



Ocklynge Junior School

South Downs Learning Trust

Raising Achievement Development Plan 2019-20

Responsibility – Resilience – Reflection - Respect



The priorities for the year 2019-20 are:

- *To secure an inclusive, creative, broad and balanced Curriculum.*
- *To develop distributed leadership across the school.*
- *To improve the quality of Teaching, Learning and Assessment across the school.*
- *To improve outcomes for pupils in all subjects and in all year groups.*
- *To develop a whole school approach to Behaviour, Values, Attendance & Punctuality and SEMH that positively impacts on Learning.*

To develop an outstanding learning Environment

OCKLYNGE PUPIL PREMIUM PLAN

Number of pupils & pupil premium grant (PPG) 2019 - 2020	
Total number of pupils on roll	800
Total number of pupils eligible for PPG (2019-2020)	176 <i>(169 PP funded – as some children started after the census)</i>
Amount of PPG per pupil	£1320
Total amount of PPG received	£234,041

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 - 2019

		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
	2019	38	71 %	-33	71 %	-33	-14
Reading	2017	52	78 %	-26	77 %	-25	-8
	2018	57	82 %	-25	78 %	-21	-8
	2019	60	81 %	-21	78 %	-18	-2
Writing	2017	45	80 %	-35	81 %	-36	-21
	2018	51	81 %	-30	81 %	-32	-16
	2019	67	81 %	-14	83 %	-17	-1
Maths	2017	27	68 %	-41	80 %	-53	-37
	2018	38	75 %	-37	78 %	-40	-26
	2019	64	84 %	-20	84 %	-20	-3
SPAG	2017	43	74 %	-31	82 %	-39	-24
	2018	60	85 %	-25	80 %	-20	-8
	2019	71	84 %	-13	78 %	-7	-4

The gap has been diminishing over the last three year period, showing a three year trend improvement.

Attendance for 2018-2019		
Pupil Premium	Whole school (inc PP)	National
93.6%	95.58 %	96% (2017-18)

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, as well as low expectations of behaviour or attainment.
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.**

Actions to Address the Barrier INTENT	Lead	Intended IMPACT	Resources / Cost	Actual IMPACT
<i>Whole school RADP 3a</i> - To ensure all teaching is designated as Good or better and to improve the percentage of outstanding teaching to 30% (from 9% 2018-19)	AHTs, SDe, JRe through Link mtgs EXHT → LMTgs Govs → Lmtgs & LGCs	By the end of T6: QFIT at Good+ at 100% and Outstanding at 30%. All year groups attain: Reading – 85% Writing – 85% SPaG - 85% (Y6) Maths – 85% Combined – 70%	£4000 (Whole school training)	
<i>Whole school RADP 3b</i> - To ensure that all teachers plan ‘differentiated’ learning to meet pupil needs by developing planning practice (through training) to more effectively use formative and summative assessments.	AHTs, SDe, JRe through drop ins, book looks & Link mtgs EXHT → LMTgs	Attainment of Year 6 PP pupils is such that 80% meet the expected standard in maths and writing. The gap between PP and non-PP pupils has been diminished in Maths from	Time £6,422 to lead this (whole school CPD)	

	Govs→ Lmtgs & LGCs	-32% and in reading from -23% so that both groups are in line		
Whole school RADP 3d - To set up systems to accelerate the learning of targeted groups, specifically those in receipt of Pupil Premium funding.	AHTs, SDe, JRe through drop ins, book looks & Link mtgs EXHT→ LMTgs Govs→ Lmtgs & LGCs	Gaps diminish by a further 5%. 2019 gaps diminished by Reading – 23% (-9%) Writing – 18% (-10%) SpaG – 21% (-14%) Maths – 32% (-21%)	£6,422 to set up systems and interventions.	
Whole school RADP 4e - To further diminish the attainment gap between disadvantaged and non-disadvantaged pupils by accelerating their progress	AHTs, SDe, JRe through drop ins, book looks & Link mtgs EXHT→ LMTgs Govs→ Lmtgs & LGCs	Gaps diminish (Y6) to: Reading – 13% (18%) SPaG – 5% (10%) Maths – 11% (16%) Writing – 7% (12%) Combined – 20% (29%)	LSA cost of interventions: 50% of £12,725 = £6362.50	
PP RADP 1a To provide phonics focused interventions to those Pupil Premium pupils who require further support with the early skills of reading.	AEN teacher→ AHTs, SDe, JRe through drop ins, book looks & Link mtgs	PP children tracked to be making progress – moving up 4 levels in the reading scheme.	Cost of teacher to lead this: £22,500	
PP RADP 1b An LSA PP champion to work specifically with targeted PP children who are not making the expected progress in Year 4 and Year 6	AHTs, SDe, JRe through drop ins, book looks	Impact of support leads to all PP children making expected progress.	17.5.hrs LSA a week - £6779 Yr 6 10 hrs LSA a week - £6362.50	
PP RADP 1c To lead, co-ordinate and implement all of the above and to measure impact of PP strategy.	PP leads, AHTS, SDe, JRe through drop ins, book looks & Link mtgs EXHT→ LMTgs Govs→ Lmtgs & LGCs	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 – X % of Assistant Headteacher role.	

