

<b>School:</b> Oakdale Junior School					
<b>Academic Year:</b>	2017 - 2018	<b>Total PPG budget:</b>	£133, 159	<b>Date of most recent PPG review:</b>	December 2016
<b>Total number of pupils:</b>	479	<b>Number of PPG pupils:</b>	93	<b>Date of next internal review:</b>	Termly with link governor
<b>Attainment and Progress:</b> Pupil Premium Progress for the end of Key Stage 2: School (National):					
<b>2016 – 2017</b>	PPG Pupils		All pupils		
% achieving expected standard in reading, writing and mathematics	54%		63%		
Reading	Progress -3.51 Attainment 56%		Progress -1.9 Attainment 69%		
Writing	Progress +0.97 Attainment 72%		Progress +0.01 Attainment 80%		
SPAG	Attainment 64%		Attainment 71%		
Mathematics	Progress -1.86 Attainment 64%		Progress -2.0 Attainment 74%		
<b>Barriers to future attainment (for pupils eligible for PPG, including high ability): In school barriers:</b>					
<b>A</b>	Language skills on entry to school are often lower for pupils eligible for PPG than for other pupils				
<b>B</b>	Many pupils eligible for PPG also have other factors such as SEND to consider when planning successful interventions				
<b>C</b>	There is a greater demand for social, emotional and behavioural support for pupils eligible for pupil premium funding compared with others in the school				
<b>D</b>	The school's progress data for reading shows that those pupils eligible for PPG are making less progress compared to others in the school				
<b>E</b>	To increase pupil progress and attainment in Mathematics				
<b>External barriers:</b>					
<b>A</b>	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				
<b>B</b>	Attendance/ punctuality of PPG pupils is above the national average for similar pupils but below that of other pupils both nationally and in school				
<b>Total amount of PPG expected for the year 2017 - 2018</b>					

**Objectives of spending PPG:**

- To increase pupil progress in Mathematics
- To increase pupil progress in Reading
- To support social, emotional and behavioural needs to ensure successful access to learning

**1. Planned expenditure**

<b>Academic year</b>	2017 - 2018			
<b>i. Quality teaching for all: To ensure consistently high quality, teaching, learning and assessment to ensure pupils make good or better progress</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>Impact measures and milestones</b>	<b>Impact</b>
All pupils to make accelerated progress from their starting points.	<p>New processes for assessment of data tracking to ensure those that are below prior attainment are targeted</p> <p>Teacher action planning to ensure Quality First Teaching as initial interventions for all pupils not making sufficient progress</p> <p>Members of SLT and Subject Leads to support teaching of pupils in classes with a significant proportion of PPG and SEN pupils to focus on improving outcomes for vulnerable learners (£12500)</p> <p>Staff mentoring and coaching to improve the practice of all teachers in focus areas (£6000)</p> <p>Planned in time for pupils to respond to marking and feedback</p>	<p>Teachers are to take greater accountability for the progress of children in their class / set</p> <p>John Dunford highlighted that quality first teaching has the most significant effect on disadvantaged pupils</p> <p>Teachers to share expertise to improve the practice of all colleagues, leading to quality first teaching in all curriculum areas</p>	<p>Scrutiny and analysis of class action plans shows additional provision in place in the classroom for those who are not making sufficient progress. All pupils to make minimum 3 TPs with pupils who are behind ARE or prior attainment making 4 TPs</p> <p>Test results (NFER &amp; SAT tests) show pupils making accelerated progress</p> <p>Book scrutiny shows accelerated progress in classrooms which receive additional and specialist support</p>	

