



## Oak Meadow Primary School Pupil Premium Strategy

2020 – 2023

Summary Information					
School	Oak Meadow Primary School				
Academic Year	2020-2021	Total PP Budget	£153,949 (2020/2021)	Date of most recent PP review	July 2020
Total number of pupils	424	Number of children eligible for PP funding:	133	Date of next internal review of this strategy milestones	July 2021
Proportion of PP Pupils	31%	Pupil Premium Lead	T Challenor	Governor Lead	K. Hughes

Disadvantaged pupil performance overview (taken from the last academic year that statutory assessments took place July 2019)

Attainment for KS2 July 2019	School Data		National Other	Difference to National
	PP	Other		
% achieving expected standard or above in reading	89%	95%	71%	+18%
% achieving expected standard or above in writing	78%	84%	83%	-5%
% achieving expected standard or above in maths	59%	75%	84%	-25%
% achieving expected standard in reading, writing and maths	52%	70%	65%	-13%

<b>% achieving Greater Depth standard or above in reading</b>	<b>44%</b>	<b>46%</b>	<b>28%</b>	<b>-16%</b>
<b>% achieving Greater Depth standard or above in writing</b>	<b>11%</b>	<b>23%</b>	<b>17%</b>	<b>-6%</b>
<b>% achieving Greater Depth standard or above in maths</b>	<b>19%</b>	<b>28%</b>	<b>24%</b>	<b>-5%</b>
<b>% achieving Greater Depth standard in reading, writing and maths</b>		<b>14%</b>	<b>13%</b>	

<b>Attainment for KS1 July 2019</b>	<b>School Data</b>		<b>National Other</b>	<b>Difference to National</b>
	<b>PP</b>	<b>Other</b>		
<b>% achieving expected standard or above in reading</b>	<b>68%</b>	<b>80%</b>	<b>78%</b>	<b>-10%</b>
<b>% achieving expected standard or above in writing</b>	<b>68%</b>	<b>78%</b>	<b>73%</b>	<b>-5%</b>
<b>% achieving expected standard or above in maths</b>	<b>79%</b>	<b>87%</b>	<b>79%</b>	<b>0%</b>
<b>% achieving expected standard in reading, writing and maths</b>	<b>63%</b>	<b>75%</b>	<b>69%</b>	<b>-6%</b>
<b>% achieving Greater Depth standard or above in reading</b>	<b>5%</b>	<b>25%</b>	<b>28%</b>	<b>-23%</b>
<b>% achieving Greater Depth standard or above in writing</b>	<b>5%</b>	<b>13%</b>	<b>17%</b>	<b>-12%</b>
<b>% achieving Greater Depth standard or above in maths</b>	<b>0%</b>	<b>23%</b>	<b>24%</b>	<b>-24%</b>
<b>% achieving Greater Depth standard in reading, writing and maths</b>	<b>0%</b>	<b>10%</b>	<b>13%</b>	<b>-13%</b>
<b>% achieving expected phonic standard in Year 1</b>	<b>90%</b>	<b>90%</b>	<b>84%</b>	<b>+6%</b>

<b>Attainment for EYFS July 2019</b>	<b>School Data</b>		<b>National Other</b>	<b>Difference to National</b>
	<b>PP</b>	<b>Other</b>		
<b>% achieving GLD</b>	<b>71%</b>	<b>88%</b>	<b>74%</b>	<b>-3%</b>
<b>% achieving expected standard or above in reading</b>	<b>71%</b>	<b>90%</b>	<b>79%</b>	<b>-8%</b>
<b>% achieving expected standard or above in writing</b>	<b>71%</b>	<b>90%</b>	<b>76%</b>	<b>-5%</b>
<b>% achieving expected standard or above in maths</b>	<b>82%</b>	<b>93%</b>	<b>82%</b>	<b>0%</b>

