

## OCKLYNGE PUPIL PREMIUM PLAN Review for 2018-2019

Number of pupils & pupil premium grant (PPG) 2018 - 2019	
Total number of pupils on roll	794
Total number of pupils eligible for PPG (2018 – 2019)	176
Amount of PPG per pupil	£1,213
Total amount of PPG received	£213,560

### What is pupil premium funding?

Legislation lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year 2018 -2019. PPG provides funding to address the current underlying inequalities in attainment and progress between disadvantaged children and their peers.

### Pupil premium provides funding for pupils in the following categories:

- Those who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Those who have been continuously look after for the past six months (LAC)
- Those who are adopted from care under the Adoption and Children Act 202, or who have left care under a Special Guardianship or Residence Order (Post LAC)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years.

### Our Vision

At Ocklynge we are determined that all children will achieve the very best that they can in our welcoming, creative, inclusive community.

#### Aims:

- To ensure that high quality teaching is consistently delivered in the all classrooms.
- To ensure that the in- class interventions are relevant and are high impact
- To raise achievement of our disadvantaged pupils and to reduce the difference in their attainment in comparison to their peers.
- To create opportunities that give disadvantaged students access to the wide range of curriculum enrichment activities.
- To ensure a high level of pastoral care and emotional support to support student well-being.
- To ensure that all teaching staff are aware of who their disadvantaged pupils are and what their needs are in order for them to make academic progress.
- To make effective use of data to identify needs, to track progress and to measure the impact of interventions
- To allocate additional targeted support appropriately and effectively, to support the identified needs of each child.

### Record of SAT results 2017-2018

	Disadvantaged Pupils	Non-disadvantaged pupils	Difference
Reading	57%	82%	-25%
SPAG	60%	85%	-25%
Maths	38%	75%	-37%
RWM comb	32%	66%	-34%
Writing (TA) (PP)	51%	81%	-30%

### Attendance for 2017-2018

Pupil Premium	Whole school (inc PP)	National
94%	96%	96% (2016-2017)

### PRINCIPLE BARRIERS TO ACHIEVEMENT IDENTIFIED FOR PUPILS IN RECEIPT OF PUPIL PREMIUM

1. Lack of access to consistent 'quality first teaching' in every class. In order to accelerate progress, these children require expert teaching, which includes additional support through differentiated lessons and effective focussed interventions.
2. Attendance and punctuality of some pupils, which prevents full access to class teaching, which leads to gaps in learning
3. Wider issues linked to Child Protection, which affect some children's wellbeing and readiness for learning
4. Lack of engagement from parents, owing to a range of emotional and social pressures on families, and there being a limited access to reading materials and resources.
5. Emotional and behaviour needs for some children, which limits their access to the learning in class
6. Lack of finance at home limiting access to the wider curriculum and enrichment activities, which can limit life chances and lead to low aspirations

*Barrier: Lack of access to consistent 'quality first teaching' in every class. In order to accelerate progress, these children require expert teaching, which includes additional support through differentiated lessons and effective focussed interventions.*

**1. To raise the quality of teaching, so that pupils have consistent access to class teaching that targets their needs and accelerates their progress.**

