



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.

1) To know each pupil and meet their individual needs

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

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

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

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 2019 - 2020

1. Summary Information

School		Oakdale Junior School					
Total number of pupils	517	Number of PP pupils	Approx. 91	Total PP Budget	£139, 160	Date of review of PP strategy	December 2019 (termly)

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)	46%	14.3%	-3.1%	74%	11%	-1.4%	63%	2.9%	-2.6%
National Other									
GAP									

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 2018-19

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 at least expected progress from their starting points	Teacher action planning to ensure Quality First Teaching including: staff coaching and mentoring model; planned in time for pupils to respond to feedback; 1:1 conferencing with the class teacher on a half termly basis	<p>Focus on improving pedagogy has led to consistently good teaching with increased examples of outstanding.</p> <p>Quality CPD has led to improved teaching and subject knowledge, particularly in the core subjects.</p> <p>Pupils have a clearer understanding and next steps in order to make progress.</p> <p>This was verified by the OFSTED inspection in May 2019.</p>	Staff mentoring and coaching model has proven successful in terms of reading and the teaching of vocabulary. Lesson observations have shown improved differentiation within these lessons and the needs of all pupils being more consistently met. Book scrutiny shows a wide range of DARTS activities being used. Ensure that PPG targets are recorded in their relevant books so can be referred to.	£28,000
To increase parental engagement of PPG pupils	Intervention workshops, Marvellous App to be used to positively discriminate in favour of PPG pupils	95% of parent/ carers are using Marvellous Me as a means of communication with the school. Pupil voice indicates they enjoy discussing why they received this award with their parent/ carers at home.	Develop intervention workshops to include all year groups. PPG pupils to get a Marvellous Me every week to improve engagement and home/ school communication.	£500

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

Desired Outcomes	Chosen action/ approach	Impact	Lessons Learned	Cost															
To accelerate the progress of pupils who are not achieving ARE in the core subjects	Reading volunteer programme; delivery of early morning readers programme, directed teaching assistant support during whole class reading, before and after school arithmetic and Mathematics sessions and directed teaching assistant time to address mathematics misconceptions.	<p>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:</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PPG</th> </tr> </thead> <tbody> <tr> <td>Yr 3</td> <td>2.4</td> <td>2</td> </tr> <tr> <td>Yr 4</td> <td>2.9</td> <td>2.6</td> </tr> <tr> <td>Yr 5</td> <td>3.6</td> <td>3.2</td> </tr> <tr> <td>Average</td> <td>3</td> <td>2.6</td> </tr> </tbody> </table>		All	PPG	Yr 3	2.4	2	Yr 4	2.9	2.6	Yr 5	3.6	3.2	Average	3	2.6	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 2019 – 2020 academic year.	£14,000
	All	PPG																	
Yr 3	2.4	2																	
Yr 4	2.9	2.6																	
Yr 5	3.6	3.2																	
Average	3	2.6																	

Progress of PPG pupils across all year groups is close to other pupils with the same starting points and in line with HLP expectations.

Progress in Mathematics was:

	All	PPG
Yr 3	2.6	2.7
Yr 4	3.1	2.9
Yr 5	3.6	3.1
Average	3.1	2.9

Writing

	All	PPG
Yr 3	1.7	1.4
Yr 4	2.6	2.5
Yr 5	2.8	2.5
Yr 6	2.4	2.1
Average	2.4	2.1

To close the attainment and progress gap in Year 3

Implementation and continuation of the ELLS programme, additional teaching assistants trained in this approach, Mathematics screening on entry, Mathematics intervention programme, improved transition with identified families

Learning walks, teacher reflections and book scrutiny show clear evidence of CPD and mentoring from Reading Lead and HLP having an impact on teaching and pupil progress

ELLS data:

Pupil	Read age (start)	Read age (end)	Impact	Comp age (start)	Comp age (end)	Impact
1	4.9	6.10	25m	5.2	7	22m
2	4.7	7.2	31m	5.3	7.11	32m
3	<4.5	7.10	41m	<5	9.1	49m
4	4.9	7.4	31m	5.3	7.3	24m
5	5	7.6	30	5.5	7.7	26m
6	<4.5	6.3	22m	5.4	7	20m
7	4.9	7.1	26m	5.5	7.11	30m
8	4.9	7.2	27m	5.5	7.11	30
Av			29.1m			29.1m

Mathematics progress in Year 3 is lower than HLP expectations based on Key Stage 1 assessments. Although book scrutiny and intervention observations with teaching assistants demonstrate good progress and this was verified by OFSTED in May 2019. In Year 3 there is evidence of PPG pupils making faster progress than non PPG pupils.

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 needs to continue to train more teaching assistants in this approach and make it available to more pupils