<b>Barriers to future attainment</b>		
<b>In school barriers</b>		
<b>A</b>	Consistent quality first teaching to close the disadvantaged gap so that more PP pupils achieve in line with national expectations for both the Expected Standard (EXS) and Greater Depth Standard. (GDS)	
<b>B</b>	Attainment on entry to Reception for many children is below developmental expectations as a direct result of poor spoken language skills.	
<b>C</b>	A significant proportion of PP Pupils have less developed Speech/Language and Reading skills on entry to KS1	
<b>D</b>	A large proportion of PP pupils, of which a significant number are boys, also have Special Educational Needs or Disability. (SEND)	
<b>External barriers</b>		
<b>E</b>	Emotional well-being, social and behavioural needs that impact upon learning.	
<b>F</b>	Low attendance and punctuality rates of some PP Pupils.	
<b>G</b>	Some PP pupils have a lack of enrichment activities and learning materials in the home including limited or no access to electronic devices or the internet.	
<b>H</b>	Lack of aspirations for the future for some of our PP families.	
<b>Intended Outcomes</b>	<b>Success Criteria</b>	
<b>A</b>	<p>All children receive quality first teaching and appropriate interventions so that:</p> <p>PP children working below ARE make accelerated progress in Reading Writing and Maths in all year groups in order to close the gap and catch up with their non PP peers;</p> <p>PP pupils, who have the potential and/or have higher prior attainment, are challenged appropriately and achieve GDS.</p>	<p>The percentage of PP pupils achieving a GLD at the end of EYFS or EXS/ GDS at the end of KS1 and KS2 in Reading Writing and Maths has risen so that it is at least in line with National Other.</p> <p>All PP Pupils in each year group have met their end of year targets in Reading, Writing and Maths.</p> <p>The percentage of PP pupils achieving ARE and ARE+ in each year group in Reading, Writing and Maths has risen to close the disadvantaged gap internally with non-PP peers; this is an improving trend when compared to previous years.</p>

	<a href="#">The Recovery Curriculum has assessed gaps in learning and as a result lessons have been adapted and intervention groups have been implemented to minimise the impact of Covid-19.</a>	
<b>B</b>	PP children who enter Reception with exceptionally low starting points in language make better than expected progress from their baseline assessments; their oral language skills improve through targeted use of the Nuffield Early Language intervention.	Targeted PP children achieve at least a 2 in Communication and Language at the end of Reception and the percentage of children who receive a Good Level of Development is at least in line with National Other.
<b>C</b>	PP children who enter Y1 with exceptionally low starting points in Speech/Language and Reading make better than expected progress from their Y1 baseline assessments.	Targeted PP children have completed the NELI programme successfully and have developed their communication and language skills. The percentage of PP children who achieve ARE in their Phonics Test at the end of KS1 is at least in line with National Other.
<b>D</b>	Swift and accurate diagnosis of PP SEND pupils' needs so that school staff can plan and deliver a tailored programme of learning that is bespoke to their needs, utilising outside agency help where necessary, to ensure that PP SEND pupils increase more quickly through their individual SEND continuum targets.	The attainment and progress of those PP pupils with SEND needs has improved as they close the gaps in their learning.  The percentage of PP/SEND children who make accelerated progress (2 continuum bands progress per term) has increased.
<b>E</b>	Social, Emotional and Mental Health barriers to learning of SEMH/PP Pupils are addressed through the Recovery Curriculum, new RSE curriculum and PSHE scheme of work including the WELL passport and nurture group sessions.  All SEMH/PP pupils are resilient and able to cope with challenging situations.  SEMH/ PP pupils who require additional support are identified for the SEND register and receive specialist intervention and support from the Mental Health Support Team, Educational Psychologist or CAMHS.  <a href="#">All pupils access 'Recovery Curriculum' in order to develop positive mental health and wellbeing along with the new</a>	All SEMH/ PP pupils accessing MHWB interventions have fewer behaviour incidents.  Data demonstrates that all SEMH/PP pupils have raised progress and attainment.  Teachers observe that all SEMH/PP Pupils: <ul style="list-style-type: none"> <li>• are more positively engaged with their learning;</li> <li>• interact more constructively with others (both staff and children);</li> <li>• are more self-aware about their mental health and well-being and are able to express their emotions effectively, using appropriate vocabulary;</li> <li>• are better able to use self-regulation and self-calming strategies to help deal with strong emotions;</li> </ul>

