



## Oak Meadow Primary School Pupil Premium Strategy 2019 - 2022

1. Summary Information					
School	Oak Meadow Primary School				
Academic Year	2019 - 2020	Total PP Budget	£155, 430	Date of most recent PP review	September 2019
Total number of pupils	419	Number of children eligible for PP funding:	123	Date of next internal review of strategy	December 2019

2. Cohort Information							
Year group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of children	60	59	60	60	60	60	58
Number of PP	12	20	11	18	21	19	24
% of PP with SEND	20%	34%	18%	30%	35%	32%	41%

3. Attainment for EYFS 2018 - 2019	School Data		National 2018
	PP	All pupils	
% achieving GLD			72%
% achieving expected standard or above in reading	71%	90%	77%
% achieving expected standard or above in writing	71%	90%	74%
% achieving expected standard or above in maths	82%	93%	80%

Attainment for KS1 2018 - 2019	School Data		National 2018
	PP	All pupils	
% achieving expected standard or above in reading	68%	80%	75%
% achieving expected standard or above in writing	68%	78%	70%
% achieving expected standard or above in maths	79%	87%	76%
% achieving expected standard in reading, writing and maths	63%	75%	
% achieving expected phonic standard in Year 1	90%	90%	82%

From tiny acorns mighty oaks grow...





Attainment for KS2 2018 - 2019	School Data		National 2018
	PP	All pupils	
% achieving expected standard or above in reading	89%	95%	73%
% achieving expected standard or above in writing	78%	84%	78%
% achieving expected standard or above in maths	59%	75%	79%
% achieving expected standard in reading, writing and maths	52%	70%	65%

4. Barriers to future attainment	
In school barriers	
A.	Attainment gap between disadvantaged pupils and all other pupils in maths
B.	Attainment gap between disadvantaged pupils and all other pupils in writing
C.	Disadvantaged pupils with Special Education Needs or Disability (SEND)
D.	Disadvantaged pupils achieving 'Greater Depth'
E.	Behaviour: having a readiness to learn with good 'behaviour for learning' in school
F.	SEMH
G.	Lack of parental ability to support their child's studies Lack of parental support
External barriers	
H.	Social and emotional conditions: requiring support, nurture and family support.
I.	Attendance of disadvantaged pupils is below that of all other pupils.
J.	Limited life experiences Lack of aspiration

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5. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	<p>Offering the most effective provision to accelerate learning Disadvantaged pupils benefit disproportionately from high quality first wave teaching although in cases where this is not enough, additional support may be necessary.</p> <p>Quality first teaching identifies a clear progression from concrete, to pictorial, to abstract across a sequence of learning as appropriate to individual learners.</p> <p>Planning includes progression for children to develop fluency, reasoning and problem solving within a concept.</p> <p>Every effort should be made in class to address concerns with children's learning.</p> <p>Interventions should be used as a last resort when quality first teaching is not proving effective.</p> <p>Interventions should be precise and last only for a short time.</p> <p>Prescriptive interventions will be used to support learners: such as 1<sup>st</sup> Class @ Number and Success @ Arithmetic.</p> <p>Pre-teach/ 'Keep Up Not Catch Up' will be used to prevent gaps in learning from appearing, using modelling and applications of concrete resources.</p> <p>High expectations of the children regarding the use of self-regulation and meta cognitive approaches when they arrive at a difficult concept that they need to grasp.</p> <p>Senior and Middle Leaders will be developing and monitoring the use of interventions to support pupils, including disadvantaged pupils.</p>	<p>Class teachers and support staff to have a clear understanding of the individual needs of pupils in their class and know how to address these within class.</p> <p>Precise and effective interventions are used to support pupils.</p> <p>Lower ability children to become less reliant on adult support.</p> <p>Higher ability children challenged by the class teacher within lessons.</p> <p>All interventions carefully monitored to ensure that they are fit for purpose and meet the requirements set out by the class teacher.</p> <p>All children should have access to a broad curriculum, interventions do not prevent children's opportunities to do so.</p> <p>Prescriptive interventions will be used where possible by support staff to ensure that interventions are effective.</p> <p>Pupils make use of concrete/ visual resources to deepen thinking and undertake learning with independence.</p> <p>All pupils make progress across a sequence of lessons and make progress over time within maths.</p> <p>Children have a range of metacognitive and self-regulation approaches to help them think about their own learning and strategies to use in order to further their understanding or overcome a difficulty.</p>
<b>B</b>	<p>Offering the most effective provision to accelerate learning Disadvantaged pupils benefit disproportionately from high quality first wave teaching although in cases where this is not enough, additional support may be necessary.</p> <p>Interventions should be used as a last resort when first wave teaching is not proving effective.</p> <p>Interventions should be precise and last only for a short time.</p> <p>More interventions that are prescriptive will be used to support learners.</p> <p>Support staff will be given appropriate CPD to 'upskill' their delivery of interventions.</p> <p>Pre-teach will be used to prevent gaps in learning from appearing.</p> <p>Every effort should be made in class to address concerns with children's learning.</p> <p>Vocabulary – teaching of more ambitious/ extensive vocabulary to be planned into learning. Classroom environments are to be 'word rich' across different subject areas.</p> <p>Learning walk/ observations demonstrates opportunities for the teaching of vocabulary is evident on working walls, displays and in practice.</p> <p>Via book monitoring, the use of a widening vocabulary is evident and also far reaching into other subjects.</p>	<p>Class teachers and Support Staff to have a clear understanding of the individual needs of pupils in their class and know how to address these within class.</p> <p>Precise and effective interventions are used to support pupils. Consistent approach to the deployment of support staff in all year groups.</p> <p>Lower ability children to become less reliant on adult support.</p> <p>Higher ability children challenged by the class teacher within lessons.</p> <p>Children's use of vocabulary becomes more ambitious over time.</p> <p>All interventions carefully monitored to ensure that they are fit for purpose and meet the requirements set out by the class teacher.</p> <p>All children should have access to a broad curriculum, Interventions do not prevent children's opportunities to do so.</p> <p>Prescriptive interventions will be used where possible by support staff to ensure that interventions are effective.</p> <p>All pupils make progress across a sequence of lessons and make progress over time within maths.</p>