£16,000

		Additional transition arrangements have been implemented for particular families with additional visits, transition booklets,		
ii. 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
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	Attendance for the whole school population for 2018 – 2019 was 95.88% and for PPG pupils 94.41%. This academic year it was 96.24% for the whole school population and 94.76% for PPG pupils. Greater number of attendance awards received by pupils in 2018 - 2019 75% of PPG pupils attended an extra curricular activities, case studies show that participation has had a positive impact on pupil attendance and enjoyment of school. Community Development has interviewed PPG pupils that do not attend these and the reasons evaluated. Therefore more lunchtime clubs have been introduced and alternative provision made.	Ensure all PPG pupils with an attendance below 95% have an absence plan like persistent absentees. Community Development Officer to target those PPG pupils' not attending extra-curricular activities and remove barriers.	£34,900
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	Data collected shows that all these activities had a positive impact on their education. Case studies show a decrease in behavioural incidents for pupils who attended lunch club. Improved social and communication skills were transferred into the classroom and with friendship groups. Scores awarded by teachers in the baseline and end questionnaire for pupils who attended ELSA all demonstrated a positive increase.	Ensure lunch club is open to all pupils who would benefit from such support. Measure ELSA impact by looking for one or two positive changes so it is easier to quantify.	£37, 445
To increase the self-confidence and esteem of pupils so they actively engage in their learning	Creative art work including art therapy, lunch club and links with outside agencies, deployment of HLTA to develop the spoken word and further offsite enrichment opportunities for the more able e.g Lighthouse	All pupils have participated in a whole year group performance leading to increased self-confidence and esteem. Being a partner school with the Lighthouse has given pupils the opportunity to partake in off site workshops increasing artistic ability and confidence. Pupils' artwork has been displayed in public places around the town of Poole.	Continue to develop more opportunities for a wider range of pupils.	£7000

<p>To continue to develop a culture of aspiration within the school for pupils</p>	<p>Parents/ carers to come in and talk about careers, visits to local businesses, aspiration as an assembly theme and develop links with Bournemouth University</p>	<p>Assembly themes have been improved and career options available to pupils have been discussed as part of the PSHCE curriculum.</p> <p>Bournemouth University links still being established and increasing pupils confidence of attending. Thus heightening aspirations</p>	<p>Find further links with local businesses and parent/ carers.</p>	<p>£4100</p>
--	---	---	---	--------------

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 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..	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.	£12,500	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.			
	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 will demonstrate PPG pupils providing feedback that is constructive and moves their learning forward.
	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 and book scrutiny demonstrate a level of challenge for all pupils.
	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.			Learning walks show vocabulary displays. Reading planning demonstrates specific vocabulary teaching and NFER reading tests show increased understanding.
	1: 1 conferencing on a half termly basis 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.			Pupil premium pupils to show at least one improvement on the AM behaviour and attitude criteria.
	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			Learning walks and learning walks will demonstrate greater participation and engagement within lessons.
	Teacher directed questioning for PPG pupils within lessons	Increased engagement and participation			
All teaching to be at least good or better in all classes	To introduce and embed the coaching “triad” model to improve classroom practice	Reflection, professional dialogue and sharing of good practice to improve quality of teaching across the school	£5000	Learning walks, lesson observations and progress data demonstrate an improvement in	

	Early careers centralised training for all NQTs and NQT +1s and other identified teachers	Support for teachers in the early part of their career is significant for retention and securing good teaching (see early careers framework)	£5000	the quality of teaching. All teaching to be good or better.
	Embed the cultural capital approach across the new curriculum	Values and ethos to be embedded across the new curriculum	£500	All pupils to demonstrate the appropriate values and morals .
To increase parental engagement of PPG pupils	To investigate the perceived level of engagement of parent/ carers in their child's education and learning	Identify areas that parent/ carers still require further support with. 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.	£0	PPG parents/ carers to be fully engaged with their child's schooling. Progress and attainment data for PPG pupils demonstrates an increase
	Information mornings / evenings linked to the core subjects	Families and parent/ carers that feel more supported by the school are more likely to engage and support their own children with learning.	£1000	85% of pupil premium parent/ carers to attend curriculum events so they can support their child at home
	Workshops and learning opportunities for parent/ carers to those pupils in interventions – learning resource to take home		£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 – at least one a week.		£500	98%+ of parent/ carers to engage with "Marvellous Me" and high 5 messages – this would be an increase from 2018 – 2019
			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

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 (Toe by Toe).		£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 Star assessments. For lower ability pupils reading age using the Salford reading test.
To increase the number of pupils that are ARE in spelling	Phonics training for all staff Individual pupil dictionaries in the lower school Implementation on "No Nonsense" scheme and spelling frame Large phonics/ spelling posters to be displayed in all classrooms	Current data shows writing attainment has weakened due to consistency in spelling.	£4000	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.
	Delivery of early morning and after school 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.
	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
	Implementation of "Third Space" Mathematics for 10 PPG pupils in Year 6	Previous use last academic year demonstrated increased attainment and progress for those pupils at the end of Year 6.	£6100	Mathematics data shows accelerated progress for these pupils against a pupil who has not received the intervention from a similar starting point
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 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.	£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.
	Additional teaching assistants trained in the ELLS approach to support a greater number of children		£500	Training of ELLS and TA led reading sessions demonstrate effective practice. 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 – Star assessments. Use of entry and exit test.
	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	£34, 100
<i>To address barriers that may affect a pupil's ability to access learning and the wider curriculum</i>				

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 team 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. Close collaborative working with outside agencies will help address poor attendance quickly and efficiently.	£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.		£2000	
	Attendance awards to be awarded on a termly basis		£500	
	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 2018 – 2019 academic year.
	Introduce a wider variety of lunchtime clubs for PPG pupils that cannot attend after school			
To ensure that pupils' social and emotional needs are met so that they can consistently access learning	Deployment of a pastoral team to offer regular support, nurture, ELSA and other appropriate interventions.	Increased pastoral support will enable pupils to be ready to engage in their learning and more accelerated progress.	£31, 745	Children who receive regular support from the pastoral care team show changes in behaviour in the classroom and decrease in behaviour reports. ELSA – questionnaires completed by all stakeholders and identify one positive change for the duration of the programme. Also compare start and end scores.
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. Aspirational ethos prevails within the school e.g. displays
	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	£2000	
	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			£78, 645	