	<p>PSHE scheme of work and weekly WELL passport emotional literacy lessons.</p>	<ul style="list-style-type: none"> <li>• are more emotionally intelligent and can discuss and understand the emotions and perspectives of others;</li> <li>• demonstrate resilience and perseverance when their work becomes challenging.</li> </ul>
<b>F</b>	<p>As a result of consistent challenge and support, with additional assistance from the Education Welfare Officer as necessary, and rewards and incentives there has been:</p> <ul style="list-style-type: none"> <li>• an improvement in the attendance of PP pupils;</li> <li>• a reduction in the number of persistent lates for PP Pupils.</li> </ul>	<p>The number of PP children considered to be persistent absentees has decreased to 2% or below.</p> <p>The attendance of PP children has continued to improve and is at least in line with National expectations (96%).</p> <p>There is a decrease in the number of sessions that PP Pupils have attended late.</p>
<b>G</b>	<p>All staff are aware of 'Cultural Capital' and have developed PP children's cultural capital by planning a high quality curriculum with pupils completing a bespoke cultural capital journey in every year group that is linked to the school's 5 core values (I see I wonder; Rise to the challenge; Healthy Mind, Healthy Body; Express Yourself and More than Me.)</p> <p>PP pupils' contextual knowledge and real life experiences have been enhanced through access to Forest School (Reception) subsidised trips, visits, swimming lessons, residential (in Y2, Y4 and Y6), after-school clubs, enrichment weeks and wider opportunities as delivered by colleagues from Wolverhampton's Music School (Y4).</p> <p>PP pupils have accessed music tuition (violin).</p> <p>PP pupils are chosen to take part in school community and sporting events.</p> <p>Parents and carers of children who receive PP funding have attended curriculum workshops and enrichment mornings</p>	<p>All PP pupils have completed all 50 of the activities from their cultural capital journeys such as visits to museums and galleries, outdoor pursuits, involvement in community projects and fund raising/ charitable challenges.</p> <p>All PP pupils have attended visits and experienced enrichment weeks in school.</p> <p>An increased number of PP children (at least 50%) have attended after school clubs. (C19 permitting).</p> <p>All PP children's have experienced a residential trip (by the time that they leave Oak Meadow).</p> <p>All PP children have learnt to play a musical instrument either through access to Wider Opportunities lessons in Y4 or additional string music tuition.</p> <p>All PP pupils have learnt to swim in Key Stage Two (Y4, Y5 and Y6) with additional tuition provided to those who lack basic skills.</p> <p>A greater percentage of parents with PP children have attended curriculum and enrichment learning events; an increased number of PP parents feel supported and have responded positively to these events on feedback surveys.</p>

	<p>where they have received support with practical strategies to help them assist their child's learning at home.</p> <p>PP children have accessed the laptop loan scheme to be able to access remote learning during Covid 19 School closures/ burst bubbles/ isolation periods.</p>	
<p><b>H</b></p>	<p>PP children have higher future aspirations having been inspired by visits from positive role models and having met with successful role models in the wider community on extra-curricular visits. They expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths they can take.</p> <p>PP children are inspired to become pupil leaders on all school leadership teams and as such are able to have an influence on the decision making process.</p> <p>PP pupils have a clear understanding of how achieving well at school enables them to be socially mobile and supports their future economic wellbeing.</p> <p>PP children share their aspirations with parents through discussions at home.</p>	<p>Pupil surveys record that student aspirations have been increased and that there is a culture of self-belief in all PP pupils.</p> <p>PP pupils are well-represented (at least 50%) on all school leadership teams. E.g. SMILE, STEM, school council, digital ambassadors and peer mentors (C19 permitting) but, in the meantime, work collaboratively to provide remote/virtual sessions across school.</p>

## Pupil Premium Expenditure 2020/2021: A Tiered Approach

### Quality Teaching For All

#### Targeted Academic Support

#### Wider Strategies

### Planned Expenditure

**Academic Year**      **2020-2021**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of Teaching For All

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure that it is implemented well?	Staff Lead	When will you review the implementation?
All relevant staff to access high quality training that allows them to deliver the Read Write Inc. phonics scheme effectively (particularly in Reception and Y1).	The PP gap in Reading at the end of Reception has closed by the time that the children have taken their Phonics Test in Y1 so that it is at least in line with National Other.	+4 EEF: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	RWI/English lead to: <ul style="list-style-type: none"> <li>Organise RWI training for all new staff.</li> <li>Closely monitor the quality of Phonics teaching by completing half-termly lesson drop-ins.</li> <li>Analyse RWI data at the end of each half-term and reorganise RWI groups accordingly, deploying staff effectively to have the maximum impact.</li> </ul>	RWI/English Lead	Half-termly

<p>To invest in high quality online subscriptions that focus upon basic skills to support home learning. (Bug Club, Number Bots, TT Rockstars and MyMaths)</p>	<p>All pupils access high quality subscriptions to supplement the teaching and learning of key concepts and areas; this allows PP pupils to keep up/catch up with their non-PP peers and achieve their end of year targets .</p>	<p>+2 EEF: The impact of homework in primary leads to an additional 2 months progress.</p> <p>+4 EEF: The impact of digital technology leads to an additional 4 months progress.</p> <p>EEF Document: Using Digital Technology to Improve Learning. <i>'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'</i></p>	<p>Subject Leads in English and Maths to monitor that PP children are accessing the online home learning support and support them if not to access the provision in school.</p>	<p>English/ Maths Lead</p>	<p>Half-termly</p>
<p>To identify gaps in children's learning from areas that have widened as a result of Covid-19 school closures by completing and analysing Local Authority baseline assessments in Reading, Writing and Maths.</p> <p>To use the results of these assessments to ensure that teachers' planning is adapted to address gaps in learning and revisit objectives across wider</p>	<p>Gaps in the learning of PP pupils have been identified quickly and strategies have been put into place to 'plug' these gaps in Reading, Writing and Maths through the 'Recovery Curriculum'.</p> <p>PP pupils have made accelerated progress by identifying and plugging these gaps.</p> <p>Assessment and tracking data has shown that the PP/non-PP</p>	<p>+8 EEF: The impact of feedback leads to an additional 8 months progress.</p> <p>EEF: Diagnostic Assessment. 'Assessment for formative purposes is clearly linked to effective feedback.'</p>	<p>Class teachers to analyse baseline assessment data and amend planning accordingly, placing PP children who need additional provision to close their gaps into intervention sessions.</p> <p>DHT/HT to analyse progress and attainment of 'at risk' PP pupils at pupil progress meetings.</p>	<p>Class Teachers</p> <p>DHT/HT</p>	<p>Weekly</p> <p>Termly</p>