	Senior and Middle Leaders will be developing and monitoring the use of interventions to support pupils, including disadvantaged pupils.	
<b>C</b>	<p>Learning intentions SEND children are clearly identified via use of Birmingham Learning Continuum documentation/ targets.</p> <p>Sequence of learning to build on next steps and prior knowledge is evident PP/ SEND pupils working with increased independence because of tailored planning and accurate pitch for learning for all groups – continuum targets will have helped to do this.</p>	<p>Monitored by: Planning scrutiny, book scrutiny, data analysis, monitoring of progress via Continuum target sheets PP / SEND pupils working below age related expectations make accelerated progress across the year or 2 continuum bands progress per term PP / SEND pupils make accelerated progress in year, showing a narrowing of the gap with all children. Children become more resilient and independent and less reliant on adult support to work through and complete tasks.</p>
<b>D</b>	<p>Offering the most effective provision to accelerate learning of disadvantaged pupils benefit primarily from quality first teaching although in cases where this is not enough, additional support may be necessary. The class teacher in class should give greater depth challenge in the first instance, rather than out of class as a separate intervention. Interventions should be used as a last resort when first wave teaching is not proving effective. Interventions should be precise and last only for a short time.</p>	<p>Fewer yet more precise and effective interventions to support pupils. Consistent approach to the deployment of support staff in all year groups. More able children challenged by the class teacher within lessons. All interventions carefully monitored to ensure that they are fit for purpose and meet the requirements set out by the class teacher. All children should have access to a broad curriculum, interventions should not prevent this.</p>
<b>E</b>	<p>Behaviour and learning behaviours are positive. In order to do this: Implementation of a new behaviour strategy throughout school; which promotes recognition of work and effort, approaches behaviour management in a fair and consistent manner, builds pride, commitment, challenge, and a positive attitude. Parents will be more involved/ informed for both reporting positive behaviour as well as negative. Monitoring of the behaviour of year groups and individual children will be undertaken half-termly. Introduction of half-termly reward afternoons to promote and reward consistent good behaviour and an opportunity for restorative conversations with children whose behaviour has not been consistently good. Home School Liaison Officer – support of behaviour via Reflection Room - use of restorative practice to develop empathy and build relationships that are more positive. Visits are recorded and monitored. Staff respond wisely to 'difficult' behaviour, both responding actively with clear consequences and also understanding its deeper roots, taking opportunities to model and teach positive alternatives Staff to use restorative practices within class to develop empathy and build relationships that are more positive.</p>	<p>Behaviour and learning behaviours are positive. Behaviour system use is consistent and effective. . Children feel the system is fair and consistent. Children feel proud of their achievements and those of others. Parental have a greater awareness of their child/ children's behaviour in school and more involved. Via monitoring, improvement in behaviour can be identified as well as the impact of restorative practices. Visits to the reflection room diminish. During observations and learning walks, behaviour is judged to be good or outstanding. Restorative practices impact positively on relationships between pupils and staff.</p>
<b>F</b>	Mental health and wellbeing awareness is included in assemblies, focus days, lessons and other events where mental health, wellbeing, social and emotional skills, attitudes and values are explicitly taught.	<p>Mental health and wellbeing are embedded in the curriculum. This learning is integrated into the mainstream processes of school life Relationships within the school are positive providing a nurturing, safe and supportive environment which creates a sense of belonging for pupils</p>

