

## Pupil premium strategy

1. Summary information					
<b>School</b>	Mile Oak Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£211,112	<b>Date of most recent PP Review</b>	09.09.19
<b>Total number of pupils</b>	529	<b>Number of pupils eligible for PP</b>	158 (30%)	<b>Date for next internal review of this strategy</b>	21.10.19

2. Current attainment							
Statutory Assessments	At or above school dis.	At or above school other	At or above other national	Gap to national	School disadvantaged Progress	School other Progress	Progress gap
GLD	43	68	74	-31			
Phonics (Y1)	58	74	84	-26			
Phonics (Y2)	96	97	93	+3			
KS1 Reading	61	82	78	-17			
KS1 Writing	57	72	73	-16			
KS1 Maths	74	75	62	+12			
KS2 RWM	31	61	71	-40			
KS2 Reading	53	72	78	-25	-0.7	-0.6	-0.1
KS2 Writing	75	75	80	-5	+0.7	+0.5	+0.2
KS2 Maths	69	53	80	-11	-2.5	+0.8	-1.7
KS2 GPS	56	56	83	-27			

3. Barriers to future attainment (for pupils eligible for PP)
<p>The main barriers to educational achievement that impact our children fall into five main categories. These are:</p> <ul style="list-style-type: none"> <li>• physical and material disadvantage including in some instances poor housing and severe poverty – 18% of pupils eligible for PP live in the 30% most deprived areas nationally placing the school in the lowest quintile.</li> <li>• low aspirations and expectations from home and school,</li> <li>• limited exposure to an enriched language environment,</li> <li>• reduced social and cultural capital as children may not be exposed to varied life experiences,</li> <li>• reduced emotional wellbeing.</li> </ul>

Academic barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Vocabulary - On entry children present with a large vocabulary deficit with poor communication skills. This has a negative impact on attainment across the subjects with pupils entitled to PP attaining less well than their peers at the end of Reception, KS1 and KS2.	
B.	Reading/Phonics - Higher numbers of pupils entitled to Pupil Premium are working below Age Related Expectation in reading/phonics than those not entitled to Pupil Premium. They also demonstrate a lower rate of progress compared to their peers.	
C.	Maths - Higher numbers of pupils entitled to Pupil Premium are working below Age Related Expectation in maths than those not entitled to Pupil Premium. They also demonstrate a lower rate of progress compared to their peers.	
D.	Less pupils entitled to PP achieve GD standard than their peers.	
Additional barriers (including issues which also require action outside school, such as low attendance rates)		
E.	Punctuality - attendance rates for pupils eligible for PP was lower than their peers	
F.	Parental engagement – Attendance at parents’ evenings, parent information meetings (e.g. phonics workshops) or other important school events that contribute to the school community.	
G.	Emotional resilience – Develop greater resilience in their learning and relationships.	
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improved knowledge of vocabulary and communication skills for pupils eligible for PP across the school.	0% - 9% gap between PP and national disadvantaged in KS1 reading. 0% - 13% gap between PP and national disadvantaged in KS2 reading.
B.	Increase the number of children reaching GLD Increase the number of Y1 pupils who pass the phonics screening Increase the number of pupils who reach the expected standard in reading at the end of KS1 Increase the number of pupils who reach the expected standard in reading at the end of KS2	0% to 15% gap between PP GLD and national disadvantaged. 0% to 13% between PP and national disadvantaged in phonics screening. 0% - 9% gap between PP and national disadvantaged in KS1 reading. 0% - 13% gap between PP and national disadvantaged in KS2 reading.
C.	Increase the number of pupils who reach the expected standard in maths at the end of KS1 Increase the number of pupils who reach the expected	0% - 9% gap between PP and national disadvantaged in KS1 maths 0% - 5% gap between them and national disadvantaged in KS2

	standard in maths at the end of KS2	maths.
D.	Increase the number of PP children achieving GD across the school	20% of pupils eligible for PP get GD in every year group.
E.	Increased punctuality and attendance rates for children eligible for PP	Children eligible for PP have attendance rates in line with their peers.
F.	Improve the participation of disadvantaged pupils' parents	All parents of pupils eligible for PP have regular contact from either class teacher or SLT.
G.	Increase emotional resilience and self-regulation of pupils who are eligible for PP	All pupils eligible for PP show greater engagement in learning and feel valued in school.