curriculum subjects for maximum impact.	attainment gap, which had been exasperated as a result of Covid 19, has started to close.				
To deliver a robust NQT/RQT Training Package.	<p>NQTs/RQTs deliver quality first teaching and facilitate a fully inclusive classroom.</p> <p>NQT/RQTs are well equipped to meet the needs of all learners in their classrooms including SEND children.</p> <p>PP children in NQT/RQT classes who had fallen behind have caught up with their non-PP peers; they have accelerated quickly to meet their end of year targets and close the attainment gap with non-PP children in their year group.</p> <p>PP children in NQT/RQT classes who have the potential to be GDS have been challenged appropriately and closed the gap with their more able non-PP peers.</p>	Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.	All NQTs/RQTs are supported and receive 1:1 mentoring and coaching at least bi-weekly from their NQT mentor or Phase Leader.	NQT Mentor  Phase Leaders	Weekly
<p>All staff (both teachers and TAs) to access CPD on the impact of feedback.</p> <p>To implement a new marking policy which includes effective</p>	Class teachers and support staff deliver effective, high-quality feedback consistently (both written and verbal). They have a clear understanding of the individual needs of all pupils in	+8 EEF: The impact of feedback. Feedback studies tend to show very high effects on learning. Research indicates it	Assessment/ English and Maths Co-ordinators to deliver assessment INSET to all staff that enables them to deliver feedback effectively. They will then	English/ Maths Leads	Half-termly

<p>use of live marking and whole class written feedback.</p> <p>To use Year Group emails, when children are accessing remote learning due to COVID 19, to continue to provide high quality feedback that identifies misconceptions and moves learning forward.</p>	<p>their class – they address gaps in pupils’ learning swiftly and challenge more able pupils appropriately; this helps PP Pupils to make accelerated progress to catch up quickly and/or achieve GDS.</p> <p>End of year targets for PP children in all year groups are met.</p>	<p>can lead to an additional 8 months progress.</p>	<p>monitor whole class feedback on Smartboards, written feedback in books for every year group at least once half-termly and give feedback as appropriate. This will be quality assured by DHT/PP Lead who will check that a sample of PP children has been selected each week and that this monitoring is having a positive impact on ‘at risk’ PP pupils’ progress.</p>		
<p>To provide robust training, coaching and mentoring packages for all members of staff in Reading, Writing and Maths.</p> <p>Staff who are ‘core’ subject leaders to access high quality CPD (virtually) from a variety of sources including the Local Authority and Maths Shaw hubs.</p> <p>‘Core’ Subject Leaders to disseminate their expert knowledge to staff during INSET time and support colleagues to improve their</p>	<p>Oak Meadow has a highly skilled workforce. Every class has an effective teacher delivering quality first teaching.</p> <p>Accelerated progress is made in all year groups to allow PP pupils to catch up. All year groups have an increasing number of higher ability PP pupils achieving GDS and PP SEND pupils move more rapidly through their continuum targets.</p>	<p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.</p>	<p>Core Subject Leaders complete half-termly monitoring cycles and check that coaching and feedback is acted upon by staff. This will be quality assured by DHT/PP Lead who will check that a sample of PP children has been selected each week and that this monitoring is having a positive impact on ‘at risk’ PP pupils’ progress.</p>	<p>English/ Maths Lead</p> <p>DHT/ PP Lead</p>	<p>Half-termly</p>

