



OAKDALE JUNIOR SCHOOL Core Principles Our Approach to Supporting Disadvantaged Learners



We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

To know each pupil and meet their individual needs

Quality teaching for all: To ensure all pupils have access to highest quality teaching

To make sure that all disadvantaged pupils are paired with the teacher most suited to meet their individual needs

To build supportive relationships with the families of each disadvantaged children

4) To close the gap as early as possible by focussing resources on the entry year to school.

Targeted support: To ensure that those who are behind catch up

5) To have a relentless and persistent focus on making every year count.
No pupil leaves a year group without an understanding of the essential knowledge that has been taught that year.



To address barriers that may affect pupil's ability to access learning and the wider curriculum

6) For no disadvantaged pupil to have an attendance rate below 95%

To continue to develop a culture of aspiration in all of our schools

To support all pupils who we feel are disadvantaged, regardless of whether or not they receive the pupil premium

Pupil Premium Strategy Statement 2019-20

1. Summary Information											
School - Oakdale Junior School											
Total number of pupils	493	Number of PP pupils	89	Total PP Budget		Date of review of PP strategy	Nov 20	Name of Pupil Premium lead.	Emma Black / Jenny Horlock	Name of Governor	

2. Current Attainment									
The following table outlines data for 2018-19. No official 2020 data was recorded due to COVID school closures									
Key Stage 2									
	EXS + Reading	GDS Reading	KS2 Progress Reading	EXS + Writing	GDS Writing	KS2 Progress Writing	EXS +Maths	GDS Maths	KS2 Progress Maths
Pupil Premium	46%	14.3%	-3.1%	74%	11%	-1.4%	63%	2.9%	-2.6%
2018 National	73%	27%		78%	20%		79%	27%	
School	68%	29%	-1.92	87%	30%	+0.65	77%	23%	-1.5
GAP									

1. Barriers to future attainment	
In school barriers	
A.	Language skills on entry to school are often lower for pupils eligible for PPG than for other pupils
B.	Many pupils eligible for PPG also have other factors such as SEND to consider when planning for successful interventions
C.	There is a greater demand for social, emotional and behavioural support for pupils eligible for pupil premium funding compared with others in the school
D.	To increase pupil progress and attainment in mathematics
External barriers	
E.	Pupils eligible for PPG funding do not always arrive in Year 3 with the same rich life experiences as other pupils and so need access to a broad, rich curriculum
F.	Attendance/ punctuality of PPG pupils is above the national average for similar pupils but below that of other pupils both nationally and in school

