/E: Speech & Language Support for children from EYFS – Year 6	<p>To provide additional support to children with identified Speech & Language Needs. This will include children identified by class teachers as well as those in receipt of a Speech & Language Care Plan. As part of our Speech & Language package, all children in EYFS will be screened for Speech and Language difficulties using Nuffield Early Language Intervention (NELI).</p> <p>Oral Language Interventions +5 months as identified by EEF</p>	<p>Children identified through discussions with class teachers so that early assessment can be put into place and appropriate referrals can be made. Children currently being seen by SALT to have detailed plan and receive regular therapy to ensure appropriate progress is made. All SALT to be overseen and regularly reviewed by Inclusion Lead.</p>	AG ML LD	Termly
			Total	£12,500
Pupil Premium Champion	<p>To use a Pupil Premium Champion to lead PP throughout the school. This will include raising awareness and the profile of PP, the creation of strategy documents, liaising with governors and monitoring the impact of strategies and adapting provision as needed.</p>	Documents created and monitored through regular meetings with governors. Impact evident through termly reviews, and overseen by the HT	Govs HT	Termly
			Total	£10,000
E/G: ELSA/ Nurture Support	<p>To fund provision and provide ELSA training for 2 additional members of staff required to run sessions for those students identified as requiring support. Nurture provision to be used for targeted children. This will support individual children's learning as well as minimising impact to class learning.</p> <p>Self-Regulation +7 months</p>	Children identified and regularly reviewed through PPMs, Intervention review and meetings with Inclusion Lead	Class teachers AG	Termly
			Total	£21,400
A/B/C/E/G Small group tuition	<p>Trained teaching Assistants to offer small group tuition to children beyond the school day to ensure they have every opportunity to reach expected standards in Reading, Writing & Maths.</p> <p>+4 months as identified by EEF</p>	Children accurately identified from data tracking systems and PiXL used to create individualised learning experiences.	KS PL	Termly
			Total	£12,000

B/C/E Pupil Conferencing	Teachers will meet with children to discuss their learning and ensure they have a clear understanding of how to further improve their work to strengthen their progress and attainment. Feedback: +4 months as identified by EEF	Teachers will be released from class teaching responsibility on a half termly basis to meet with all PPG children. These discussions will be supported by looking through books together and agreeing 'targets' for children to work on over the coming half term. These meetings will be supported by Phase Leaders and reviewed in Pupil Progress Meetings.	Class teachers PL	Termly
			Total	£7,000
B/C/E Reading Buddies and Homework Club	Teaching Assistants to provide quality support to children through Reading and Homework outside of the school day to ensure children have the opportunity and support required to support their learning in class.	Children identified through class teachers, with additional option for children to opt in to homework club.	Class teachers TAs DH	Termly
			Total	£2,375
Total Expenditure for Targeted Support				£130,963

Attendance				
Desired outcome/ Approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
D: Breakfast Club Support	Adults employed to oversee Breakfast Club provision for our students who may need a softer start to the school day. Provision to include a healthy breakfast and enable children to arrive in school for the start of the school day. This will ensure children do not miss vital learning in the mornings and can experience a settled start to school.	Students will be actively target to attend breakfast club where attendance or behaviour is a significant issue first thing in the day.	CH HT	Half termly
			Total	£3,864
D/G: Inclusion Officer	Staff member employed to liaise with families where attendance is an issue and ensure strategies are put in place to support children being in school. Member of staff to monitor attendance on a daily basis and target specific families where persistent absence is an issue. Parental Engagement: +4months as identified by EEF	Daily review of attendance will allow specific targeting of families. Monthly attendance analysis highlights where attendance is an issue and a specific plan of support is put into place. Meetings with parents and where necessary the EWO supports a swift action plan.	CH HT JG	Monthly
			Total	£20,000
E: Community	Working to build links between the school and local community to include family trips and support as well as providing exciting trips and visits to children and their parents. Parental Engagement: +4months as identified by EEF	Children and families to be identified through PFSA and need. To run on a 6 week program, that is reviewed at the end of each session.	PFSA KS CH	Termly
			Total	£2,000
Total Expenditure for Attendance				£25,864

Enrichment				
Desired outcome/ Approach	Evidence and rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E: Supplemente d activities (Residential/ trips/After school activities)	All students to have the opportunity to join a range of enrichment activities that they may not otherwise have access to.	All PPG children will be tracked to ensure they are given access to discounted opportunities.	All staff DH	Termly
			Total	£5,000
Total Expenditure for Enrichment				£5,000