teaching practice by providing coaching and effective feedback.					
<p>To purchase the Power Maths Mastery Scheme.</p> <p>All teaching and support staff to access external and internal training to deliver the mastery maths scheme successfully.</p> <p>To set up an in house Maths Mastery specialist Team.</p>	<p>All staff deliver Mastery Maths teaching confidently across all year groups.</p> <p>PP children are making accelerated progress to catch up with their peers if they have fallen behind which is closing the Maths PP attainment gap in each year group.</p> <p>More able PP children are achieving GDS since they are tackling the deepening understanding tasks for each mathematical concept.</p> <p>A higher percentage of SEND PP children are accessing the Maths curriculum in each year group, as they benefit from mixed ability teaching and the scaffolding that the scheme provides.</p>	<p>+5 EEF: Mastery Learning</p> <p>Research indicates that mastery learning approaches are effective, leading to an additional 5 months progress.</p>	<p>Maths Monitoring is completed by the Maths Team weekly and shows adherence to the maths mastery scheme. The team will check that feedback is acted upon by staff. This will be quality assured by DHT/PP Lead who will check that a sample of PP children has been selected each week and that this monitoring is having a positive impact on 'at risk' PP pupils' progress.</p>	<p>English/ Maths Lead</p> <p>DHT/ PP Lead</p>	<p>Half-termly</p>
<p>Teaching and support staff to access training and implement strategies that research shows effectively support pupils with SEND.</p>	<p>A well-trained workforce implements evidence based strategies that specifically support the needs of pupils with SEND.</p>	<p>+7 EEF: Metacognition and Self-regulation</p> <p>See EEF Document: SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS: High-quality</p>	<p>SEND lead to prioritise SEND pupils for outside agency help and ensure that meetings and reviews take place and are attended by class teachers/TAS of the child</p>	<p>SENDco</p> <p>English/ Maths Lead</p>	<p>Half-termly</p>

<ol style="list-style-type: none"> <li>1. Rosenshine’s Principles of Instruction)</li> <li>2. Metacognition</li> <li>3. Pre-teaching and Overlearning</li> <li>4. Precision Teaching</li> </ol> <p>The expertise of bought in professional services (Educational Psychology, SEND Specialist Teacher) is used to provide guidance to teaching staff on best practice for supporting children with specific needs in their classes and this is acted upon in a timely manner.</p>	<p>Outside agency help successfully supports teaching staff in teaching SEND children more effectively.</p> <p>Lesson observations/drop-ins show PP SEND pupils working with increased confidence and independence because they are receiving a tailored programme of learning that is bespoke to their needs and pitched accurately linked to their continuum targets.</p> <p>The percentage of PP/SEND children who make accelerated progress (2 continuum bands progress per term) has increased in every year group.</p>	<p>teaching for pupils with SEND</p>	<p>alongside SENDco and the other professionals. If this is not possible SENDco to feedback to class teachers and their support staff.</p> <p>SENDco closely monitors the quality of teaching for SEND pupils by completing lesson drop-ins half-termly.</p> <p>Core Subject Leaders complete half-termly monitoring cycles and will chose a sample of PP SEND children each week and ensure that the impact of monitoring feedback is having a positive impact on PP SEND pupils’ progress.</p>		
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**ii. Targeted Academic Support**

<p>To place all PP children in Rec to Y6 who are ‘at risk’ of not achieving ARE or ARE+ in Reading, Writing, Maths on a Raising Attainment Plan.</p> <p>To enter PP Pupils, as identified on the RAP, into intervention groups which teach specific targets that are</p>	<p>Interventions, as detailed on Raising Attainment Plans, are effective and ensure that PP pupils who are falling behind their non-PP peers make accelerated progress, achieve their individualised targets and catch up/ close the gap with their non-PP peers.</p>	<p>+4 EEF: Overall, evidence shows that small group tuition is effective, leading to an additional 4 months progress.</p>	<p>PP and SEND lead to closely monitor the effectiveness of interventions and catch-up programmes in reading, writing and maths each term.</p> <p>DHT/HT to analyse progress and attainment</p>	<p>PP Lead/ SENDco/ DHT/ HT</p>	<p>Termly</p>
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<p>needed to close gaps in learning.</p> <p>To identify PP pupils for RAPS and interventions based on gap analysis using Local Authority baseline assessments.</p>			<p>of 'at risk' PP pupils at pupil progress meetings.</p>		
<p>To identify PP children with the potential to be Greater Depth in Rec - Y6 and place them in a teacher-led intervention group for Reading, Writing and Maths.</p>	<p>Higher attaining PP pupils receive targeted teaching in all year groups and a higher percentage achieve GDS.</p>	<p>+4 EEF : Small group tuition. This enables the teacher to focus exclusively on a small number of learners. It can be used to teach challenging topics or skills.</p>	<p>PP and SEND lead to closely monitor the effectiveness of GDS interventions in reading, writing and maths.</p> <p>DHT/HT to analyse progress and attainment of higher attaining PP pupils (with the potential to be GDS) at pupil progress meetings.</p>	<p>PP Lead/ SENDco/ DHT/ HT</p>	<p>Termly</p>
<p>To deliver Precision Teaching to all PP SEND pupils in Rec to Y6 (this is carried out virtually during periods of school closures due to Covid 19).</p>	<p>PP SEND children receive one-to-one individualised instruction and as a result close gaps in their learning.</p> <p>A higher percentage of PP SEND pupils begin to progress more quickly through their SEND continuum targets (2 continuum bands per term).</p>	<p>+5 EEF: Overall, evidence shows that one-to-one tuition is effective leading to an additional 5 months progress.</p> <p>EEF Best Use of Teaching Assistants guidance shows larger impacts when they are used to deliver</p>	<p>PP and SEND leads to closely monitor the effectiveness of precision teaching interventions programmes.</p> <p>DHT/HT to analyse progress and attainment of 'at risk' PP SEND pupils at pupil progress meetings.</p>	<p>PP Lead/ SENDco/ DHT/ HT</p>	<p>Termly</p>