Planned expenditure and impact							
Academic year	2019/20						
Quality teaching for all: To ensure all pupils have access to best quality teaching					Overall Impact		
Core Principles:					2019-20	2020-21	2021-22
1. To know each child and meet their individual needs (Removal of individual barriers inside the classroom)							
2. To build supportive relationships with the families of each disadvantaged child							
3. To make sure all disadvantaged pupils are paired with the best teacher to meet their needs							
Desired impact	Chosen action / approach	Rationale	Impact measures and milestones				
All pupils to be achieving at or above national other (ARE and GDS) where this is not achieved pupils to be making accelerated progress from previous starting points.	<ul style="list-style-type: none"> -Teacher action planning to ensure Quality First teaching. Support for all pupils not making sufficient progress -Assessment cycle and data tracking ensure those that are below prior attainment are targeted -Planned in time for pupils to respond to marking and feedback – Teacher to support PPG pupils first -Teacher directed questioning for PPG pupils within lessons -Teachers to provide rigorous and regular challenge in the classroom for all abilities -Focus on specifically teaching vocabulary to the pupils continue to embed 2020-21 -1: 1 conferencing on a half termly basis with the class teacher for pupils who are behind PPG pupils to have a non PPG as a role model/ talk partner within class. Under review – looking to start Autumn 2.Review and refine practices for 20-21 to develop higher consistency in the delivery of the approach 	<p>John Dunford highlighted that quality first teaching has the most significant effect on disadvantaged pupils.</p> <p>Teachers to take greater accountability for the progress of children in their class/ teaching group. Increased teacher time for disadvantaged pupils.</p> <p>To close the language gap because at the age of 5 disadvantaged pupils are 4.3 months behind their peers and this increases to 9.5 months by the end of primary school.</p> <p>Focused targets and discussion with pupils allows for improved self-confidence/ esteem and allows them to focus and make progress academically. Also evidence shows has a positive impact on attendance</p> <p>Role models have a positive impact on general behaviour and behaviour for learning</p>	<ul style="list-style-type: none"> -Scrutiny and analysis of class action plans shows additional provision in place in the classroom for those who are not making sufficient progress, including an appropriate level of challenge. -All children who are below ARE to make accelerated progress -Learning walks show vocabulary displays. -Reading planning demonstrates specific vocabulary teaching and NFER reading tests show increased understanding. -Pupil premium pupils to show at least one improvement on the AM behaviour and attitude criteria. 	<p>Official end of year data not available for pupils due to school closures, however new assessment systems such as the class action plan have increased focus on in class provision for pupils.</p> <p>Provision will continue for the year 2020-21</p> <p>An audit of 1:1 conferencing identified that whilst the approach may still be effective, its delivery was variable between staff members. Therefore this will be a focus for 2020-21 revising who accesses this provision and establishing a consistent approach across all classes.</p>			
All teaching to be at least good or better in all classes	<ul style="list-style-type: none"> To introduce and embed the coaching “triad” model to improve classroom practice -Staff coaching and mentoring (to continue subject to COVID risk assessment) Early careers centralised training for all NQTs and NQT +1s and other identified teachers continue for 2020-21 	<p>Reflection, professional dialogue and sharing of good practice to improve quality of teaching across the school</p> <p>Support for teachers in the early part of their career is significant for retention and securing good teaching (see early careers framework)</p>	<p>Learning walks, lesson observations and progress data demonstrate an improvement in the quality of teaching. All teaching to be good or better.</p>	<p>All NQT and NQT+1 attended centrally run Early Careers programme. Internal data and recent OFSTED indicate quality of teaching and learning to be good.</p> <p>A ‘deep dive’ in reading through the challenge partner programme identified good practice both in phonics (Y3) and whole class reading sessions across the school.</p> <p>All provision will continue for the year 2020-21</p>			
To increase parental engagement of PPG pupils	<ul style="list-style-type: none"> -Investigate the perceived level of engagement of parent/ carers in their child’s education and learning through survey monkey / forums and questionnaires. How can the school best support parents with a focus on reading 	<p>Continue to develop a partners as partners approach by</p> <ul style="list-style-type: none"> -identifying areas that parent/ carers still require further support with. -Establish whether parents need more support as to how to support their child in 	<ul style="list-style-type: none"> -PPG parents/ carers to be fully engaged with their child’s schooling. -Progress and attainment data for PPG pupils demonstrates an increase 	<p>Data from marvellous me indicates that parental involvement has increased steadily from previous year. The next step is to target development of parents skills to support</p>			

	Information mornings / evenings linked to the core subjects Workshops and learning opportunities for parent/ carers to observe their children in interventions and take example learning resources home Will review due to Covid. Could copy resources to take home. Marvellous Me app to be used for PPG pupils to encourage positivity and encourage dialogue with parents / carers at least once a week. Continue for 2020-21 Survey to investigate access to technology for disadvantaged pupils.	reading. Use this to drive whole school reading strategy -Complete questionnaire at autumn “meet the teacher” evening to highlight actions going forward. -Support parent/ carers at this evening to complete secondary transfer forms so all pupils have a place by March and transition arrangements can begin. Families and parent/ carers that feel more supported by the school are more likely to engage and support their own children with learning.	-At least 85% of pupil premium parent/ carers to attend curriculum events so they can support their child at home -Those that do not attend are contacted, resource shared and feedback gained -Increase in numbers attending. -98%+ of parent/ carers to engage with “Marvellous Me” and high 5 messages – this would be an increase from 2018 – 2019	pupils at home (e.g. focus on reading and comprehension) Focused newsletter with targeted support to go home to parents this half term.		
Total budgeted cost				£25, 500	£	£
Targeted support: To ensure that those who are behind catch up Core Principles: 4. To close the gap as early as possible by focussing resources on entry years to the school. 5. To ensure no child leaves a year group without an understanding of the essential knowledge that has been taught that year				Overall Impact		
				2019-20	2020-21	2021-22
Desired impact	Chosen action / approach	Rationale	Impact measures and milestones			
To accelerate the progress of pupils who are not achieving ARE in the core subjects. Utilise the National tutoring programme to support small group tuition – more details to be added once the list of approved partners is launched	Out of class intervention programmes are as follows: Reading -Reading volunteer programme, recruitment, training and resources. -ELLS programme for identified pupils high impact continue -Delivery of early morning readers programme with a focus on phonics and comprehension -Sight word reading intervention for those that can not learn through phonic approach. -Directed teaching assistant support in each class daily during whole class reading sessions.	-School now only uses specific interventions that have shown impact in previous years. -Targeted, structured support shown to be effective in closing the attainment gap and accelerating progress. -Data from previous academic year demonstrated an ELLS approach in small groups and TA support to access broader and richer texts had a positive impact on progress	-Scrutiny of reading folders to show that identified pupils are being read with more regularly. -Improvement in reading age against a non-intervention pupil to see if it has accelerated progress. -Pupils make accelerated progress in reading measured by incremental rise in Star assessments. -Pupils to show a gain in reading age using STAR assessment reading tests. -Any funding from the NTP is utilised effectively to accelerate progress of targeted groups of pupils.	-ELLS continues to be a high impact intervention despite the last cycle not being completed due to school closures. Feb analysis showed an average increase of 9.5 levels (measured by ELLS pre and post intervention tool.) Provision last year indicated a rise in pupil attainment on reading tests up until the school closures Provision will continue for the year 2020-21		
	Maths - Implementation of “Third Space” Mathematics for 10 PPG pupils in Year 6 High impact when pupils who are 90-99SS band are selected. 30 PPG children from Year4/6 to have 3rdSpace intervention. -Delivery of early morning and after school arithmetic sessions on a daily basis for Year 6 pupils. -Directed teaching assistant time daily to address mathematics misconceptions in each year group – PPG to be targeted first					

