



Pupil Premium Strategy 2018-19

Our school has been allocated additional funding through the Pupil Premium. This report outlines what the Pupil premium is and how it has been used to support pupils at Mile Oak Primary School. We hope you will find the following information useful and informative.

What is the pupil premium?

The Pupil Premium is extra money that schools receive to meet the needs of pupils who are socially disadvantaged and at risk of underachievement. It is provided to support these pupils in reaching their potential.

How is the pupil premium allocated to schools?

The amount schools receive is determined by the number of pupils who have been known to be eligible in the last 6 years or are currently known to be eligible for free school meals (FSM). In addition, an allocation is made for pupils who are Looked After Children (LAC) and Service Children.

Who decides how the funding is used?

Schools decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and the performance tables capture the achievement of those pupils covered by the pupil premium.

How do we identify pupils at our school?

At Mile Oak Primary School, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately assessed and addressed, as part of the additional provision we make through the pupil premium. In making provision at Mile Oak Primary School we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for individual and groups of pupils identified as:

- Socially disadvantaged and/or eligible for FSM/LAC/Service Children:
- Vulnerable and at risk of underachievement.
- Subject to a child in need plan.
- Having been identified with complex needs.
- How do we provide for our pupils?
- The attainment of disadvantaged pupils can be raised through a variety of interventions.



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At Mile Oak the following focus for provision has been identified in the following three areas:

- Pupil outcomes
- Welfare
- Enrichment

Accountability

The Department for Education holds Headteachers and school governing bodies accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared
- with their peers
- Requiring schools to publish details online each year of how they are using the Pupil Premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the Pupil Premium

How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored closely through the schools extensive pupil tracking systems. Pupil progress review meetings are held each term. The progress that pupils make will vary according to the individual needs of each child but should a concern arise the provision made for that child will be reviewed and any necessary adjustments made.

The school provision map and interventions secured through the Pupil Premium are adjusted annually to meet the needs of the pupils across the school.

Allocation of Funding

Schools are informed of their annual pupil premium funding allocation in April each year. We were allocated **£202,600** for the academic year 2018-2019 (September 2018- July 2019).



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Aims for the 2018-19 Pupil Premium Grant

- To accelerate the reading progress of Pupil Premium pupils across the school
- To raise the attainment for Pupil Premium pupils in maths across the school, particularly at the end of KS1 and in upper KS2
- To accelerate progress in writing and raise the attainment for Pupil Premium pupils across the school
- To increase the attendance of Pupil Premium children so that it is at least in line with the rest of the school

Barriers to Learning

Our funding is used to tackle, and put supportive strategies in place to try to void barriers for learning, and in doing so improve the academic, and social and emotional outcomes for our pupils. We have identified several potential barriers to the learning of our disadvantaged pupils.

A: Low attainment and slow progress over time in reading, writing or/and mathematics

B: Social and emotional needs leading to issues linked to lack of engagement with the curriculum, relational conflict, anxiety and low self-esteem and transition

C: Persistent absence impacting on access to the curriculum

D: Lack of extra income prevents full engagement with school life such as extra-curricular activities e.g. clubs, trips

E: Safeguarding



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Breakdown of Funding

The breakdown of how the Pupil Premium funding is currently being spent at Mile Oak School is as follows:

Barrier	Actions	Funding	Intended Outcomes	Outcomes/Impact
A: Low attainment and/or slow progress over time in reading	<ul style="list-style-type: none"> Teaching Assistants specialist 1:1 reading programme (FFT) Accelerated Reading Subscription 	£600.00 £2120.00	<ul style="list-style-type: none"> Accelerate progress to diminish the difference to Age Related Expectation in reading 	<ul style="list-style-type: none"> FFT – 40% PP 100% expected progress and 50% accelerated progress Year 6 reading tuition with Charlie Baker (LA Moderator) 8 PP children Accelerated Reading data-access/progress (Amy to find) Progress to be available by 5th July-Summer data Year 6 teacher tuition - data to come
A: Low attainment and/or slow progress over time in writing	<ul style="list-style-type: none"> Intervention Teacher-Additional Tuition Literacy Support Service 	£3200.00 £20,397.25	<ul style="list-style-type: none"> Accelerate progress to diminish the difference to Age Related Expectation in writing Developed language skills and 	<ul style="list-style-type: none"> LSS data – In reading 100% (6) of PP children made two terms progress and 33% made three terms progress In writing 83% (5) of children made at least one terms progress 33% of children made two terms progress One child made no progress –