	The attainment and progress of PP pupils with SEND needs has improved in every year group.	structured interventions.			
To employ 2 x intervention Teaching Assistants (1 in EYFS/KS1 and 1 in KS2) to deliver evidence based small group interventions to PP pupils who are falling behind in maths, reading and phonics.	<p>Intervention TAS deliver high quality intervention programmes that are recommended by the EEF (1<sup>st</sup> Class @ Number).</p> <p>PP children who are falling behind are identified and taught in small groups; they close gaps in their learning, catch up with their non-PP peers and meet their end of year targets.</p>	<p>+4 EEF: small group tuition +4 EEF: Phonics approaches Research shows that these lead to an additional 4 months progress.</p> <p>1stClass@Number +2months progress following 10 week intervention</p> <p>EEF Best Use of Teaching Assistants guidance shows larger impacts when they are used to deliver structured interventions.</p>	<p>DHT carries out learning walks to ensure that the evidence based interventions are being delivered prescriptively and to a high standard termly.</p> <p>PP lead to monitor the effectiveness of the intervention by analysing exit data at the end of the programmes.</p>	DHT/ PP Lead	Termly
All Early Years staff and KS1 Intervention Lead to access Nuffield Early Language Intervention training	<p>Staff who have been trained in the NELI programme deliver the Early Language scheme effectively.</p> <p>Targeted PP children in Reception and Y1 (with below age related communication skills) leave their respective year groups with a</p>	<p>+5 EEF: Oral Language Intervention +5 EEF: Early Years Intervention</p> <p>Research shows that both lead to an additional 5 months progress.</p>	<p>SENDco carries out learning walks to ensure that the NELI programme is being delivered prescriptively and to a high standard.</p> <p>SENDco to monitor the effectiveness of the</p>	SENDco	Termly

	<p>higher level of vocabulary acquisition, confidence and competence in spoken language skills; the gap has closed with their non-PP peers.</p> <p>PP children in Reception make good progress from their baseline assessments and achieve GLD in line with National Other.</p>	<p>+ 4 months progress - NELI programme</p> <p>EEF Best Use of Teaching Assistants guidance shows larger impacts when they are used to deliver structured interventions.</p>	<p>intervention by analysing exit data at the end of the programmes.</p>		
<p>Teaching Assistants to deliver daily 'keep up, catch up' sessions in every year group for pupils who have not yet met the day's learning objectives in Reading, Writing and Maths.</p>	<p>All pupils who need additional support, including PP pupils, receive same-day intervention in Reading, Writing and Maths so that they keep up with their peers and do not fall behind in their learning.</p> <p>All children, including PP pupils, are taught in small groups and as a result close gaps in their learning and meet their end of year targets.</p>	<p>+4 EEF: small group tuition</p> <p>Research shows that small group tuition lead to an additional 4 months progress.</p>	<p>Subject Leads to monitor the impact of 'Keep up, catch up' sessions as part of their half-termly monitoring cycle sessions and ensure that sessions are evidenced in books.</p> <p>They will choose a sample of PP children's books and ensure that the impact of keep up catch up sessions are evident in future learning.</p>	<p>English/ Maths Lead</p>	<p>Half-termly</p>
<p><b>iii. Wider Strategies</b></p>					
<p>To support PP parents with remote learning by:</p> <p>Frequent phone calls to check on the progress of home learning and the wellbeing of both children and families.</p>	<p>There is no digital divide between PP and non-PP pupils. All children have access to a laptop and other resources, such as paper and pencils, to complete their remote learning when the need arises e.g.</p>	<p>+4 EEF: The impact of digital technology leads to an additional 4 months progress.</p> <p>+3 EEF: The impact of parental engagement</p>	<p>Class teachers to contact parents weekly during Covid 19 school closures.</p> <p>HT/HSLO to contact hard to reach families by making home visits.</p>	<p>Class Teachers</p> <p>HT HSLO</p>	<p>Weekly</p> <p>Weekly</p>

