



The Harbourside Learning Partnership's Core Principles Our Approach to Supporting Disadvantaged Learners



Schools within the Partnership 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 have used these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

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

1) To know each pupil and meet their individual needs

2) To build supportive relationships with the families of each disadvantaged pupil

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

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

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



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%

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

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

Pupil Premium Strategy Statement 2018-19

1. Summary Information

School		Oakdale Junior School							
Total number of pupils	476	Number of PP pupils	100	Total PP Budget	£141,420	Date of review of PP strategy			

2. Current Attainment

	Attainment EXS or above Reading	Attainment GDS Reading	KS2 Progress Reading	Attainment EXS or above Writing	Attainment GDS Writing	KS2 Progress Writing	Attainment EXS or above Maths	Attainment GDS Maths	KS2 Progress Maths
Pupil Premium (not validated)	62%		-2.51	73%		-1.72	65%		-3.01
National Other	77%	29%	0.33	81%	21%	0.17	80%	27%	0.28
GAP	-15			-8			-15		

3. 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

4. Review of expenditure for previous year 2017-18

Previous Academic Year

i. Quality teaching for all: To ensure all pupils have access to best quality teaching

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Cost															
All pupils to make accelerated progress from their starting points.	New processes for assessment established and embedded Teacher action planning to ensure Quality First Teaching including: staff coaching and mentoring model; planned in time for pupils to respond to feedback	Focus on improving pedagogy has led to consistently good teaching with increased examples of outstanding. Quality CPD has led to improved teaching and subject knowledge. Pupils have a clearer understanding and next steps in order to make progress.	Staff mentoring and coaching model that has proven successful in terms of teaching, learning and progress in mathematics now needs to be embedded in reading.	£18, 500															
Increase pupil progress in Reading (link to School Improvement Plan)	Support from outstanding teaching school Reading Lead to attend Primary Reading Conference Provide more challenge by specifically teaching vocabulary and mixed ability groupings 1:1 conferencing with the class teacher in core subjects	Expected progress for every pupil is 3 points per academic year. Based on NFER progress tests, MAT wide assessment statements and teacher assessments progress in reading was: <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>3</td> <td>2.9</td> </tr> <tr> <td>Yr 4</td> <td>3.5</td> <td>3.6</td> </tr> <tr> <td>Yr 5</td> <td>3.1</td> <td>2.8</td> </tr> <tr> <td>Average</td> <td>3.2</td> <td>3.1</td> </tr> </tbody> </table> This data shows in year progress in line with national in reading, writing and mathematics. Progress of PPG pupils across all year groups is close to other pupils with the same starting points. 2017 – 2018 reading progress was -2.0 but taken from the school's own Year 3 baseline is -0.26.		All	PPG	Yr 3	3	2.9	Yr 4	3.5	3.6	Yr 5	3.1	2.8	Average	3.2	3.1	Implementation of whole class reading, 1:1 conferencing with SMART targets and specific vocabulary teaching is proving successful this needs to be built upon during the 2018 – 2019 academic year.	£4200
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Average	3.2	3.1																	
Increase pupil progress in Mathematics (link to School Improvement Plan)	Ensure quality first teaching through: attending MAT twilights; in class coaching; implementation of TT Rock Stars and Mathletics; additional teaching sets in Years 5 and 6 Mathematics Lead to attend White Rose training	Expected progress for every pupil is 3 points per academic year. Based on NFER progress tests, MAT wide assessment statements and teacher assessments progress in mathematics was: <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>3</td> <td>2.8</td> </tr> <tr> <td>Yr 4</td> <td>3.5</td> <td>3.4</td> </tr> <tr> <td>Yr 5</td> <td>3</td> <td>3</td> </tr> <tr> <td>Average</td> <td>3.2</td> <td>3.1</td> </tr> </tbody> </table>		All	PPG	Yr 3	3	2.8	Yr 4	3.5	3.4	Yr 5	3	3	Average	3.2	3.1	All strategies are starting to have an impact on pupil progress so need to be embedded and continued during 2018 – 2019.	£19, 390
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Progress of PPG pupils across all year groups is close to other pupils with the same starting points.