<p>Increase pupil progress in Reading (link to School Improvement Plan)</p>	<p>Support from outstanding teaching school (Henbury View) to develop leadership of Reading across the school (£1500)</p> <p>Reading Lead to attend Primary Reading Conference and to disseminate to staff (£500)</p> <p>Teachers to provide more rigorous and regular challenge in the classroom for all abilities</p> <p>Focus on specifically teaching vocabulary to the pupils</p> <p>Mixed ability groupings within lessons</p> <p>1:1 conferencing/ mentoring with the class teacher for pupils who are behind (£2200)</p>	<p>Teachers are to take greater accountability for the progress of children in their class</p> <p>John Dunford highlighted that quality first teaching has the most significant effect on disadvantaged pupils</p>	<p>Scrutiny and analysis of class action plans shows additional provision in place in the classroom for those who are not making sufficient progress. All pupils to make minimum 3 TPs with pupils who are behind ARE or prior attainment making 4 TPs</p> <p>Test results (NFER &amp; SAT tests) show pupils making accelerated progress</p> <p>Mixed ability groupings results in pupils being exposed to higher expectations and reading material</p> <p>Learning walks and pupil discussions show pupils tackling challenging texts and making accelerated progress</p> <p>Learning walks show teachers using and implementing the tiered language approach</p>	
<p>Increase pupil progress in Mathematics (link to School Improvement Plan)</p>	<p>Staff to attend MAT twilights, including training on the Singapore style 'bar model' approach</p> <p>In class coaching for teachers from an external Maths specialist to improve application of mastery and reasoning (HLP funded)</p> <p>Maths lead to complete accredited Bar modelling course and White Rose Hub training/ conference (£700)</p>	<p>Investments in ensuring pupils have access to high quality T &amp; L.</p> <p>Support from home has shown to have a positive impact on pupil's learning and progress</p>	<p>Increase progress scores for Mathematics for Year Six pupils. Monitored 3 x a year through practice papers</p> <p>Data analysis shows more than 1 TP a term for identified pupils.</p> <p>Test results (NFER &amp; SAT tests) show pupils making accelerated progress</p>	

	<p>Continuous staff CPD to improve application of mastery and reasoning</p> <p>School wide scheme focussing on times tables and basic skills – TT Rock Stars implemented across the school (£190)</p> <p>Implement scheme to bring parent/ carers of pupils not making expected progress into Mathematics lessons and give a home learning pack</p> <p>Additional teaching sets in Years 5 and 6 (£18500)</p> <p>1:1 conferencing/ mentoring with the class teacher for pupils who are behind</p> <p>Mathletics implemented across the school to aid progress</p>			
<b>Total budgeted cost</b>				£37, 090
<b>ii. Targeted support: To ensure the gap closes for those that are below ARE</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>Impact measures and milestones</b>	<b>Impact</b>
Increase the number of pupils attaining ARE in Reading across the school	<p>Reading volunteer programme, recruitment, training and resources (£500)</p> <p>Delivery of early morning readers programme with a focus on phonics and comprehension (£3000)</p>	<p>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.</p>	<p>Scrutiny of reading folders show that identified pupils are being read with more regularly.</p> <p>Pupils will make accelerated progress in reading which is measured by an incremental rise in the NFER test scores (using NFER progress tracking data package)</p>	

	<p>Implementation of the ELLS programme in Year 3 with new resources (£6000)</p> <p>Additional teaching assistants trained in the ELLS approach to support a greater number of pupils (£800)</p> <p>Directed teaching assistant support in each class daily during whole class reading sessions (£4000)</p>		<p>Training is delivered in ELLS programme x 3 sessions</p> <p>Observation of ELLS and TA led GR sessions shows effective practice</p>	
<p>Increase the number of pupils attaining ARE in Mathematics across the school</p>	<p>Delivery of early morning and after school Mathletics and arithmetic sessions on a daily basis for Year 6 pupils (£2500)</p> <p>Deployment of 2 specialist teachers to target those pupils in Year 6 not on track to meet individual targets (one to one and one to two basis) (£14,000)</p> <p>Directed teaching assistant time every afternoon to address misconceptions for pupils in all classes (£4000)</p>	<p>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.</p>	<p>Pupils will make accelerated progress in maths which is measured by an incremental rise in the NFER test scores.</p> <p>Analysis of arithmetic scores show increasing score measured half termly) for Year 6 pupils</p> <p>Year 6 pupils tracked against similar non-intervention pupil to see if the intervention has accelerated progress (measure is progress score which is analysed termly)</p> <p>Book scrutiny of intervention shows pupils are applying the concepts that they have been taught in maths lessons (measure is used for both 1:1 intervention and from same day intervention.)</p>	
<b>Total budgeted cost</b>				£34, 800
<b>iii. To address barriers that may affect pupil's abilities to access learning</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>Impact measures and milestones</b>	<b>Impact</b>

