

Pupil Premium Grant Statement

2018-19

Summary Information

Total amount forecast in budget September 2018-19	£219,300 (based on 2017-18 census)
Total number of pupils on roll	410
Total number of pupils eligible for PPG @£1,320	146 (35.6%)
Total number of pupils who are looked after	7 (1.7%)
Total number of service pupils	2 (0.5%)

Main barriers to educational achievement faced by eligible pupils of the school

1. Attendance

- Attendance as a whole is still too low which is a major barrier to learning. For the last academic year, overall attendance was 94.3%. The absence of PPG children is still higher than the other children at 92.51% compared to 94.64%.
- The main barrier appears to be self-certificated illness. Unauthorised absences remain the highest reason. Often the reason of 'sickness and diarrhoea' which means that the child does not have any medical evidence for this absence.
- PPG children are also more likely to be late, especially late after the register close. This means that they are missing the initial sessions and therefore impact on their learning.

2. Assessment

- At KS2, PPG children were in line or above National in English subjects. Maths was slightly below national (3 children). Overall, the biggest gap was at children expected in ALL subjects. This indicates that although children were expected in some subjects, too many missed out on one area. This shows that the main barrier is having a holistic view of all subjects. There needs to be a greater focus on individual attainment in each subject needs to be a focus.

KS2	Reading				Writing				Maths				ALL			
	Nat	Sch	PPG	N-PPG	Nat	Sch	PPG	N-PPG	Nat	Sch	PPG	N-PPG	Nat	Sch	PPG	N-PPG
EXP+	75%	77%	74%	80%	78%	89%	90%	87%	77%	77%	71%	83%	69%	69%	56%	77%

- At KS1, the children attainment were inline with PPG children and non PPG children. When compared to last years, all subjects were inline or above the national average. The groupings and progress were measured regularly and this helped with the targeting of additional children.

KS1	Reading				Writing				Maths				ALL			
	Nat	Sch	PPG	N-PPG	Nat	sch	PPG	N-PPG	Nat	sch	PPG	N-PPG	Nat	sch	PPG	N-PPG
Exp+		81%	87%	80%		69%	67%	70%		81%	80%	82%		66%	67%	65%

- In the EYFS, the PPG children were slightly below the national average. The focus on PPG children needs to be developed for the EYFS to ensure that their progress is monitored closely.

EYFS	Nat	GLD		
		Sch	PPG	N-PPG
Achieved		74%	63%	79%

3. Behaviour

- Behaviour records demonstrate that the PPG are a significantly proportion on the records. On average, over half of the incidents are linked to children who receive PPG. The group is large and almost represents half of the cohort, however, it raises an interesting pattern.
- The rate of exclusions for PPG children is higher with almost all exclusions being children who receive PPG. This links with the above pattern of the group's behaviour having a negative impact on their learning.
- Behaviour and acceptable conduct within the community remains a likely barrier for many children receiving PPG, especially boys.

4. Belonging

- Children receiving PPG come into school with lower confidence and aspirations which is seen through EY baselines and pupil conferencing. The main barrier is that many have low engagement at home with their learning such as not reading at home or completing home learning. Interactions with parent and child about learning are usual low, with some failure to engage at home time.
- The percentage of pupils supported by external agencies is high. Within our school the predominant needs are Speech, Language and Communication and Social, Emotional and Mental Health Needs with a particular focus on supporting pupils in improving their behaviour and social skills. The high numbers of concerns and referrals to external agencies across the school are an indicator of the issues related to parenting skills which are demonstrated in our safeguarding return forms and referrals and therefore is a significant barrier for children's learning. A significant number of families are, or have been, supported by children's social care or monitored by the school.
- Emotional Health and Wellbeing curriculum is in place across the whole school however many parents and children lack these prerequisite skills and therefore is a barrier to their learning.

5. Curriculum

- There has been an increase in pupils with social and communication needs on entry. This can be measured through the Language Link assessments carried out in Reception. As a result of this we have our own Speech and Language therapist as well as SALT trained Teaching Assistants.
- The basic skills for the children, including behaviour for learning, remain lower for PPG children. Home support in curriculum is lower for children with PPG than non-PPG as seen through Home Learning responses.
- The costs for clubs and events is a major barrier for many parents who receive PPG.
- Many parents lack basic skills and the literacy to help their child. This is a barrier when it comes to supporting their children's learning.