**EEF Toolkit: 'Feedback' (low cost £, impact +8 months), 'Peer Feedback' (low cost, impact +5 months)**

<b>Expected outcome: Disadvantaged children will make accelerated progress and the gap between them and non-disadvantaged children will be diminished.</b>		<b>Success Criteria: All children – especially those children who are disadvantaged – will have high quality first teaching in every lesson and their needs identified and any gaps addressed.</b>														
<b>Actions to Address the Barrier</b>	<b>Lead</b>	<b>Intended outcome</b>	<b>Resources / Cost</b>	<b>Outcomes/Impact</b>												
To improve whole school QFiT as set out in the whole school's RADP	HT/DHTPP lead	By the end of T6: 80% at exp standard 28% at Greater depth See whole school RADP for details of actions and milestones.	£4500	C/f table below												
To embed the practice of providing timely teacher feedback and responsive teaching within every lesson ( <i>PP to receive feedback in every lesson</i> ).	PP lead HOY/HOP	100% of teachers are providing <i>good quality</i> feedback to PP children in every lesson	Time £12,844 to lead this (CPD)	80% of teachers are providing good quality feedback												
Ensure that the progress of disadvantaged children is greater than that of the non-disadvantaged children	PP lead and HOY/HOP TA 3	Monitoring shows that 100% of teachers are meeting the needs of the PP children by looking at resources and planning. Monitoring shows that 100% of PP children are producing good quality homework 80% at exp standard 28% at Greater depth. The gap between PP and non-PP pupils has been diminished in Maths from -32% and in reading from -23% so that both groups are in line	LSA cost of interventions : 50% of £12,725 = £6362.50	80% of teachers meeting all the needs of the children <table border="1"> <tr> <td></td> <td>Ock PP/non-PP gap</td> </tr> <tr> <td>Reading</td> <td>-14</td> </tr> <tr> <td>Writing</td> <td>-9</td> </tr> <tr> <td>SPAG</td> <td>-8</td> </tr> <tr> <td>Maths</td> <td>-12</td> </tr> <tr> <td>Combined</td> <td>-22</td> </tr> </table>		Ock PP/non-PP gap	Reading	-14	Writing	-9	SPAG	-8	Maths	-12	Combined	-22
	Ock PP/non-PP gap															
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To provide phonics focused interventions to those Pupil Premium pupils who require further support with the early skills of reading.	PP lead AEN teacher	PP children tracked to be making progress – moving up 3 levels in the reading scheme.	Cost of teacher to lead this: £22,500	88% of children have moved up at least 3 levels												

To lead, co-ordinate and implement all of the above and to measure impact of PP strategy.	PP lead, HT, governors	To meet and evaluate progress and success of each action in the PP strategy with the link governor to inform future PP strategy.	£16,630 – % of Assistant HT role	C/f table below
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**Results over the past three years – showing an improving trend of diminishing the difference between non-disadvantaged pupils and disadvantaged pupils.**

		Disadvantaged pupils – school	Non – disadvantaged pupils - school	Gap between school disadvantaged and non disadvantaged pupils	National non – disadvantaged pupils	National Non-disadvantaged pupils – gap with school’s disadvantaged	National disadvantaged – gap with school’s disadvantaged
RWM combined	2017	20	55	-35	67%	-47	-28
	2018	32	66	-34	70%	-38	-18
	<b>2019</b>	<b>38</b>	<b>71</b>	<b>-33</b>	<b>71%</b>	<b>-33</b>	<b>-14</b>
Reading	2017	52	78	-26	77%	-25	-8
	2018	57	82	-25	78%	-21	-8
	<b>2019</b>	<b>60</b>	<b>81</b>	<b>-21</b>	<b>78%</b>	<b>-18</b>	<b>-2</b>
Writing	2017	45	80	-35	81%	-36	-21
	2018	51	81	-30	81%	-32	-16
	<b>2019</b>	<b>67</b>	<b>81</b>	<b>-14</b>	<b>83%</b>	<b>-17</b>	<b>-1</b>
Maths	2017	27	68	-41	80%	-53	-37
	2018	38	75	-37	78%	-40	-26
	<b>2019</b>	<b>64</b>	<b>84</b>	<b>-20</b>	<b>84%</b>	<b>-20</b>	<b>-3</b>
SPAG	2017	43	74	-31	82%	-39	-24
	2018	60	85	-25	80%	-20	-8
	<b>2019</b>	<b>71</b>	<b>84</b>	<b>-13</b>	<b>78%</b>	<b>-7</b>	<b>-4</b>

*Barrier: Attendance and punctuality of some pupils, which prevents full access to class teaching, which leads to gaps in learning*

**To improve the attendance and punctuality of some pupils to be close to the school target of 96%, which prevents full access to class teaching, which leads to gaps in learning**

**Expected outcome: 95% of PP children attend school.**

**Success Criteria: Disadvantaged children attend school regularly and this improves learning and therefore attainment and progress.**