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			a wider use of vocabulary ensures pupils are progressing to be closer to their peers	<p>significant SEND needs.</p> <ul style="list-style-type: none"> Teacher Tuition sessions (before/after school) – teachers/Year 6 Year 6 writing tuition with Charlie Baker (LA Moderator) 12 PP children The Y6 team now working with Y5- Charlie Baker- 3/13 children in her writing group = 23% Spelling boosters with Gemma and Rita - 5/20= 25% PP pupils
A: Low attainment and/or slow progress over time in maths, reading and/or writing	<ul style="list-style-type: none"> Teaching Assistants dynamic daily interventions/ Specialist Support Staff closing the gap with small groups of pupils (e.g. Pre-teaching sessions, First Class @ Number, Success @Arithmetic 	£112,242.75	<ul style="list-style-type: none"> Accelerate the progress to diminish the difference to Age Related Expectation in reading, writing and mathematics 	<ul style="list-style-type: none"> CPD training- for teachers and support staff First Class@ number 100% (7) made expected progress 42% (3) made accelerated progress 66% (9/15) of the children who had Success@ arithmetic between Sept March were PP children. Of those, 67% made accelerated progress and 22% made expected and 22% made one term's gain. Same Day Intervention Teacher Tuition sessions



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	<ul style="list-style-type: none"> ○ Booster Classes 	£5000.00		<p>(before/after school)</p> <ul style="list-style-type: none"> • The Y6 team now working with Y5- Rita Webb maths- 2/6 children = 33%
<p>B: A range of social and emotional needs leading to issues such as transition into school; disengagement from the school curriculum; friendship issues; low self-esteem and anxiety</p> <p>C: Pupils persistently absent impacting on consistent academic access</p>	<ul style="list-style-type: none"> ○ Learning Mentor support overseeing behaviour for learning policy and practice ○ Learning mentor provides support for individual and small group social and emotional targeted support ○ Meet and greet for specified pupils ○ Robust systems for supporting attendance ○ Individual in class support for higher 	£14,200.00	<ul style="list-style-type: none"> • Social and emotional needs are met leading to pupils making better academic progress • Improved attendance, and as such access to a broad and balanced curriculum enabling better progress over time 	<ul style="list-style-type: none"> • The learning mentors have either worked one to one or carried out small group work with 47 PP children. This is 31% of the school PP total (152) population. This does not include Forest School and is in comparisons with 20% of non PP children who were supported by learning mentors this year. • P.P attendance is currently 95.20% with whole school attendance at 96.08%. Over the past year, there has been a 1.28% increase in P.P attendance. • 18 pupils in the school are currently classified as persistent absentees and of this number 9 are P.P. This equates to 1.65% of the whole school. This has decreased by 0.8%



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	needs pupils			<p>over the past year.</p> <ul style="list-style-type: none">• The school has clear, individual tracking for children who have attendance levels below 90% for the year. Case studies for individual children are created from this.• Strategies such as meet and Greet and school Buddies (key children supported by another member of staff) have driven these increases.
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<p>B: A range of social and emotional needs leading to issues such as transition into school; disengagement from the school curriculum; friendship issues; low self-esteem and anxiety</p>	<ul style="list-style-type: none"> ○ School Counsellor (YMCA Service) ○ Forest School 	<p>£8022.00</p> <p>£3000.00</p>	<ul style="list-style-type: none"> • Social and emotional needs are met leading to pupils making better academic progress 	<ul style="list-style-type: none"> • School Counsellor 3 PP children have accessed this during the year – impact on a personal 1-1 level. • 7 PP children have accessed forest School. End of year data can support impact on learning. Impact on wellbeing is seen through behaviour for learning and attitudes within the classroom Reported back through teachers and support staff.
<p>C: Pupils persistently absent impacting on consistent academic access</p>	<ul style="list-style-type: none"> ○ Attendance support for pupils & families – led by Attendance and Admissions Manager ○ Financial support to attend breakfast club 	<p>£5857.00</p> <p>£1000.00</p>	<ul style="list-style-type: none"> • Improved attendance, and as such access to a broad and balanced curriculum enabling better progress over time 	<ul style="list-style-type: none"> • 18 pupils in the school are currently classified as persistent absentees and of this number 9 are P.P. This equates to 1.65% of the whole school. This has decreased by 0.8% over the past year. • Clear case studies have been created for the 9 children to individually track and target their attendance.

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				<p>Forest school sessions</p> <ul style="list-style-type: none"> Lunch time drop in club for vulnerable children
<p>We also use a small proportion of the Pupil Premium Funding to ensure:</p> <p>1) There is robust management around the systems and budget of the funding</p> <p>This includes:</p> <p>Edukey provision mapping tool : £507</p>				<p>Quick analysis</p> <p>Plans for PP children</p> <p>Calculates costings for interventions</p> <p>Use as a tool to share with parents – improving channels of communication</p> <p>Beginning to train Year Leaders to input their own initial data to streamline the process.</p>
Allocation: £202,600.00				