2017 – 2018 mathematics progress was -2.1 but taken from the school's own Year 3 baseline is -0.44.

ii. Targeted support: To ensure that those who have fallen behind catch up

Desired outcome	Chosen action / approach	Impact	Lessons Learned	Cost																																																																												
<p>Increase the number of pupils attaining ARE in Reading across the school</p>	<p>Targeted interventions including: reading volunteer programme; before school TA sessions; ELLS programme in Year 3, more teaching assistants trained and directed teaching assistant support during whole class reading sessions.</p>	<p>Learning walks shown clear evidence of CPD having an impact on teaching and pupil progress.</p> <p>ELLS data:</p> <table border="1" data-bbox="891 616 1536 963"> <thead> <tr> <th>Pupil</th> <th>Read age (start)</th> <th>Read age (end)</th> <th>Impact</th> <th>Comp age (start)</th> <th>Comp age (end)</th> <th>Impact</th> </tr> </thead> <tbody> <tr><td>1</td><td>5.1</td><td>6.10</td><td>21 m</td><td>5.1</td><td>7.7</td><td>30m</td></tr> <tr><td>2</td><td>4.6</td><td>7.3</td><td>33m</td><td>5.3</td><td>7.3</td><td>24m</td></tr> <tr><td>3</td><td><4.5</td><td>5.11</td><td>18m</td><td>5.1</td><td>6.5</td><td>16m</td></tr> <tr><td>4</td><td><4.5</td><td>6.10</td><td>29m</td><td>5.2</td><td>7.3</td><td>25m</td></tr> <tr><td>5</td><td>5.10</td><td>7.4</td><td>18m</td><td>7.0</td><td>7.3</td><td>3m</td></tr> <tr><td>6</td><td>5.10</td><td>7.4</td><td>18m</td><td>6.3</td><td>7.11</td><td>20m</td></tr> <tr><td>7</td><td>6.2</td><td>6.11</td><td>7m</td><td>6.5</td><td>7.0</td><td>7m</td></tr> <tr><td>8</td><td>5.0</td><td>6.9</td><td>21m</td><td>5.5</td><td>7.0</td><td>19m</td></tr> <tr><td>Av</td><td></td><td></td><td>20.6m</td><td></td><td></td><td>18m</td></tr> </tbody> </table> <p>PPG attainment at the end of Key Stage 2 shows an improving three year trend:</p> <table border="1" data-bbox="891 1086 1375 1153"> <thead> <tr> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>42%</td> <td>57%</td> <td>62%</td> </tr> </tbody> </table> <p>Attainment at expected standard for all pupils increased by 7% in 2018. Low prior attainers made better progress than the national average 1.27.</p>	Pupil	Read age (start)	Read age (end)	Impact	Comp age (start)	Comp age (end)	Impact	1	5.1	6.10	21 m	5.1	7.7	30m	2	4.6	7.3	33m	5.3	7.3	24m	3	<4.5	5.11	18m	5.1	6.5	16m	4	<4.5	6.10	29m	5.2	7.3	25m	5	5.10	7.4	18m	7.0	7.3	3m	6	5.10	7.4	18m	6.3	7.11	20m	7	6.2	6.11	7m	6.5	7.0	7m	8	5.0	6.9	21m	5.5	7.0	19m	Av			20.6m			18m	2016	2017	2018	42%	57%	62%	<p>ELLS has a very positive impact on both reading age and comprehension skills. In addition book scrutiny demonstrates a positive impact on writing progress. Therefore the school still needs to train more teaching assistants and make available to more pupils.</p>	<p>£14, 300</p>
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<p>Increase the number of pupils attaining ARE in Mathematics across the school</p>	<p>Targeted interventions including: before and after school Mathematics and arithmetic sessions; deployment of two specialist teachers to target Year 6 pupils not on track and directed</p>	<p>Attainment for all pupils at the end of Key Stage 2 is broadly in line with national average. 23% of pupils achieved greater depth.</p> <p>PPG attainment at the end of Key Stage 2 shows an improving three year trend:</p>	<p>Review the teaching group structure in Years 5 and 6. Continue to use teaching assistants on a daily basis to address misconceptions.</p>	<p>£20, 500</p>																																																																												