				<p>learnt – this will influence the pupils that are chosen for the next round. Average scaled score gain for pupils in receiving intervention was 4.1 (Jan)</p> <p>Provision will continue for the year 2020-21 targeted as those who need to accelerate progress to attain ARE.</p> <p>Arithmetic sessions – the impact of these was not fully measured due to school closure.</p> <p>Provision to continue</p>		
To increase the number of pupils that are ARE in spelling	<ul style="list-style-type: none"> -Phonics training for all staff -Individual pupil dictionaries in the lower school -Large phonics/ spelling posters to be displayed in all classrooms -Implementation on “No Nonsense” scheme and spelling frame 	<p>Current data shows writing attainment has weakened due to consistency in spelling. School now only uses specific interventions that have shown impact in previous years. Targeted, structured support shown to be effective in closing the attainment gap and accelerating progress. Research shows same day intervention so pupils can access the learning the following day in class has a positive impact on progress.</p> <p>Previous use last academic year demonstrated increased attainment and progress for those pupils at the end of Year 6.</p>	<p>-Pupils to make accelerated progress with their spelling and know all the relevant words for their year group. Writing data to show improvement at each data point.</p>	<ul style="list-style-type: none"> -All staff received phonics training -Phonics steamed sessions ran successfully in Y3 up to time of the school closures -No nonsense spelling 		
To close the attainment and progress gap in Year 3	<ul style="list-style-type: none"> -Implementation and continuation of the ELLS programme in Year 3 with new resources. -Additional teaching assistants trained in the ELLS approach to support a greater number of children -Mathematics screening on entry to identify pupils who require additional support. -Improved transition with focussed/ identified families e.g. informal meet and greet/ home visits/ pastoral support -Extra TAs to support focussed gap teaching within the year group as a result of assessments? Is anything being done to further support Y3 in regards to covid catch up. ELSA trained TA based in Year 3 bubble. Daily Timestable intervention to begin. Will catch up children followed into year 4. 	<ul style="list-style-type: none"> -ELLS data from 2018 – 2019 academic year shows pupils who participated made an average of 29.1 months in their reading and comprehension age over the 20 week period. -To ensure the correct pupils are chosen for the interventions to have maximum impact. -Families and parent/ carers that feel more supported by the school are more likely to engage and support their own children with learning. 	<ul style="list-style-type: none"> -Start and end tests show accelerated progress in reading and comprehension age. -Book scrutiny demonstrates implementation of new skills being used in whole class learning. -Training of ELLS and TA led reading sessions demonstrate effective practice. -Accelerated mathematics progress of pupils involved against a control group – Star assessments. Use of entry and exit test. -Improved relationships with families before pupils start at the school. Pupil and parent/ carer voice surrounding transition arrangements and suggestions for the future. 	<p>ELLS – see previous comments.</p> <p>TAs have all received ELLS training refresher training</p> <p>Reading review by SIP partner and observations by specialist SEND teacher all found provision in class in reading to be at least good. Data was unable to show progress from the start to the end of the year due to school closure so the impact of this approach can not be fully measured.</p> <p>Provision will continue for the year 2020-21</p>		
Total budgeted cost				£34, 100	£	£
<p>To address barriers that may affect a pupil's ability to access learning and the wider curriculum</p> <p>Core Principles:</p> <p>6. For no disadvantaged child to have an attendance below 95%</p> <p>7. To develop a culture of aspiration in our schools</p> <p>8. To support all children who we feel are disadvantaged</p>				Overall Impact		
				2019-20	2020-21	2021-22