Actions to Address the Barrier	Lead	Intended Outcomes	Resources / Cost	Outcomes/impact
To provide transport to bring PA children to school <ul style="list-style-type: none"> <li>To improve attendance (those who fall below 90%) and punctuality of pupil premium children by:</li> </ul>	PP lead PSA/EWO/IM	Review for all 6 terms shows increased or consistent attendance for PP children 95% of PP children attend school	Cost of use of minibus: £6,451	-11 out of 13 children on the minibus have improved their attendance. -85%  PA gone down from 13% to 9% - which is just below the LA
Parent Support Advisor to work with specific families to give support and advice.	PSA PP lead	Monitor families of children whose attendance was above 90% and below 95% for them to all have 95% attendance	33% Cost of PSA: £19,148 = £6319	86% of children have improved their attendance since 2018
To Employ an EWO:	PP lead IM	PP attendance rate improves 95% in line with the national expectations and there are no more than 2.5% persistently absent (PA) pupils from the PP cohort.	EWO: £11,500	-44% of PP children are over 96% attendance - 80% of PP children are over 90% attendance - 96% of Pp children are over 80% attendance  82% of PP cases the EWO worked with have improved attendance

To ensure Pupil Premium pupils will be given opportunities to attend Breakfast club if this support is required.	BC lead PP lead	Children who attend BC have 100% attendance	Breakfast Club £5,943  After School Club £5,555	80% of children have improved their attendance
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Attendance for 2018-2019		
Pupil Premium	Whole school (inc PP)	National
93.6%	95.58 %	96% (2017-18)

<p><i>Barrier: Wider issues linked to Child Protection, which affect some children's wellbeing and readiness for learning</i></p> <p><b>2. To support children and families on level 2 and 3 of the Continuum of Need, to support children's wellbeing and readiness for learning.</b></p> <p><i>EEF Toolkit: 'Homework' (low cost £, impact +2 months)</i></p>				
<p><b>Expected outcome: Disadvantaged children will make accelerated progress and the gap between them and non-disadvantaged children will be diminished.</b></p>		<p><b>Success Criteria: Disadvantaged children will feel more supported with their SEMH so that they are ready to learn</b></p>		
Actions to Address the Barrier	Lead	Intended Outcomes	Resources / Cost	Outcomes/impact
To provide a <b>Parent Support Adviser</b> to give 1:1 support for families	PP lead PSA	Link notes and case studies show that families are benefitting from support and the children are engaging more at school.  20% move down one level on the CoN	55% Cost of PSA: £19,148 =£10,531	<i>80% prevented from going to L3 16% prevented from going to L4</i>
To provide a <b>lunchtime 'Homework Club'</b> and a <b>'extra support'</b> class during registration targeting children on PP who do not receive any support at home	PP lead TA3	Teacher's homework tracker shows that 95% of PP children are completing homework always.	LSA cost of interventions: 50% of £12,725 = £6362.50	80% homework tracker shows that PP children are completing homework always

			Cost of RM EasyMaths and Lexia £1,000	
To continue to provide nurture groups and support groups for PP children who have specific social and emotional needs.	PSA PP lead/IM	Children who access nurture groups and Pavilion lunch club has decreased.	Cost of activities £15,000	100%
To give extra rewards for PP children to boost self-esteem	HT PP lead	Monitor the amount of Headteacher awards so that there are double the amount given to PP children.	Admin costs: £500	More up for GW assembly and HT stickers
To give counselling to vulnerable children who are going through specific difficulties	PP lead PSA	Questionnaires before and after sessions shows that counselling has made an impact on children's social, emotional and mental wellbeing. Improvement in scores.	Cost of counsellor: £7809	-100% of children said they felt <b>better</b> . -85% of teachers felt the counselling was helpful

*Barrier: Lack of engagement from parents, owing to a range of emotional and social pressures on families, and there being a limited access to reading materials and resources.*

**3. To improve the engagement of parents with the school, so that they are able to provide improved support at home for their child's learning.**