6. Careers & Character

- The contextual statistics for our school show that we work within an area of high deprivation, with a School Deprivation Indicator of 0.26 which is in the 60% percentile for deprivation nationally. The percentage of pupils receiving FSM is in the 80th percentile with around 40% pupils eligible for PPG.
- Parents often have low aspirations which is transferred to the children.
- The percentage of EAL children has increased over the past 3 years as well as the percentage of children from minority ethnic groups. The school still operates in a predominantly white British environment with 81% of pupils being white British. 5.6% of pupil have English as an additional language. This is a barrier to their learning.
- Research shows that white British families predominately achieve less than other groups. Many lack aspirations and ambition for their learning.
- 3.1% of the school population are from Traveller or Gypsy Roma heritage.

How Pupil Premium is to be spent and reasons for that approach 2018-19

Desired Outcomes	Rationale	Approach	Cost
1. Decrease unauthorised absences of children.	<i>Unless children are in school, they will find progress harder. Children missing occasional days leaves gaps in their learning journey. Medical needs are often a large factor in absences although often these could be avoided or do not require absence from school.</i>	a. DHT who is attendance lead is to: <ul style="list-style-type: none"> i. meet with attendance officer and APP fortnightly to monitor the PPG children (2 hours). ii. target the vulnerable children and communicate this to the other members of the school. iii. Hold fortnightly clinics with parents both below 96% and those at risk of slipping below 96%. 	£20,965.60
		b. Attendance officer to monitor PPG group daily and contact home as per the attendance policy including text message for focus group (1 hour).	£1,140
		c. Termly rewards for children attending school 96% and over.	£600
		d. Dedicated PPG Mentors in each phase.	£48,650
		e. PPG mentors to have increased links with home so they can encourage and monitor with regard to attendance (15 min). <ul style="list-style-type: none"> i. Build a relationship with the child. ii. Meet with the parents so they are known to them and build a relationship. iii. Termly drop in for PPG children for the mentor and parent to discuss their learning. 	1.d.
		f. Parental workshops and support for identified parents	£1,330
		g. School nurse termly with FLO drop-ins for medical needs (3 hours).	-
		h. Subsidised Breakfast Club to ensure punctuality for the pupils.	£2,000

2. Ensure that children are Expected in ALL SUBJECTS, not just individual subjects, by the time they leave Oaklands.	<i>Individual subject achievement is positive and results show they are mostly inline or above National other. However to be a well rounded learner, children need to leave Oaklands being able to read, write and use their maths. Having a gap in one areas lessens their life chances as they move to secondary school.</i>	a. Weekly mentoring programme for each pupil on individual targets.	1.d.
		b. DHT to meet weekly with PPG mentors and Maths Mentors.	£3,404
		c. Planning weekly in teams to ensure consistency.	£5,320
		d. PPRMS termly to examine progress made.	£2,150
		i. Examine the progress for each pupil to look for gaps widening.	
		ii. Share this with PPG mentors and other staff.	
		e. Senior leaders to lead subject specific weekly CPD for TAs.	£851
		f. Mentors to work with PPG on Subject specific gaps based on termly data. Term 1 will focus on Reading.	1.d.
g. PPG parents targeted for specific support programmes with their child/ren.	1.d.		
h. SLT to review the EYFS provision for PPG.	£1,612		
3. To develop children understanding of social and moral conduct in their community.	<i>Although behaviour is good and the vast majority of children at the end of the year were perfectly or well behaved (Less than 5 points) there are still a minority who's conduct requires development. Good moral and social understanding not only effects the individual but the school community at large.</i>	a. Development of a SMSC framework to guide all staff and children.	£721
		b. Termly review of PPG achievement against SMSC framework within PPRMs.	3.a.
		c. Entry and Exit data for SMSC support.	-
		d. CPD for all the staff on Mental Health & well-being curriculum.	£1,612
		e. Development of Values & PSHCE resources to support the school curriculum.	£1,000
		f. Play Therapist working in school one day a week.	£6,000
		g. Learning Mentors working throughout the school, especially key times such as breaks and lunchtime working with PPG children.	£44,420
		h. Additional late breakfast club for pupils who find coming into school difficult (daily).	£4,750
		i. Training for Forest School for personal development of children with specific PPG groups.	£1,000
		j. Weekly monitoring and review of behavioural logs from the Learning Mentor Team (1 hour).	3.g.
		k. Nurture club at lunch time and lunch clubs (daily).	£570
4.1. To increase the parental engagement with their children's learning.	<i>Where children, school; and parents work together, we have successes. Many pupil's parents are reluctant to engage with the school and therefore their learning. This is shown through lower attendance, lack of home learning or communication with school in parent's evening etc.</i>	a. Parent workshops targeted at focus parents to develop their skills	£1,433
		b. Regular 'show off' assemblies to share techniques with parents.	£537
		c. Support for parents, particularly at events such as Come Dine with Me targeted at PPG children	£25,944
		d. FLO link at lunch times to engage with target children	4.1.c.
		e. PPG mentors to engage with children's home learning	1.d.
		f. Home Learning Workshop to work with parents and child.	1.d.
		g. Also see Outcome 1.d. and 1.e.	-
4.2. To enhance the SMSC developments	<i>Many children come into school with low mental health or well-being. As well as this, basic skills such as</i>	a. Development of the Integrity Framework	3.a.
		b. Integrity Journal to focus on the key SMSC skills.	£400
		c. PPG mentor and Learning mentors to lead and model play	1.d. & 3.g.

