

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Mile Oak Primary School
Pupils in school	481
Proportion of disadvantaged pupils	32%
Pupil premium allocation this academic year	£169,000 (2020-2021)
Academic year or years covered by statement	2020-2023
Publish date	09.09.2020
Review date	09.09.2021
Statement authorised by	Luke Lording
Pupil premium lead	Emma Gale
Governor lead	Alistaire Smedley

## Disadvantaged pupil progress scores for last academic year (June 2019 Data)

Measure	Score
Reading	-0.7
Writing	0.6
Maths	-0.5

### Disadvantaged pupil performance overview for last academic year (June 2019 Data)

Measure	Score
Reading	63%
Writing	68%
Maths	59%
RWM	54%

### Strategy aims for disadvantaged pupils

Measure	Score %
Meeting expected standard at KS2	Reading – 65 - 70 Writing – 80 – 85 Maths – 60 – 70 GPS – 60 – 70 RWM – 55 – 60
Achieving high standard at KS2	Reading - 20 - 30 Writing – 20 - 30 Maths – 20 - 30 GPS – 20 - 30 RWM – 10 - 15

Measure	Activity
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Priority 1	Ensure all relevant staff (including new staff) have received quality training to deliver high quality teaching
Priority 2	Work with the maths hub to ensure QFT in maths and the development of mathematical fluency for all
Priority 3	Address the language deficit through explicit vocabulary instruction
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£85,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve average KS2 progress score for our family of schools	July 2021
Progress in Writing	Improved knowledge of vocabulary and communication skills for pupils eligible for PP across the school.	July 2021
Progress in Mathematics	Achieve average KS2 progress score for our family of schools	July 2021
Phonics	Achieve 85% at year 1 phonics screening	July 2021
SEMH	Ensure quality approach to SEMH	July 2021

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					
Outcome	Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Accelerated progress in reading, writing and maths so that children eligible for PP funding progress is	High Quality teaching for all in all lessons	<p><i>A belief that all can succeed</i> is fundamental to the success of the pupil premium strategy (Blatchford, 2020)</p> <p><i>The best available evidence indicates that great teaching is the</i></p>	<p>A collective ethos to Think Big for ALL children – high aspirations for all</p> <p>Policy, practice and routines have an unwavering focus on</p>	EG	Termly

comparative to others.		<p><i>most important lever schools have to improve outcomes for their pupils (EEF 2020)</i></p> <p><i>Where staff set audacious goals and chase big dreams, they are more likely to see their vision become a reality (Blatchford, 2020)</i></p> <p>High expectations for all</p>	<p>high-quality, impactful teaching.</p> <p>Scaffold up</p> <p>Flexible PDMs to ensure the opportunity to provide CPD based on robust evaluation</p> <p>Weekly monitoring focus on work scrutiny / incisive feedback</p> <p>Peer observation of classes</p>		
	<p>Effective use of assessment -</p> <p>Diagnostic assessment</p> <p>Low stakes quizzing/retrieval quizzes</p> <p>QLA for termly assessment</p> <p>Impact evaluation</p>	<p><i>High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress (EEF, 2020)</i></p>	<p>YGL monitoring and feedback</p> <p>Lesson design focus</p> <p>Subject leaders focus</p>		
	<p>CPD through weekly learning walks and coaching</p>	<p><i>If we can develop teacher education to be a continuous process in a real sense, rather than the odd inset, workshop or course, then retention rates will improve.'</i> (Blatchford, 2020)</p>	<p>Monitoring and feedback through rigorous work scrutiny carried out by Deputy Head and subject leaders via weekly monitoring meetings with staff.</p>	EG	

Instructional Coaching from teaching and learning coach			
Increased staff retention			
Whole school planning sessions on rotation each week R, W, M	<p>Collaboration provides support to EC teachers and enables subject leaders to introduce ideas and approaches in meaningful</p> <p>Greater Depth Opportunities planned effectively in move all lessons to ensure high attaining pupils swiftly onto the challenge element of the lesson. A school wide understanding of and focus on elements of fluency in each subject.</p> <p>Effective Use of diagnostic Assessment</p>	Programme of introduction based on data gathered by implementation team.	EG, NF, HT, JW, KG, JC, LM
All staff to work alongside Subject Leaders and SLT for rigorous monitoring and impact evaluation – subject leadership, book scrutiny, foundation and core subject assessments	<i>Impact evaluation must be robust and rigorous. It must evaluate and not be used to prove innovations, strategies and approaches are working.</i>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Extra teaching time and preparation time paid for out</p>	All subject Leaders

	through progress and evidence in books.		of PP budget, (HLTA boosters).		
	CPD on: Language Acquisition Feedback for Learning Metacognition and Self-Regulation Effective use of Support Staff Teaching for mastery  Improved staff retention	<p><i>EEF teaching and learning toolkit states that:</i></p> <ol style="list-style-type: none"> <li><i>1. high quality feedback is essential for increase in progress (+ 3 to +8 months additional progress)</i></li> <li><i>2. Acquiring the skills to become a self-regulated learner promotes independence and an increase in progress (+ 2 to +7 months additional progress)</i></li> </ol>	<p>Use of pupil shadowing to ensure strategy is built on accurate assessment of the impact of socio-economic disadvantage on our pupils and not assumptions.</p> <p>Pre-booked sessions</p> <p>Expectation of full attendee leads training in school</p>	EG, LM, JC	

		3. <i>Mastery approaches to teaching and learning provide up to 5 months additional progress.</i>			
Increased leadership capacity:				EG, JW, KG	
NPQH					
NPQSL					
NPQML					
Improved staff retention					
Access to relevant training for subject leaders through research schools – staff retention					
Continued collaboration through Sussex Coast TSA, English Hub and Maths Hub					