<p>Signposting parents to remote learning opportunities such as Oak Academy, RWI on-line sessions and White Rose maths.</p> <p>Loaning laptops to those who need it through the school's laptop loan scheme.</p> <p>Communicating ideas on how parents/carers can best support at home with learning.</p> <p>Providing direct communication to teachers through year group emails.</p> <p>Supplying resources to maximise teaching and learning opportunities at home: pencils, paper etc.</p>	<p>Self-isolating/ bubbles bursting/ school closures.</p> <p>PP vulnerable pupils access onsite school provision during school closures.</p> <p>PP families are contacted at least once a week by school staff and feel supported to successfully assist their children with remote learning.</p>	<p>leads to an additional 3 months progress.</p>	<p>ICT Lead to ensure PP families are provided with laptops if they need one.</p> <p>School Business Manager to source resources for home learning such as paper and pencils.</p>	<p>ICT Lead</p> <p>SBM</p>	<p>In the event of school closures/ children needing to isolate due to bubbles bursting</p>
<p>To maximise the engagement of parents and equip them with skills to support their children at home by:</p> <p>Providing support workshops in core curriculum areas.</p> <p>Providing open afternoons where children can work</p>	<p>PP parents are increasingly confident with how to best support their child's learning and have a better impact on their child's learning.</p> <p>A higher percentage of PP parents attend curriculum workshops, open afternoons and parent meetings.</p>	<p>+3 EEF: The impact of parental engagement leads to an additional 3 months progress.</p>	<p>Core Subject Leads deliver curriculum workshops and open afternoons.</p> <p>Class teachers set termly creative homework projects.</p>	<p>Maths/ English Leads</p> <p>Class Teachers</p>	<p>Termly</p>



<p>alongside their children on practical tasks.</p> <p>Setting creative homework projects</p>	<p>There is an increase in positive PP parental feedback on parent surveys stating, they feel better supported to assist their child's learning.</p>				
<p>To offer a wide range of enrichment opportunities to PP children that they may not otherwise have been exposed to by:</p> <p>Allocating a proportion of the school budget to spend on experience weeks in school. E.g. The University of Oak Meadow.</p> <p>Subsidising school visits and residentials for PP families.</p> <p>Employing music school wider opportunities staff to teach children how to play a musical instrument and offering violin tuition to PP children.</p> <p>Allocating a proportion of the Sports Premium funding for children to receive swimming tuition at the local pool.</p>	<p>All children in school, including PP pupils, have experienced 'Enrichment Weeks' in school and all have responded positively to them in pupil surveys.</p> <p>All children have completed Cultural Capital Journeys (50 activities each year) that have broadened their life experiences. Activities will have included visits to museums and galleries, outdoors pursuits and involvement in community projects locally and fund raising/charitable challenges.</p> <p>All children have attended 3 educational visits, or have experience of a visiting speaker, each year and a residential visit in Y2, Y4 and Y6.</p> <p>All children have learnt to play a musical instrument through Wider Opportunities and peripatetic violin music teachers.</p>	<p>+4 EEF: The impact of outdoor adventure learning leads to an additional 4 months progress.</p> <p>+2 EEF: The impact of arts participation learning leads to an additional 2 months progress.</p> <p>+2 EEF: The impact of sports participation learning leads to an additional 2 months progress.</p> <p><i>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal. As adults, cultural capital helps individuals to network with</i></p>	<p>Educational Visits Co-ordinator to monitor that visits/residentials have been booked</p> <p>HT to organise employment of Music staff and sports coaches.</p> <p>SLT to calendar enrichment weeks and set the budget for these events.</p> <p>CPD Lead to arrange Wild Tribe training.</p> <p>PP Lead to monitor representation of PP pupils at after school clubs, community and sporting events</p> <p>Sports Lead to monitor PP pupils who cannot yet swim and need extra lessons.</p>	<p>EVC Co-ord</p> <p>HT</p> <p>SLT</p> <p>CPD Co-ord</p> <p>PP Lead</p> <p>Sports Lead</p>	<p>Termly</p> <p>Annually</p> <p>Annually</p> <p>Termly</p> <p>Termly</p>

