

Oak Meadow Primary School Pupil Premium Strategy

2019 – 2022

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.

All children should have access to a broad curriculum; interventions do not prevent children's opportunities to do so.

1. Summary Information

School	Oak Meadow Primary School				
Academic Year	2019 - 2020	Total PP Budget		Date of most recent PP review	TBC
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	71%	88%	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 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%

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%	65%
% achieving expected phonic standard in Year 1	90%	90%	82%

Disadvantaged pupil progress scores for last academic year	Score for all pupils	Score for all PP children	Score for PP/ non SEND
Reading	4.39	4.89	
Writing	0.4	-0.19	
Maths	-0.89	-2.82	

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.
J.	Limited life experiences Lack of aspiration

5. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Milestones</i>		
			Autumn	Spring	Summer
A Attainment gap between disadvantaged pupils and all other pupils in maths	<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>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>Misconceptions in learning are addressed within lessons and scaffolded using the CPA approach. Planning reflects the use of the CPA approach and opportunities for consolidation if needed. Pupils make use of concrete/ visual resources to deepen thinking and undertake learning with independence.</p> <p>Planning includes progression for children to develop fluency, reasoning and problem solving within a concept. Children are encouraged to self-select starting points. It is evident through book monitoring, that all children, regardless of ability are challenged within lessons.</p>	<p>Planning includes CPA opportunities and strategies for support/ further consolidation.</p> <p>Planning includes fluency, reasoning and problem – solving.</p> <p>All pupils make progress across a sequence of lessons and make progress over time within maths.</p> <p>Keep up not catch up sessions are evidenced within books – impact evident on future learning.</p> <p>Timetables reviewed to</p>	<p>During Maths learning walks, the CPA approach is seen in action and appears embedded into everyday practice.</p> <p>During Maths learning walks, the approach is seen in action and appears embedded into everyday practice.</p> <p>All pupils make progress across a sequence of lessons and make progress over time within maths.</p> <p>Keep up not catch up sessions are evidenced within books – impact evident on future learning.</p> <p>Learning walks show high</p>	<p>Impact on attainment data is clear.</p> <p>Triangulation of planning, books and assessment demonstrates the approach is effective and impacts positively on data. All pupils make progress across a sequence of lessons and make progress over time within maths.</p> <p>Keep up not catch up sessions are evidenced within books – impact evident on future learning.</p>
	<p>When gaps arise in pupil’s learning, they are swiftly identified and addressed.</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>Prescriptive interventions will be used when possible by support staff to ensure that interventions are effective.</p>			

			<p>ensure interventions are planned to last only for a short time.</p> <p>Intervention effectiveness analysed.</p>	<p>quality of provision for prescriptive interventions will be used to further support learners: such as 1st Class @ Number and Success @ Arithmetic.</p> <p>Intervention effectiveness analysed.</p>	<p>Impact on attainment data is clear.</p> <p>Intervention effectiveness analysed.</p>
<p>B Attainment gap between disadvantaged pupils and all other pupils in writing</p>	<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>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>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>Planning includes progression for children to develop writing skills. It is evident through book monitoring, that all children, regardless of ability are challenged within lessons.</p> <p>Children’s use of vocabulary becomes more ambitious over time. Via book monitoring, the use of a widening vocabulary is evident and also far reaching into other subjects. Learning walk/ observations demonstrates opportunities for the teaching of vocabulary is evident on working walls, displays and in practice.</p>	<p>All pupils make progress across a sequence of lessons and make progress over time within writing.</p> <p>Planning includes opportunities and strategies for support/ further consolidation and challenge.</p> <p>INSET to take place regarding vocabulary; both English and in other subjects.</p> <p>Vocabulary enrichment is evident in planning.</p>	<p>All pupils make progress across a sequence of lessons and make progress over time within writing.</p> <p>Through book monitoring, evident that all children are being sufficiently supported or challenged.</p> <p>Learning walk/ book monitoring demonstrates opportunities for the teaching of vocabulary, Is evident on working walls,</p>	<p>All pupils make progress across a sequence of lessons and make progress over time within writing.</p> <p>Triangulation of planning, books and assessment demonstrates provision is effective and impacts positively on data.</p> <p>Triangulation of planning, books and assessment demonstrates the approach is effective and impacts positively on data.</p>