	Internal cover only across the school.  YR/Y1/Y2 - 2020-2021 Y3/Y4 - 2021-2022	Relationships – Evidence suggests that our most vulnerable learners are disproportionately impacted through the use of unknown adults therefore, a focus on internal cover, has a positive impact on pupils' wellbeing and learning.  <i>Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge (Rowland, 2021)</i>		LS	
	A Mastery Approach in all lessons to include flamingo challenges Overlearning / Boosters	The greatest way to raise self-esteem is to feel success in the classroom (Rowland, 2021)	Use of Mastery Specialist as part of the embedding programme		
<b>Total budgeted cost</b>					<b>£84,500</b>

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish small group reading interventions for children who are below ARE.
Priority 2	Provide wider strategies based upon the needs identified on the PP study
Barriers to learning these priorities address	Provide greater access to the curriculum by developing reading comprehension skills Providing catch-up in mathematics and English
Projected spending	£45,000

ii.Targeted support					
Outcome	Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased Vocabulary Acquisition	Talk Boost  Nuffield Early Language Intervention  Specific language focus in forest school	<i>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</i>	Vocabulary Lead Team (JW, LM, AH) monitor and utilise co-coaching approach to ensure effective implementation	EG/KT	Termly

		<i>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress (EEF, 2020)</i>			
Accelerated progress through small group/1:1 interventions	Utilise Academic Mentor for writing		Monitoring cycle Support through Teach First Data analysis Application in class	EG/SF	
	Utilise Academic mentor for maths			EG/GC	
	Utilise Reading for Pleasure/Reading Fluency TA			EG/EC	
	Nurture Provision	Early Intervention to ensure children can enjoy and achieve For children to learn, their social and emotional needs must be met	SENDco weekly support DHT regular monitoring Use of Boxall	EG/KT EG/KT	
Total budgeted cost					£42,250

### Wider strategies for current academic year

Measure	Activity
Priority 1	Engage parents through a range of workshops, forest school sessions and events – track attendance
Priority 2	Create an early bird breakfast session

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£50.000

Wider Strategies					
Intended Outcome	Approach/Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased parental engagement	Key staff member to be point of contact for parental communications	<i>'Schools should engage with parents in an active and empathetic way' (Sobel, 2018)</i>			Termly
	Coffee mornings/workshops	<i>Everyone in the school community, including teachers, leaders, learning support staff, office staff and midday supervisors are responsible for building and sustaining positive relationships with all families, including those from disadvantaged backgrounds (Rowland, 2021)</i>	Half-termly meetings Parent surveys Tracking of engagement	HL	
	Food bank access				
Raised confidence, self-esteem. Self-regulation and	Pet therapy  School Counsellor	Pupils receive specialist emotional and self-regulation support so that they can	Pupil conferencing Half termly data analysis Monitor CPOMS	EG/KT	

access to learning/social communication.	<p>Learning Mentor Support (Safeguarding, behaviour, social and emotional, learning)</p> <p>Parallel lunch and break times</p>	<p>become safe, secure and effective learners.</p> <p>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.</p> <p>Data analysis continues to show greater progress in RWM for PP children in receipt of mentoring.</p>			
Financial Support	<p>Breakfast club/ Cool Milk</p> <p>Educational visits</p> <p>Access to reading material</p> <p>Access to technology</p>	<p>Poverty proofing practices have shown that decisions about when to provide costed activities must have benefits which cannot be provided in the classroom.</p>	<p>Monthly Budget meetings</p> <p>Business committee</p>	LS/JB	

		At different times, some families may find meeting the costs of various opportunities difficult.			
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 the best they can." [BHCC Virtual School]	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.	KT/EG	
Attendance meetings	Increase punctuality and attendance of pupils eligible for PP.	Families in need and those at risk are targeted with 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	Weekly attendance meetings and data analysis. Parent and pupil conferencing	LL/JB/EG	

		meetings to discuss and address issues can make a significant difference as can securing external agency support for them.			
Transition	Focused transition between year groups and from nursery/into secondary	<p><i>'Home visits are so much more powerful than just relying on the nursery/primary class teachers' or talking to the pupils themselves.</i></p> <p>In Summer 202, additional transition practices were implemented which enabled a smoother start to the year and greater opportunities to build relationships with parents. The impact has been seen in how quickly children have settled into their reception classes.</p>	<p>Conduct home visits</p> <p>Extended liaison with secondary schools and nursery schools.</p> <p>Transition to run throughout the summer term. Utilise technology to support transition practices.</p>	EG/KT/RW/EF	
Look to the future	Focused input on aspirations	Pupil conferencing tells us that some children struggle to	Monitor knowledge of future jobs/careers/opportunities through half-termly pupil conferencing	EG	

		identify what might be possible in the future	Ensure links are made to real-life in teaching.		
<b>Total budgeted cost</b>					42,250
<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 vulnerable learners.					

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is provided to allow for staff professional development	Use of T & L coach, INSET days, PDMs and additional cover being provided for demonstration lessons and regular coaching and mentoring in the classroom.
Targeted support	Ensuring children attend their targeted support sessions on time	Registration documents shared with SLT. SLT to speak to parents where necessary. Incentives provided
Wider strategies	Engaging the families facing most challenges	Developing systems to enable parents' greater notice of events and exploiting opportunities when parents/carers attend school to deliver important messages. Use of breakfast and after school clubs. Tracking of attendance to extra-curricular activities Personalised reminders and phone calls Assigned adult to communicate with all parents

**Review: last year's aims and outcomes**

See previous PP strategy