<p>Increase parental engagement and knowledge of child's learning</p>	<p>Update website to include more information on inclusion and how to support your child at home</p> <p>Introduce and monitor the "Marvellous Me" APP (all staff trained and ensure used consistently) (£500)</p> <p>Extra meetings with carers of LAC pupils to ensure school understands the individual needs (£550)</p>	<p>Build upon parental communication and developing positive parental engagement</p> <p>Families and parent/ carers that feel supported by the school are more likely to engage and support their own children with learning</p> <p>Research shows need for more support needed for some LAC pupils e.g. those with attachment disorder</p>	<p>Positive parental response to OFSTED style questionnaire</p> <p>A rise in number of parent/ carers attending in school events</p> <p>90%+ parents/ carers to engage with "Marvellous Me" and high 5 messages</p> <p>LAC pupils to make at least sufficient progress</p>	
<p>To ensure that pupil attendance is not a barrier to learning and PPG attendance is in line with the whole school population</p>	<p>Pastoral care worker to work with targeted families and the School Attendance Worker to improve attendance and lateness of individuals and families</p> <p>Assistant Head to complete half termly audits and meet with particular pupils and parents/ carers (£1000)</p> <p>Attendance awards to be given on a termly basis</p> <p>Monitor PPG involvement in extra-curricular clubs as an incentive to attend school – use of Community Development Officer (£20000)</p>	<p>To ensure attendance is not a barrier to learning and progress as pupils cannot learn if they are not in school</p> <p>Close collaborative working with outside agencies will help address poor attendance quickly and efficiently</p>	<p>Attendance of all disadvantaged pupils is above 96%</p> <p>Case studies of persistent absentees to show an improving picture</p>	
<p>To ensure that pupils' social and emotional needs are met so that they can consistently access learning</p>	<p>Deployment of a pastoral team (x3), nurture group and ELSA (£30, 445)</p>	<p>Increased pastoral support will enable the pupils to be ready to engage in their learning and make more accelerated progress</p>	<p>Children who receive regular support from the pastoral care team show changes in behaviour for learning in the</p>	

	<p>Deployment of Community Development Officer to mentor vulnerable pupils in Year 6</p> <p>Deployment of Pastoral Care Worker</p> <p>Delivery of a range of targeted interventions based around social skills e.g. Talkabout</p> <p>Weekly social skills group in each year group with HLTA (£7000)</p>		<p>classroom and decrease in behaviour reports – tracked through SPTO</p> <p>ELSA/ intervention records with start and end scores</p>	
<p>To increase the self-confidence and esteem of pupils so they actively engage in their learning</p>	<p>Targeted creative art work including art therapy, workshops, lunchtime club and links with outside agencies (£3000)</p> <p>Deployment of HLTA to develop the spoken word and drama e.g. termly productions</p> <p>Further offsite enrichment opportunities for the most able and talented pupils – links with the Lighthouse (£4000)</p>	<p>Improved self-confidence and esteem will enable pupils to develop the resilience to tackle different learning tasks</p>	<p>Changes in the colours given to pupils during their AM conferencing – at least two positive changes seen</p>	
<b>Total budgeted cost</b>				£66, 495