of PPG children and families.	<i>speech and language, social communication and social skills are lower than expected.</i>	d. Positive PPG role models shared through buddy Crew	1.d.
		e. Positive PPG role models shared through Integrity Framework posters	1.d.
		f. Buddy crew to lead and model play	£200
		g. SALT provision in EYFS	£6,000
		h. SALT specialist once a week for targeted children	4.2.g
		i. Understanding your child programme for target children with FLO	4.1.c.
		j. Restorative Approaches training for helping children deal with disagreements.	£300
		k. Learning Mentors to be trained in 'Contented Child' emotional first aid.	£400
		l. Playtime resources to develop play and social skills.	£1,000
		m. Develop playground are to encourage Team skills.	£8,000
n. PSHCE curriculum and circle time resources	£1,000		
5.1. Enable parents to support their child's learning.	<i>Parents own basic skills can sometime be a barrier in supporting children at home. Where there are barriers or lack of confidence from home, this can often hinder the support for their child.</i>	a. Early support for preschool/ nursery children from EYFS, Children Centre and FLO.	£792
		b. Liaise with Bradfields to signpost parents to English and Maths courses.	-
		c. Parent workshops on basic skills to support their child with PPG	1.d.
		d. Parent coffee drops in to discuss their child's progress and barriers with PPG mentors.	1.d.
		e. Weekly events to engage with parents, such as Come Dine with Me.	-
		f. Continue with identification of parents eligible for PPG.	£3,578
		g. Continue with PPG/ Non PPG pupil conferencing for polices.	1.a.
5.2. To ensure the Curriculum enriches aspirations and opportunities	<i>Opportunities and aspirations are often limited. Children are not exposed to a wide range of opportunities and experiences.</i>	a. Free clubs throughout the day on a range of skills	-
		b. All children in KS2 to play an instrument	£5,700
		c. Writer in Residence to work with Pupil premium	£5,000
		d. Radio station to encourage PPG children to write	£200
		e. Reduced swimming costs for children	£1,000
		f. Ensure community links with organisations, such as the church, give opportunities to help their community.	1.a.
		g. Links for families for activities to support their learning such as trips etc.	4.1.c.
6. To develop the children's tolerance and understanding of communities and cultures and their role within this	<i>The children have a limited cultural awareness of difference especially of other religions or cultures.</i>	a. Curriculum links to countries to widen aspirations and understanding of the world.	£1,000
		b. Ensure that daily news and events are included in class circle time.	-
		c. School Links with other school's in different countries for electronic links.	£1,000
		d. Development of wildlife meadow for learning about biodiversity	£1,000
		e. Development of a sensory garden	£1,000
		f. Ensure that UKS2 children have a responsibility	£44
		g. Play and lunch mentors to support interactions and tolerance of others.	1.d. & 3.g.
		h. Ensure RE includes a visitor or a visit to a religious place.	£2,000
			£219,596.60