	teaching assistant time daily to address misconceptions	2016 42%	2017 62%	2018 65%		
iii. To address barriers that may affect pupil's ability to access learning and the wider curriculum						
Desired outcome	Chosen action / approach	Impact			Lessons Learned	Cost
Increase parental engagement and knowledge of pupil's learning	Update website, introduce and monitor the "Marvellous Me" APP and extra meetings with carers of LAC pupils	<p>Over 90% of parent/ carers are registered with "Marvellous Me." A recent survey showed, of them, 74% felt more informed about their child's learning, 88% said it allowed them to celebrate success at home, 71% said it made them more positive about the school and 65% believed it had improved communication.</p> <p>LAC pupils at the end of Key Stage 2 achieved expected standard or near to expected standard despite entering the school as lower attainers.</p>			Target individually those parent/ carers who have not registered so they feel part of the school community and can support their child.	£1050
To ensure that pupil attendance is not a barrier to learning and PPG attendance is in line with the whole school population	Pastoral care worker and SAW to work with targeted families, Assistant Head to complete half termly audits, attendance awards given on a termly basis Community Development Officer to monitor PPG involvement in extra-curricular activities	<p>Attendance for the whole school population for 2017 – 2018 was 95.88% and for PPG pupils 94.41%, closing the gap by 0.2% from the previous year.</p> <p>Greater number of attendance awards received by pupils in 2017 – 2018.</p> <p>88% of PPG pupils attended an extra-curricular club, case studies show that participation had a positive impact on pupil attendance and enjoyment of school.</p>			<p>Ensure all PPG pupils with an attendance below 95% have an absence plan like persistent absentees.</p> <p>Community Development Officer to target those PPG pupils' not attending extra-curricular activities and remove barriers.</p>	£21, 000
To ensure that pupils' social and emotional needs are met so that they can consistently access learning	Deployment of pastoral team and ELSA, Community Development Officer to mentor vulnerable pupils in Year 6, range of interventions based around social skills e.g. Talkabout and weekly social skills group in each year group with HLTA	<p>Data collected shows that due to pastoral support e.g. lunch club the number of behaviour incidents recorded for PPG pupils decreased by approximately 10% over the academic year.</p> <p>Case studies for lunch club show reduced behavioural incidents and pastoral concerns for a number of pupils. A number of attendees had no behaviour logs at the end of the year.</p> <p>Data collected for those pupils who accessed ELSA have shown positive gains in self-esteem and confidence from both their perspective and that of their teacher Average gain in these areas were: pupil view = 24.75 and teacher view 11.3.</p>			<p>Ensure lunch club is open to all pupils who would benefit from such support.</p> <p>Measure ELSA impact by looking for one or two positive changes so it is easier to quantify.</p>	£37, 445
To increase the self-confidence and esteem of	Creative art work including art therapy, lunch club and links with outside agencies,	All pupils have participated in a whole year group performance leading to increased self-confidence and esteem.			Continue to develop more opportunities for a wider range of pupils.	£7000

<p>pupils so they actively engage in their learning</p>	<p>deployment of HLTA to develop the spoken word and further offsite enrichment opportunities for the more able e.g Lighthouse</p>	<p>Being a partner school with the Lighthouse has pupils have been given the opportunity to partake in off sight workshops increasing artistic ability and confidence.</p>		
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5. Planned expenditure

Academic year

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

Core principles:

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 outcome	Chosen action / approach	Evidence and rationale for this choice	Cost	Impact measures and milestones	
All pupils to make at least expected progress from their starting points.	Teacher action planning to ensure Quality First teaching as initial interventions for all pupils not making sufficient progress; to include staff coaching and mentoring	John Dunford highlighted that quality first teaching has the most significant effect on disadvantaged pupils.	£28, 000	Scrutiny and analysis of class action plans shows additional provision in place in the classroom for those who are not making sufficient progress. All children to make minimum 3 TPs with pupils who are behind ARE or prior attainment making 4 TPs.	
	Assessment cycle and data tracking ensure those that are below prior attainment are targeted	Teachers to take greater accountability for the progress of children in their class/ teaching group.		Learning walks and book scrutiny will demonstrate PPG pupils providing feedback that is constructive and moves their learning forward.	
	Planned in time for pupils to respond to marking and feedback – teacher to support PPG pupils first	Increased teacher time for disadvantaged pupils.			Learning walks and book scrutiny demonstrate a level of challenge for all pupils.
	Teachers to provide more rigorous and regular challenge in the classroom for all abilities	Teachers to take greater accountability for the progress of all the pupils in their class/ teaching group			Learning walks show vocabulary displays. Reading planning demonstrates specific vocabulary teaching and NFER reading tests show increased understanding.
	Focus on specifically teaching vocabulary to the pupils	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.			Pupil premium pupils to show at least one improvement on the AM behaviour and attitude criteria.
	1: 1 conferencing with the class teacher for pupils who are behind	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.			Learning walks and learning walks will demonstrate greater participation and engagement within lessons.
	PPG pupils to have a non PPG as a role model/ talk partner within class	Role models have a positive impact on general behaviour and behaviour for learning			
	Teacher directed questioning for PPG pupils within lessons	Increased engagement and participation			
To increase parental engagement of PPG pupils	Year 3 reading café on a half termly basis	Families and parent/ carers that feel more supported by the school are more likely to	£500	Numbers to increase on a half termly basis. 95%+ of PPG pupils to read regularly to a parent/ carer at home.	

	Workshops and learning opportunities for parent/ carers to those pupils in interventions – learning resource to take home	engage and support their own children with learning.	£1000	Increase in numbers attending. Parent/ carers to engage with the resource with their child at home.
	Marvellous Me app to be used for PPG pupils to encourage positivity and encourage dialogue with parent/ carers.		£500	95%+ of parent/ carers to engage with “Marvellous Me” and high 5 messages – this would be an increase from 2017 – 2018 academic year.
Total budgeted cost			£30, 000	

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice	Cost	Impact measures and milestones
To accelerate the progress of pupils who are not achieving ARE in the core subjects..	Reading volunteer programme, recruitment, training and resources.	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.	£500	Scrutiny of reading folders to show that identified pupils are being read with more regularly.
	Delivery of early morning readers programme with a focus on phonics and comprehension.		£3000	Improvement in reading age against a non-intervention pupil to see if it has accelerated progress.
	Directed teaching assistant support in each class daily during whole class reading sessions.	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	£4000	Pupils make accelerated progress in reading measured by incremental rise in NFER test scores. For lower ability pupils reading age using the Salford reading test.
	Delivery of early morning and after school Mathematics and arithmetic sessions on a daily basis for Year 6 pupils.	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.	£2500	Analysis of arithmetic scores show increasing score – measured half termly for Year 6 pupils. Increase in number of Mathematics certificates.
	Directed teaching assistant time daily to address mathematics misconceptions in each year group – PPG to be targeted first.	Research shows same day intervention so pupils can access the learning the following day in class has a positive impact on progress.	£4000	Book scrutiny of intervention shows pupils are applying the concepts that they have consolidated in intervention in their following mathematics lessons
To close the attainment and progress gap in Year 3	Implementation and continuation of the ELLS programme in Year 3 with new resources.	Data from 2017 – 2018 academic year shows pupils who participated made an average of 1 year 8 months in their reading age and 1 year 11 months in their comprehension age over the 20 week period.	£6000	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.
			£500	Training of ELLS and TA led reading sessions demonstrate effective practice.