	<p>Pupil wellbeing is developed through implicit methods of teaching and learning such as emotional literacy, resilience and self-awareness.</p> <p>Pupils understand and can express a range of emotions and are able to share their emotions and ask for help to support their emotional awareness, following the WELL program.</p> <p>Pupils feel able to disclose incidence of bullying and any form of discriminatory behaviours, they feel their worries and concerns are heard, respected and taken seriously by staff</p> <p>There are clear internal referral procedures, understood by all staff, to ensure timely and appropriate support is sourced and accessed for pupils in need through the SEND Coordinator/ Home School Liaison Officer.</p> <p>Where pupils experience mental health difficulties, clear plans and pathways to specialist support exist, including in the involvement of outside agencies such as CAMHS, Educational Psychologist, school nurse or GP. Help is rooted within the school environment.</p> <p>Drop In sessions are in place during break time and lunchtimes to provide support (Home/School Liaison Officer)</p> <p>Effective early intervention support, such as nurture groups are provided for children with specific needs or difficult family situations. They are delivered by our Home School Liaison Officer and other staff members that have completed necessary training such as Mental Health First Aid or Understanding Children's Mental Health. Sessions are evaluated.</p> <p>Weekly wellbeing sessions offer opportunities for extra physical activity, relaxation activities and/or mindfulness to promote and improve wellbeing.</p> <p>Peer Supporters – a mentoring initiative led by Year 6 pupils, those who serve as peer mentors have training and a support structure which they can use if needed</p> <p>Play leaders – an initiative to encourage play and physical activity led by Year 6 pupils.</p> <p>Development of a Smile Team - Pupils are involved in the design of mental health and wellbeing initiatives and are encouraged to give feedback and provide new ideas.</p>	<p>Children build resilience to cope more effectively when issues arise and know where to go for help and support if needed.</p> <p>Children develop strategies of self-regulation when dealing with powerful emotions.</p> <p>Children and families are signposted effectively to gain help and support from external agencies effectively, by the SEND coordinator or the Home School Liaison Officer.</p>
<b>G</b>	<p>Supporting learning at home and at school.</p> <p>Reading books and records are taken home daily.</p> <p>Homework is set weekly.</p> <p>Opportunities for parents to share in their child's learning – workshops, open days, assemblies.</p> <p>Termly written reports – setting targets for parents to support their child with at home.</p> <p>Termly Parent's Evenings.</p> <p>Resources made available by Class Teachers for pupils who lack basic equipment at home.</p>	<p>Parents feel welcome in school.</p> <p>Parents are well informed about what is happening in school.</p> <p>Parents are given adequate opportunities to become involved in the life of the school.</p> <p>Parents feel that they have enough opportunities to share in their child's learning.</p> <p>Children feel that they have adequate resources to complete tasks set.</p> <p>Parents engage with workshops and engage in opportunities to work with their child/ children in school.</p> <p>Parents support their child with weekly homework tasks and hear their child read at home on a more regular basis.</p>