Review of impact of Support 2017-18

Desired Outcomes	Approach	Cost	Evaluation of impact
1. Increase the attendance of PPG children, particularly the children who are persistence absent.	a. DHT who is attendance lead is to: <ul style="list-style-type: none"> i. meet with attendance officer and APP fortnightly to monitor the PPG children (2 hours). ii. target the vulnerable children and communicate this to the other members of the school. iii. Hold fortnightly clinics with parents both below 96% and those at risk of slipping below 96%. 	£10,225	The constant focus on this group of children helped ensure that their attendance was a priority of all staff. Attendance at the end of the year was 94.3%. This was split into pupil premium 92.51%, compared to 94.64% non pupil premium. This will continue to be a focus for next year, informing the parents if their child appears on the persistent absence register each term.
	b. Attendance officer to monitor PPG group daily and contact home as per the attendance policy including text message for focus group (1 hour).	£1,140	
	c. Termly rewards for children attending school 96% and over.	£600	
	d. PPG mentors to have increased links with home so they can encourage and monitor with regard to attendance (15 min).	£46,584	
	e. Parental workshops and support for identified parents	£1,330	
	f. School nurse termly with FLO drop-ins for medical needs (3 hours).	(see 6.f.)	
	g. Subsidised Breakfast Club to ensure punctuality for the pupils.	£2,000	
2. To accelerate the progress for PPG, with a particular focus on in Maths and EYFS.	i. Weekly mentoring programme for each pupil on individual targets.	(see 1.d.)	The children in KS1 accelerated their progress and raised attainment in Maths. Similar was seen in EYFS and in several other years groups. Disappointingly, the focus was moved from maths into SEM due to change in priority. This will be repeated next year.
	j. DHT to meet weekly with PPG mentors and Maths Mentors.	£5,112	
	k. Planning weekly in teams to ensure consistency.	-	
	l. PPRMS termly to examine progress made.	£5,271	
	m. Senior leaders to lead subject specific weekly CPD for TAs.	-	
	n. Maths mentors to work weekly with each PPG child.	£16,620	
	o. PPG parents targeted for specific support programmes	(see 1.d.)	
	p. Termly assessment monitoring and Pupil Progress Review meetings.	-	
q. SLT to review the EYFS provision for PPG.	-		
3. In reduce the number of behavioural incident at play.	a. Triple D training for all staff (3 hours)	£300	Over the year, the incidents in the vast majority of year groups reduced. Key Year groups such as Y6 and one Y4 class were still a priority. Other factors within these two year groups meant that Behaviour for learning required additional actions.
	b. CPD for all the staff on Mental Health & well-being curriculum.	£500	
	c. Development of Values & PSHCE resources to support the school curriculum.	£500	
	d. Full Time and additional Learning Mentor out of class to support pupils.	£18,668	
	e. Daily Learning Mentor (<i>Play Crew</i>) and Sports Crew support for Parents of pupils whose behaviour for learning is not appropriate.	£5,700	
	f. Play Therapist working in school one day a week.	£5,670	
	g. Trainee Play Therapist to work in the school on placement (<i>weekly</i>).	-	

	h. Learning Mentors working throughout the school, especially key times such as breaks and lunchtime working with PPG children.	(see 3.d.)	Overall, this was a success and will be repeated.
	i. Additional late breakfast club for pupils who find coming into school difficult (<i>daily</i>).	£4,750	
	j. Training for Forest School for personal development of children with specific PPG groups.	£1,000	
	k. Weekly monitoring and review of behavioural logs from the Learning Mentor Team (<i>1 hour</i>).	(see 3.d.)	
	l. Nurture club at lunch time and lunch clubs (<i>daily</i>).	£570	
4. Ensure that PPG are represented in all aspects of school life, such as JLT.	a. Equal representation in JLT for PPG children.	-	Pupil conferencing of PPG children showed that they have taken an active part in a wide range of school roles and responsibilities. Continue to use and expand to eco-monitors and Road Safety Ambassadors.
	b. Pupil conferencing to take place before any policy review and including PPG children.	-	
	c. Weekly mentoring programme encourages the sense of belonging.	(see 1.d.)	
5.a. To develop the SALT skills in EYFS.	a. Speech and Language Therapist working in school one day a week	£6,000	Due to staff changes, a new SALT was employed mid year. The provision was interrupted and so impact not as strong.
	b. Weekly Speech & Language support from Inclusion Team.	£8,922	
	c. Termly review of impact and planning.	£2,541	
5.b. To ensure a wide range of opportunities for the children outside their regular every day experiences	a. Music tuition - All children to be offered tuition in violin, guitars, brass and keyboard lessons	£5,700	40% of the children who learnt to play an instrument last year were pupil premium children.. The express events continue to give a wider range of understanding. Further curriculum developments need to continue to widen experiences further.
	b. Engage Events to provide an experience for their learning such as a guest or a visit to place.	£7,000	
	c. Writer in residence to work with children on writing across a range of media and global platform to increase aspirations of the use of writing and increase global awareness.	£5,000	
6. Increase the parental engagement in their children's learning.	a. Operate weekly parental workshops on subjects	-	Parental support is improved and surveys show that most parents (95%) agree that they have good support for their child's learning. More targeted work need to continue for the PPG children as their parents can be the hardest to reach.
	b. 'Weekly Come Dine with Me' event and parent Forum.	£1,330	
	c. Development of the Oaklands Parent TEAM.	£300	
	d. Parental Workshops for specific targeted children's parents	£1,330	
	e. Books and weekly sessions and lunch events for EYFS parents.	£5,500	

	f. Full time FLO to lead parental workshops and 1:1 including specific programmes such as 'Understanding your child'.	£25,944	
7. Identification of pupils who are eligible for PPG, particularly in the EYFS and KS1.	a. Specific focus on Admission Secretary for all new admissions to ensure that they register is eligible.	£3,578	Routines and systems for identification were improved and many children were supported as a result. This needs to continue.
	b. Regular review and promotions with EY and KS1 parents to ensure that any change of circumstances is noted.	£300	