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

2, 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

Actions to Address the Barrier INTENT	Lead	INTENDED IMPACT	Resources / Cost	ACTUAL IMPACT
PP RADP 2a To improve attendance (those who fall below 90%) and punctuality of pupil premium children by:	PP lead PSA/EWO/SENC O	Review for all 6 terms Shows increased or consistent attendance for PP children. This is shown through: - Registers for BC - Minibus pick up - PSA meetings - EWO meetings. - Link meeting minutes.	Cost of use of minibus: £6,451	
PP RADP 2b Parent Support Advisor to work with specific families to give support and advice.	PSA PP lead	Monitor families of children whose attendance was between 90% and 95% for them to all have 95% attendance	33% Cost of PSA: £19,148 = £6319	
PP RADP 2c To Employ an EWO:	PP lead HOYs	PP attendance rate improves 90% 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	
PP RADP 2d To encourage all Pupil Premium pupils of concern to attend Breakfast club .	BC lead PP lead	The identified Children who attend BC have 100% attendance	Breakfast Club £5,943 After School Club £5,555	

Barrier: Wider issues linked to Child Protection, which affect children's wellbeing and readiness for learning

3. To support children and families on level 2 and 3 of the Continuum of Need, to support children's wellbeing and readiness for learning.

Actions to Address the Barrier INTENT	Lead	INTENDED IMPACT	Resources / Cost	ACTUAL IMPACT
<i>PP RADP 3a</i> To provide a Parent Support Adviser 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>PP RADP 3b</i> To provide nurture groups and support groups for PP children who have specific social and emotional needs.	PSA PP lead/SE NCO	Children who access nurture groups and Pavilion lunch club have improved in their social situations – seen by pupil voice, teacher's questionnaire and interactions around school.	Cost of activities £10,067	
<i>PP RADP 3c</i> To provide specialist 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: £10,000	

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.

4. 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.

Actions to Address the Barrier INTENT	Lead	INTENDED IMPACT	Resources / Cost	ACTUAL IMPACT
<i>PP RADP 4a</i> To run workshops for parents about how they can support their children at home and find ways to engage parents in their children's learning.	HOY/su bje ct lead ers	All focus pupils have met their EOY targets for reading and maths.	Resources for coffee mornings and information	

		Copies of the home/ school communications Regular contact Parent voice showing that they have engaged with school	booklets/leaflets £200	
PP RADP 4b 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	

Barrier: Emotional and behaviour needs for some children, which limits their access to the learning in class

5. To improve children’s skills in recognising emotions and regulating their behaviour, through targeted support

Actions to Address the Barrier INTENT	Lead	INTENDED IMPACT	Resources / Cost	ACTUAL IMPACT
PP RADP 5a To provide targeted support for behavioural and emotional needs, through Behaviour and Learning Mentors	PP lead/DH	80% reduction in time outs for PP children 80% reduction in class session missed On call log should show decline Exclusions reduced.	Cost of X 2 behaviour and learning mentors £33,404	
PP RADP 5b Supported play in the garden for those children learning to play without conflict.	SLT/DHT	At least 80% of children have moved to MUGA or playground	Play equipment £400.00	
PP RADP 5c To provide focused support through the THRIVE programme	SENCO/ PSA	THRIVE report demonstrated an improvement in children’s self – confidence. Pupil voice shows children’s views on their well-being have improved.	Ongoing staffing costs for Thrive £18,000	
PP RADP 5d 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. This s demonstrated through pupil voice and teacher’s questionnaires.	Cost of ongoing Forest School £11,454	

Barrier: Lack of finance at home limiting access to the wider curriculum and enrichment activities, which can limit life chances

6.To improve the experiences of children so that they are able to access a wider curriculum and enrichment activities.

Actions to Address the Barrier INTENT	Lead	INTENDED IMPACT	Resources / Cost	ACTUAL IMPACT
<p>PP RADP 6a 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.</p>	<p>PP lead HOY/HO P/MUSIC</p>	<p>80% of Pupil Premium pupils are part of an extra-curricular activity at least once during the club cycles.</p> <p>100% of Pupil Premium pupils attend all trips offered to their year groups</p>	<p>Books: £1,000</p> <p>Music service: £800</p> <p>4D experience: £8450</p> <p>Cost of extra curricular activities: £600</p> <p>Other trips/experiences: £6,993</p> <p>Hardship fund 8,598</p>	