**EEF Toolkit: 'Parental Engagement' (medium cost £££, impact +3 months)**

<b>Expected outcome: Disadvantaged children will make accelerated progress in their reading so that the gap between them and non-disadvantaged children diminishes.</b>		<b>Success Criteria: PP children's parents more engaged with school and their children's learning.</b>		
<b>Actions to Address the Barrier</b>	<b>Lead</b>	<b>Intended Outcomes</b>	<b>Resources / Cost</b>	<b>Outcomes/Impact</b>
To improve the <b>reading in Years 3 and 4</b> , through harnessing the support of parents to read at home,	PP Lead TA3	All focus pupils have met their EOY targets for reading  Parent voice showing that they have engaged with school	Resources for coffee mornings £100 Books:£1,000	18/19 Reading Y3 53% 68% (+15) Y4 76% 78% (+2)

To continue to implement parenting workshops and coffee mornings on a range of issues – bullying, SEND, online safety, anxiety.	PSA PP lead	Attendance registers show an increase in attendance of parents to sessions. Evaluations of sessions.	Free – Triple P 12% Cost of PSA: £19,148 =£2298	100% of parents felt that the sessions were useful and supportive
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<i>Barrier: Emotional and behaviour needs for some children, which limits their access to the learning in class</i>				
<b>4. To improve children’s skills in recognising emotions and regulating their behaviour, through targeted support</b>				
<i>EEF Toolkit: ‘Behaviour interventions’ (medium cost £££, impact +3 months)</i>				
<b>Expected outcome:</b> PP children’s behaviour has improved and they are ready to learn		<b>Success Criteria:</b> Children are more able to regulate their behaviour and they have been able to access the curriculum		
<b>Actions to Address the Barrier</b>	<b>Lead</b>	<b>Intended Outcomes</b>	<b>Resources / Cost</b>	<b>Outcomes/Impact</b>
To continue to provide targeted support for behavioural and emotional needs, through <b>Behaviour and Learning Mentors</b>	PP lead/IM	80% reduction in time outs for PP children  80% reduction in class session missed  On call log should show decline  Exclusions reduced.	Cost of behaviour and learning mentor £16,702	80% reduction in class session missed Time Outs: 2018 Yr 3 –40 %, 2019 50% (increased – due to start of new school year) 2018 Yr 4 –34%, 2019 50% (decreased) 2018 Yr 5 – 49%, 2019 - 35% (decreased) 2018 Yr 6 – 26%, 2019 30% (increased – due to Y6 imminent movement to Y7))  Exclusions reduced. Permanent exclusions- dropped from 2 to 0. Of the 2, 1 was PP



				Fixed term dropped from 10 to 3. Out of the 10, 6 were PP
To continue to provide focused support through the <b>THRIVE</b> programme	IM/PSA	THRIVE report demonstrated an improvement in children's self – confidence. Also impact on attendance, Time Outs and progress in class. Pupil voice shows children's views on their well-being have improved.	Ongoing staffing costs for Thrive £18,358	-100% of children working on THRIVE have made improvements in the SEMH
To Engage PP pupils more in school life and to enrich experiences they may not have had through the use of Forest School	Forest School lead PP lead	Impact of Forest School shows that children who attend have engaged more with the school curriculum	Cost of ongoing Forest School £18,358	85% of skills have improved.

<i>Barrier:</i> Lack of finance at home limiting access to the wider curriculum and enrichment activities, which can limit life chances				
<b>6.To improve the experiences of children so that they are able to access a wider curriculum and enrichment activities.</b>				
<b>Expected outcome:</b> <i>Disadvantaged children have higher aspirations and a sense of wanting to achieve.</i>		<b>Success Criteria:</b> <i>Disadvantaged children will be fully engaged in school life</i>		
<b>Actions to Address the Barrier</b>	<b>Lead</b>	<b>Intended Outcomes</b>	<b>Resources / Cost</b>	<b>Outcomes/Impact</b>
Wider Curriculum: Pupils to have opportunities for a rich and varied curriculum including music lessons and Yr 6 activity week. To provide extra-curricular opportunities for Pupil premium children by paying fees for one club for every PP child and help with After School Club if needed.	PP lead HOY/HOP/MUSIC	80% of Pupil Premium pupils are part of an extra-curricular activity at least once during the club cycles.  100% of Pupil Premium pupils attend all trips offered to their year groups	Music service: £800 4D experience: £8450 Cost of extra curricular activities: £600 Other trips/experiences: £7,087	19 children have taken up after school clubs.