	support a greater number of children			Accelerated reading progress of pupils involved. Use entry and exit reading and comprehension ages.
	Mathematics screening on entry to identify pupils who require additional support.	To ensure the correct pupils are chosen for the interventions to have maximum impact.	£1000	Accelerated mathematics progress of pupils involved against a control group – NFER scores. Use of entry and exit test.
	Introduction of mathematics intervention programme e.g. “Success at Arithmetic”	Proven impact when used previously in the upper school and positive feedback about progress from other schools – pupils make 14 months progress during the sessions	£6000	
	Improved transition with focussed/ identified families e.g. informal meet and greet/ home visits/ pastoral support	Families and parent/ carers that feel more supported by the school are more likely to engage and support their own children with learning.	£2500	Improved relationships with families before pupils start at the school. Pupil and parent/ carer voice surrounding transition arrangements and suggestions for the future.
Total budgeted cost				£30, 000

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

Core principles:

6. For no disadvantaged child to have an attendance below 95%

7. To develop a culture of aspiration in our schools

8. To support all children who we feel are disadvantaged

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice	Cost	Impact measures and milestones
To ensure that pupil attendance is not a barrier to learning and PPG attendance is in line with the whole school population	Pastoral Care Worker and Community Development Officer to work with targeted families and the SAW to improve attendance and punctuality of particular pupils and families.	To ensure attendance is not a barrier to learning and progress as pupils cannot learn if they are not in school.	£12.000	Attendance of all disadvantaged pupils is above 96%. Case studies of persistent absentees show an improving picture.
	Assistant Head to complete half termly audits and meet with particular pupils and parents/ carers.	Close collaborative working with outside agencies will help address poor attendance quickly and efficiently.	£2000	
	Attendance awards to be awarded on a termly basis		£100	Number of bronze/ silver and gold certificates to be higher than in the 2017 – 2018 academic year.
	Monitor PPG involvement in extra-curricular clubs as an incentive to attend school – use of the Community Development Officer	Participation in an activity they enjoy and give them access to a wider range of life experiences.	£20, 800	PPG pupil involvement in clubs to increase on a half termly basis. Participation in clubs to be higher than 2017 – 2018 academic year.
To ensure that pupils' social and emotional needs are	Deployment of a pastoral team (x3) to offer regular support, nurture,		£33, 445	Children who receive regular support from the pastoral care team show changes in behaviour

met so that they can consistently access learning	ELSA and other appropriate interventions.	Increased pastoral support will enable pupils to be ready to engage in their learning and more accelerated progress.		in the classroom and decrease in behaviour reports – tracked through SPTO. ELSA – questionnaires completed by all stakeholders and identify one positive change for the duration of the programme. Also compare start and end scores.
	Delivery of a range of targeted interventions based around social skills e.g. “Talkabout”			Start and end assessments to be completed. Teacher and pupil voice.
To increase self-confidence and esteem of pupils so they actively engage in learning	Targeted creative art work including art therapy, workshops, lunchtime club and links with outside agencies	Improved self-confidence and esteem will enable pupils to develop the resilience to tackle different learning tasks	£5000	Changes to targets and comments made during PPG conferencing with class teacher. At least two positive changes on AM behaviour and attitude criteria
	Further offsite enrichment opportunities for the most able and talented pupils – links with the Lighthouse	Improved self-confidence and esteem will enable pupils to develop the resilience to tackle different learning tasks	£4000	
To continue to develop a culture of aspiration within the school for all pupils	Use parent/ carers to come in and talk about their careers and how they achieved success – use “Whose Line Anyway?” approach	Children will see the opportunities available to them and will broaden their horizon of thinking of their career choices.	£100	Pupil voice – discussions show a greater understanding of the range of career options available to pupils and what they need to achieve them.
	Implement visits to local businesses and industry as a regular part of the curriculum.	This will broaden horizons and allow pupils to see the options available to them after they have finished education	£3500	Aspirational ethos prevails within the school e.g. displays
	Aspiration to become a regular assembly theme.	Aspiration will become an embedded feature of the school and all pupils will aim to achieve their best.	£0	
	Develop links with Bournemouth University so they work with all year groups	Proven and successful visit to Year 5 in previous years	£500	
Total budgeted cost				£81, 445