	<p>Provision of support via electronic learning platforms such as MyMaths, Bug Club and Times Tables Rock Stars – time made available in school to access platforms if needed.</p> <p>Breaking Barriers Parental involvement is paramount in the success of our children. We make every effort to engage parents through:</p> <p>Parent workshops where children can work alongside their child on practical tasks.</p> <p>Praise postcards/ invitations to celebration assemblies allowing teachers to share children's successes.</p> <p>Social Media – engaging parents through our Twitter updates</p> <p>Successful text service</p>	
<b>H</b>	<p>Support pupils' and families' welfare needs and pupils' behaviour and concerns within school;</p> <p>Where pupils experience mental health or health difficulties, clear plans and pathways to specialist support exist, including in the involvement of outside agencies such as CAMHS, Educational Psychologist, school nurse or GP. Help is rooted within the school environment.</p> <p>Where families are experiencing difficulties, clear communication to specialist support exist, including involvement of outside agencies such as school nurse, GP, Social Services, LAC services, Counselling, etc.</p> <p>Appropriate support is sourced and accessed for pupils and families in need through the SEND Coordinator/ Home School Liaison Officer.</p>	<p>Parents are aware of support offered by school and the people to contact.</p> <p>Parents feel they are well supported.</p> <p>Families engage with school sessions designed to help and support.</p> <p>Parents feel they are able to better support their child/children.</p>
<b>I</b>	<p>School Website publishes attendance weekly.</p> <p>Awards and for excellent attendance</p> <p>Persistent absentees followed up by Home/ School Liaison Officer – legal referrals made where necessary.</p> <p>Collaboration between the EWO, Home/ School Liaison Officer and families to improve attendance.</p> <p>Home/ School Liaison Officer to contact families where children are persistently late for school.</p> <p>Data analysis shows pupils attending school regularly – 97%, and on time to access core lessons.</p> <p>Data analysis shows persistent absence at least line with other groups and shows a decrease in the percentage of pupils arriving after session starts.</p>	<p>Parents are challenged when absence and punctuality affect the education of their children.</p> <p>Attendance of PP children is more in line with all other children.</p> <p>Measured by: attendance analysis, punctuality analysis</p> <p>Poor attendance is not a barrier to achieving ARE / making progress. PP attendance is in line with all pupils</p> <p>Reduction in % of PP pupils currently considered persistent absentees</p> <p>Increase in the number of pupils actively engaged in Early Help services / EWO intervention</p>
<b>J</b>	<p>We realise that children need access to a much wider curriculum and opportunities to broaden their life experiences, whilst still ensuring the reading, writing and maths standards are maintained.</p> <p>Children have access to a wide range of activities.</p> <p>All children feel that they can succeed in school.</p> <p>Children are proud of their achievements.</p> <p>Children have high aspirations.</p> <p>Children obtain 'Cultural Capital'.</p> <p>This is promoted through:</p>	<p>Children have access to a wide range of activities.</p> <p>All children feel that they can succeed in school.</p> <p>Children are proud of their achievements.</p> <p>Children have high aspirations.</p> <p>Children develop key life skills – commitment, teamwork, leadership, resilience, responsibility.</p> <p>Behaviour and learning behaviours are positive.</p> <p>Children share what they are learning in school with parents and therefore extend this through discussions at home.</p>

<p>Extra-curricular clubs – a wide range of lunchtime and after school clubs offered, free of charge to children from Reception-Year 6.</p> <p>Peer Supporters – a mentoring initiative for Year 6 pupils.</p> <p>Play leaders – an initiative to encourage play and physical activity led by Year 6 pupils.</p> <p>Digital Ambassadors – an e-learning initiative centred around e-safety, led by Year 5 and 6 children.</p> <p>Children develop key life skills – commitment, team work, leadership, resilience, responsibility.</p> <p>School, Sports, STEM and Smile Councils – providing a pupil voice, meeting regularly and representing the school in community events.</p> <p>Visits – All classes go on 3 educational visits each year. These are subsidised by the school budget, with a reduction for pupils eligible for Pupil Premium.</p> <p>Payment plans are also available for parents who need additional support.</p> <p>Swimming – Key Stage Two children learn to swim (lessons for Y4 and Y6), with additional tuition provided to those who lack basic skills.</p> <p>Curriculum Enrichment weeks -</p> <p>University of Oak Meadow – all children will have the opportunity to experience taster days of: STEM, Mental Health and Well Being, Creativity and Culture and Physical Activity. Children will graduate on the final day.</p> <p>Olympic Games – Tokyo 2020 – a week of activities focussing on our physical and mental health and wellbeing.</p> <p>Cultural Capital Journeys Initiative –</p> <p>Each year group will undertake a group of 50 activities across the year with the intention of broadening our children's life experiences; via 5 areas; I see I wonder; Rise to the challenge; Healthy Mind, Healthy Body; Express Yourself and More than Me. Activities include visits to museums and galleries; fostering positive mental health; outdoors pursuits and involvement in community projects locally and Worldwide and fund raising challenges.</p>	<p>UOM - Children will broaden their future aspirations; opportunities to meet with agencies from the wider community and organisations, making links into own learning to impact on progress and attainment.</p> <p>By the completion of their Cultural Capital Journeys, children have had opportunities to wider experiences that they may not have otherwise had – improving their Cultural Capital.</p>
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