5. Planned expenditure 2019/20					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Whole school CPD to improve AfL	Planning shows that teachers plan based on children's next steps.	QFT has the greatest impact on pupil achievement.	Weekly learning walks Weekly planning scrutiny Planning support Coaching Focused ML/PPA/SLT meetings Team teaching Coached observations Delivery of staff training SPA monitoring	EG (4,000)	October 2019 December 2019 February 2020 April 2020 July 2020
Refine and focus Pupil Progress Meetings to identify	Diminishing difference between pupils	Gaps between pupil groups show that strategic PPMs need to be implemented	Team SLT presence at PPMs Whole year group team	PW/EG (£960)	October 2019 December 2019 February 2020

clear next steps	eligible for PP and their peers.		PPMs Monitoring of PPM reports Monitoring of actions agreed at PPMs		April 2020 July 2020
Developing the role of support staff	Support staff able to provide targeted support without direction	Support staff will be providing strategic support to targeted children.	Weekly learning walks Weekly planning scrutiny Planning support Coaching Focused weekly support staff meetings Team teaching Delivery of staff training SPA monitoring	EG (2,000)	October 2019 December 2019 February 2020 April 2020 July 2020
Provide pupils with language and communication support	Speech & Language programmes in EYFS, KS1 and KS2 to improve targeted children's verbal articulation and receptive, expressive and social use of language skills.	Poor speech & language skills on entry to school/ in home environments impact on progress. EEF Toolkit suggests, <i>"On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year."</i>	Weekly learning walks Weekly planning scrutiny Planning support Focused weekly support SPA monitoring  Pupil conferencing		October 2019 December 2019 February 2020 April 2020 July 2020
<b>Total budgeted cost</b>					<b>£6960</b>
<b>ii. Targeted support</b>					

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Planned interventions (FFT, AR, LSS, 1 <sup>st</sup> class @ number, Success @ Arithmetic)	Accelerated progress for pupils eligible for PP in maths, reading and writing in years 1 <sup>st</sup> class in Y1 Success in year 4/5/6 LLS and AR – varied year groups	Continue with these highly regarded and successful 12-week programmes to increase targeted Y2 and Y3 pupils' engagement, enjoyment and attainment in mathematics.	Weekly learning walks Weekly intervention planning scrutiny Coaching Focused ML/ SLT meetings Delivery of staff training	MJ (113,032)	October 2019 December 2019 February 2020 April 2020 July 2020
Intervention tracker	Evaluate the success of intervention programmes and plan subsequent interventions.	A targeted monitoring programme will streamline intervention tracking.	Monitor data on completion of the unit within the named intervention programme	MJ (500)	
Same Day Intervention/Live feedback	Pupils receive timely, effective intervention provided by an expert enabling them to keep up and not catch up or reach a greater depth of understanding.	2018/19 in-year data shows that SDI has been a highly successful approach in supporting pupils' learning and ensuring that misconceptions are dealt with in a timely manner. This has led to fewer pupils requiring Wave 3	Weekly learning walks Weekly planning scrutiny Planning support Coaching Focused ML/PPA/SLT meetings Team teaching Coached observations Delivery of staff training SPA monitoring	EG (35,600)	October 2019 December 2019 February 2020 April 2020 July 2020

		interventions.  Increased percentage of PP pupils making expected or better progress in previous year.			
Y6 extra tuition	Diminished difference between PP and their peers in End of Key Stage assessments.	Individual support for pupils to raise attainment in writing with Y6 pupils.	Learning walks Focused ML/PPA/SLT meetings Half termly data analysis	JW (9,120)	October 2019 December 2019 February 2020 April 2020 July 2020
Learning Mentor Support (Safeguarding, behaviour, social and emotional, learning)	Pupils receive emotional and self-regulation support so that they can become effective learners.	Some of our pupils need a more individualised approach to support their social and emotional needs. The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.  Data analysis continues to show greater progress in RWM for PP children in receipt of mentoring.	Pupil conferencing Half termly data analysis Monitor CPOMS	MJ (29,500)	October 2019 December 2019 February 2020 April 2020 July 2020
Attendance meetings	Increase punctuality and	Families in need and those at risk are targeted with	Weekly attendance meetings and data	LL/JB/MB	October 2019 December 2019