Desired impact	Chosen action / approach	Rationale	Impact measure and milestones			
To ensure that pupil attendance is not a barrier to learning and PPG attendance is in line with the whole school population	<p>-Pastoral team and Community Development Officer to work with targeted families and the SAW to improve attendance and punctuality of particular pupils and families.</p> <p>-Assistant Head to complete half termly audits and meet with particular pupils and parents/ carers.</p> <p>-Attendance awards to be awarded on a termly basis</p> <p>-Monitor PPG involvement in extra-curricular clubs as an incentive to attend school – use of the Community Development Officer</p> <p>-Introduce a wider variety of lunchtime clubs for PPG pupils that cannot attend after school</p>	To ensure attendance is not a barrier to learning and progress as pupils cannot learn if they are not in school. Close collaborative working with outside agencies will help address poor attendance quickly and efficiently. Participation in an activity they enjoy and give them access to a wider range of life experiences.	<p>Attendance of all disadvantaged pupils is above 96%.</p> <p>Case studies of persistent absentees show an improving picture.</p> <p>Number of bronze/ silver and gold certificates to be higher than in the 2018 -2019 academic year.</p> <p>Rewards for those pupils and class with the highest attendance.</p> <p>PPG pupil involvement in clubs to increase on a half termly basis.</p> <p>Participation in clubs to be higher than 2018 – 2019 academic year.</p>	<p>Figures for attendance were at national levels at the time of the last review (February). For PA pupils, attendance policy and process has been followed for all identified pupils.</p> <p>There was a 5% increase in the number of attendance certificates given in the autumn term, compared to Autumn term last year.</p> <p>Provision will continue for the year 2020-21</p> <p>Clubs: PPG pupils are given priority to attend over non-PPG pupils. 50% of art club after school are PPG pupils. In the autumn term 30% of PPG pupils attended an extra-curricular club, this term it has risen to 36%. -PP children that have financial problems have been allocated spaces in the clubs for free.</p> <p>Provision will continue for the year 2020-21</p>		
To ensure that pupils' social and emotional needs are met so that they can consistently access learning	<p>Deployment of a pastoral team to offer regular support, nurture, ELSA and other appropriate interventions.</p> <p>Increased ELSA provision</p>	Increased pastoral support will enable pupils to be ready to engage in their learning and more accelerated progress.	<p>Children who receive regular support from the pastoral care team show changes in behaviour in the classroom and decrease in behaviour reports.</p> <p>ELSA – questionnaires completed by all stakeholders and identify one positive change for the duration of the programme. Also compare start and end scores.</p>	<p>ELSA not been available during autumn 1 due to staff sickness. ELSA therefore began in Dec rather than Sept. An additional pastoral worker has now also been trained to support more identified pupils. The school has increased its pastoral provision. The impact of this now needs to be measured over time which was not possible due to school closures.</p> <p>Provision will continue for the year 2020-21</p>		
To increase self-confidence and esteem of pupils so they actively engage in learning	<p>Targeted creative art work including art therapy, workshops, lunchtime club and links with outside agencies</p> <p>Further offsite enrichment opportunities for the most able and talented pupils – links with the Lighthouse</p>	<p>Improved self-confidence and esteem will enable pupils to develop the resilience to tackle different learning tasks</p> <p>Improved self-confidence and esteem will enable pupils to develop the resilience to tackle different learning tasks</p>	<p>Changes to targets and comments made during PPG conferencing with class teacher.</p> <p>At least two positive changes on AM behaviour and attitude criteria</p>	See previous comments linked to clubs and ELSA		
To continue to develop a culture of aspiration within the school for all pupils	<p>Use parent/ carers to come in and talk about their careers and how they achieved success – use "Whose Line Anyway?" approach</p> <p>Implement visits to local businesses and industry as a regular part of the curriculum.</p>	<p>Children will see the opportunities available to them and will broaden their horizon of thinking of their career choices.</p> <p>This will broaden horizons and allow pupils to see the options available to them after they have finished education</p>	<p>Pupil voice – discussions show a greater understanding of the range of career options available to pupils and what they need to achieve them.</p>	<p>Included in PSHCE lessons over a half term.</p>		

	Aspiration to become a regular assembly theme. Develop links with Bournemouth University so they work with all year groups	Aspiration will become an embedded feature of the school and all pupils will aim to achieve their best. Proven and successful visit to Year 5 in previous years	Aspirational ethos prevails within the school e.g. displays			
Total budgeted cost				£78, 645	£	£
TOTAL SPEND				£139, 160		