<p>Externally training a member of staff in Wild Tribe Outdoor Learning who then teaches children in Reception weekly at Forest School.</p> <p>Employing Sports Coaches to target PP pupils so that they get greater access to sports, fitness and health.</p> <p>Positively discriminating by encouraging PP children to attend after-school clubs.</p> <p>Selecting PP pupils to represent the school at community and sporting events.</p>	<p>All children have learnt to swim by the end of KS2. Additional tuition has been provided to those who lack basic skills.</p> <p>All Reception children have accessed Forest School.</p> <p>An increasing number of PP children are accessing after-school clubs and sports.</p> <p>All sporting and community events include PP children.</p>	<p><i>other adults who have a similar body of knowledge and experiences, and who in turn control access to high-paying professions and prestigious leadership roles, for example in government.</i> (Ofsted Inspection Handbook 2019)</p>			
<p>To raise PP children's aspirations by:</p> <p>Offering leadership opportunities to PP children in school.</p> <p>Inviting positive role models into school as visitors.</p>	<p>PP children have raised aspirations; they have been inspired by successful role models and possess an improved self-belief in the educational and career paths that they can follow in the future.</p> <p>PP pupils have a clear understanding of how achieving well at school enables them to be socially mobile and achieve future economic wellbeing.</p>	<p>EEF: 'Raising aspirations is often believed to incentivise improved attainment.'</p>	<p>SLT to organise visitors to school.</p> <p>STEM, Sports, Creative Arts and MHWB Team members to create pupil teams that include PP pupils.</p>	<p>SLT</p>	<p>Annually</p> <p>Annually</p>

	<p>PP children are inspired to join school leadership teams and begin to have a direct influence on the decision-making processes in school.</p> <p>PP pupils are well-represented (at least 50%) on all school leadership teams. E.g. SMILE, STEM, school council, digital ambassadors and peer mentors (C19 permitting) but, in the meantime, work collaboratively to provide remote/virtual sessions across school.</p> <p>PP children share their aspirations with parents through discussions at home.</p>				
<p>To increase the attendance and punctuality of PP children by:</p> <p>Monitoring PP attendance daily with the Attendance Officer contacting families for reasons of non-attendance.</p> <p>Reviewing the attendance of all PP pupils half-termly and setting up meetings with parents of any child that falls below 96% thresholds.</p>	<p>There is a reduction in the percentage of PP children who are persistently absent from academic year 19/20.</p> <p>Targeted support, rewards and incentives are working and the gap has closed on the number of late-comers amongst PP pupils.</p> <p>There is an improvement in the attendance rates of PP pupils to at least 96%.</p>	<p>Children need to be in school to access the curriculum and make expected progress.</p>	<p>Attendance monitored daily by Attendance Officer/HSLO and contacts families if needed. (Logs to be kept on attendance tracker sheet). They collaborate with EWO as necessary.</p>	<p>Attendance Officer. HSLO EWO</p>	<p>Daily</p>

<p>Utilising the school's HSLO and Attendance Officer to contact, hold meetings and challenge and support parents of persistent latecomers/ absentees when absence and punctuality affects the education of their children. Promoting good attendance and punctuality with rewards such as Attendance certificates.</p> <p>Collaborating with the Education Welfare Officer to monitor persistent absentees, contacting and challenging these families to improve and making legal referrals where necessary.</p>	<p>There is an increase in the number of families actively engaged in Early Help services/ EWO intervention.</p>				
<p>To support the Mental Health and Wellbeing of PP pupils by:</p> <p>Referring PP children with specific social and emotional needs to specialist support (Mental Health Support Practitioner, Base 25 Counsellor, CAMHS worker, Educational Psychologist, school nurse or GP) for targeted support.</p>	<p>SEMH barriers to learning are removed and children are equipped with strategies to cope in stressful situations resulting in fewer behaviour incidents for targeted PP children.</p> <p>All children, including PP children, are more self-aware about their emotional health and well-being and are able to express their emotions, using appropriate</p>	<p>+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>SENDco/Mental Health Lead will refer priority children to specialist support.</p> <p>Class teachers will refer children to Mental Health Lead to organise nurture support sessions for them as the need arises.</p>	<p>SENDco/ MH Lead</p> <p>Class Teachers</p>	<p>As soon as concerns arise.</p> <p>As soon as concerns arise.</p> <p>Termly</p>

<p>Identifying PP children for early intervention support and including them in nurture group support sessions.</p> <p>Teaching MHWB strategies, such as mindfulness, in weekly wellbeing sessions, WELL emotional literacy lessons, wellness assemblies and focussed days (Children's Mental Health Day)</p> <p>Providing regular staff CPD on mental health and wellbeing.</p>	<p>vocabulary. They have achieved their bronze, silver and gold WELL passport by the time that they leave Oak Meadow.</p> <p>Mental Health Support is rooted within the school environment: Teachers model use of key strategies for identifying emotions and employing self-regulation strategies and children know who to ask for help to support their mental wellbeing if they need it.</p> <p>Where pupils experience more complex mental health difficulties, clear plans and pathways to specialist support exist, including in the involvement of outside agencies such as Mental Health Support Practitioner, Base 25 Counsellor, CAMHS worker, Educational Psychologist, school nurse or GP.</p>		<p>PSHE Lead to monitor planning for emotional literacy lessons.</p> <p>Mental Health Lead to ensure that MHWB training is a regular feature on the INSET programme.</p>	<p>PSHE Lead</p> <p>MH Lead</p>	<p>Termly</p>
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