	attendance of pupils eligible for PP.	regular CAF, TAF or attendance meetings. Poor attendance leads to gaps in learning and must be addressed. Some of our families have a history of persistent absence. Internal case studies demonstrate that meetings to discuss and address issues can make a significant difference as can securing external agency support for them.	analysis. Parent and pupil conferencing		February 2020 April 2020 July 2020
School counsellor	Pupils receive specialist emotional and self-regulation support so that they can become safe, secure and effective learners.	Some of our pupils need a more individualised approach to support their social and emotional needs. The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.  Data analysis continues to show greater progress in RWM for PP children in	Pupil conferencing Half termly data analysis Monitor CPOMS	MJ	October 2019 December 2019 February 2020 April 2020 July 2020

		receipt of mentoring.			
Forest School	Raise emotional resilience and self-regulation of pupils eligible for PP enabling them to become effective learners.	Some of our pupils need a more individualised approach to support their social and emotional needs. The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.  Data analysis continues to show greater progress in RWM for PP children in receipt of mentoring.	Pupil conferencing Half termly data analysis Monitor CPOMS	NF (4,000)	October 2019 December 2019 February 2020 April 2020 July 2020
Breakfast club/ Cool Milk	Pupils' basic needs are met enabling them to become effective learners.	Previous analysis demonstrates that targeted pupils perform better with a structured and well managed start to the school day	Pupil conferencing Regular drop ins by SLT	MJ (2,000)	October 2019 December 2019 February 2020 April 2020 July 2020
Financial Support	Remove physical barriers to learning for pupils eligible for PP by providing the	Schools that offer experiences that inspire and lead to aspirations have improved outcomes for all pupils including those	Monitor pupils participation in extra-curricular activities and engagement in the wider curriculum	LS (1,000)	October 2019 December 2019 February 2020 April 2020 July 2020



	same opportunities as their peers.	in receipt of pupil premium funding.			
Workshops and coffee Mornings	Increased engagement and support for parents of children eligible for PP.	Parent questionnaire evidence highlights a desire for such opportunities within the school day	Subsequent parent questionnaires Parent conferencing	LL, Governors (200)	October 2019 December 2019 February 2020 April 2020 July 2020
Assessment support	Early identification of pupils not making expected or better progress.	Teachers have highlighted a desire to develop assessment skills to inform teacher judgements of learning	Half termly data analysis Teacher conferencing Internal and external moderation Standardisation activities LA advisor support	PW	October 2019 December 2019 February 2020 April 2020 July 2020
Bespoke support and resources for pupils post looked-after arrangements, based on observation and assessment data. Prioritising speech & language, additional EP time.	Increased outcomes for post LAC	“Children in Care and Previously in Care can do very well in early years settings and Primary school with the right support in place, despite the challenges they have faced. However, we know that across the board there is a gap between the attainment of this group and their peers. Focusing funding helps to remove barriers to their education and ensures everything is done so that they achieve	Pupil Conferencing SENCo reports to Governors  Analysis of PLAA pupils’ progress in Pupil Progress meetings  On-going liaison with key staff and the Virtual School.	MJ (9,200)	October 2019 December 2019 February 2020 April 2020 July 2020

		the best they can.” [BHCC Virtual School]			
<b>Total budgeted cost</b>					202,352
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Year 1 and 2 Phonics Booster sessions for children based on termly Phonics Screening assessments.	Improved outcomes in phonics screening.	Early identification of potential barriers to enable targeted teaching	Half termly data analysis Teacher conferencing Weekly learning walks Planning monitoring	SS	October 2019 December 2019 February 2020 April 2020 July 2020
<b>Total budgeted cost</b>					£211,112
<b>6. Additional detail</b>					
There is a whole school focus on phonics and reading with additional intervention provided through the Same Day Intervention approach as a priority for pupils eligible for PP.					