	<p>When gaps arise in pupil's learning, they are swiftly identified and addressed.</p>	<p>Pre-teach/ 'Keep Up Not Catch Up' will be used to prevent gaps in learning from appearing. Targeted interventions will be used where possible by support staff/ teaching staff to ensure that interventions are effective. All interventions carefully monitored to ensure that they are fit for purpose and meet the requirements set out by the class teacher.</p>	<p>Timetables reviewed to ensure interventions are planned to last only for a short time. Intervention effectiveness analysed.</p>	<p>displays and in practice. Learning walks show high quality of provision for interventions. Intervention effectiveness analysed.</p>	<p>Impact on attainment data is clear. Intervention effectiveness analysed.</p>
<p>C Disadvantaged pupils with Special Education Needs or Disability (SEND)</p>	<p>Learning intentions for SEND children are clearly identified. via use of Birmingham Learning Continuum documentation/ targets. PP / SEND pupils working below age related expectations make consistent progress (2continuum bands progress per term).</p> <p>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>Teaching and support staff use the Birmingham Learning Continuum targets to identify the individual needs of SEND children. Short burst interventions will be used to address individual targets. Monitored by: book scrutiny, data analysis, monitoring of progress via Continuum target sheets.</p> <p>Children become more resilient and independent and less reliant on adult support to work through and complete tasks, this can be seen during learning walks, observations and book monitoring.</p>	<p>Through work scrutiny; working towards pupil targets is evident. Intervention effectiveness shows the impact of any further provisions put into place.</p> <p>Target sheet review and monitoring and data indicates that children are making expected continuum progress. .</p>	<p>Through work scrutiny; working towards pupil targets is evident. Intervention effectiveness shows the impact of any further provisions put into place.</p> <p>Target sheet review and monitoring and data indicates that children are making expected continuum progress. .</p>	<p>Through work scrutiny; working towards pupil targets is evident. Intervention effectiveness shows the impact of any further provisions put into place.</p> <p>Target sheet review and monitoring and data indicates that children are making expected continuum progress. .</p>

			During book monitoring, SEND children can be seen to work more independently – identified by the level of support identified.	During learning walks/ book monitoring, SEND children can be seen to work more independently – identified by the level of support identified.	During learning walks/ book monitoring, SEND children can be seen to work more independently – identified by the level of support identified.
D Disadvantaged pupils achieving 'Greater Depth'	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.	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. Higher ability children challenged by the class teacher within lessons. Interventions should be precise and last only for a short time, if needed in order to ensure an acceleration of progress.	Book monitoring and data indicates that children are making accelerated progress. Pupil progress meetings will highlight the progress of children who are showing potential for Greater Depth. Next steps will then be discussed, i.e. further provision.	Book monitoring and data indicates that children are making accelerated progress. Intervention effectiveness shows the impact of any further provisions put into place.	Book monitoring and data indicates that children are making accelerated progress. Triangulation of planning, books and assessment demonstrates the approach is effective and impacts positively on data.
E Behaviour: having a readiness to learn with good 'behaviour for learning' in school	Behaviour and learning behaviours are positive.	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.	Monitoring of the behaviour of year groups and individual children will be undertaken half-termly.	Monitoring of the behaviour of year groups and individual children will be undertaken half-termly.	Monitoring of the behaviour of year groups and individual children will be undertaken half-termly.

		<p>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.</p> <p>Staff to receive training with regards to restorative practice. Restorative practices impact positively on relationships between pupils and staff. Children develops empathy and build relationships that are more positive.</p> <p>Home School Liaison Officer – support of behaviour via Reflection Room - use of restorative practice to develop empathy and build relationships that are more positive.</p> <p>Parents will be more involved/ informed for both reporting positive behaviour as well as negative (achievement assemblies, postcards home).</p> <p>.</p>	<p>Visits to reflection are recorded and monitored.- decrease on previous year/ term.</p> <p>Staff to receive INSET with regards to restorative practice.</p>	<p>Visits to reflection are recorded and monitored. – decrease on previous year/ term.</p> <p>During observations and learning walks: behaviour is judged to be good/ outstanding. Use/ impact of restorative practice is beginning to be embedded into practice.</p> <p>Parent/ children’s questionnaires show positive opinions about behaviour. .</p>	<p>Visits to reflection are recorded and monitored. – decrease on previous year/ term.</p> <p>During observations and learning walks, behaviour is judged to be good/ outstanding. Restorative practice appears embedded into everyday practice.</p>
F Social. Emotional and Mental Health	<p>Children are more self-aware about their emotional health and well-being and are able to express their emotions, using appropriate vocabulary.</p> <p>Children are able to self-regulate to help deal with strong emotions; by using self-calming strategies and positive talk.</p> <p>Children become more socially aware and can discuss and understand the emotions and perspectives of others.</p>	<p>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> <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 to take part on World Smile day.</p> <p>Establishment of a ‘Smile’ team.</p> <p>Planning monitored for</p>	<p>University of Oak Meadow – Emotional Health and well-being sessions planned.</p> <p>Smile team assembly.</p> <p>Resilience/ perseverance</p>	<p>Smile team assembly.</p> <p>Resilience/ perseverance</p>

		<p>Pupil wellbeing is developed through implicit methods of teaching and learning such as emotional literacy, resilience and self-awareness.</p>	<p>references to resilience/ perseverance.</p>	<p>seen in action during learning walks.</p>	<p>seen in action during learning walks.</p>
		<p>Pupils understand and can express a range of emotions and are able to share their emotions and ask help to support their emotional awareness, following the WELL program.</p>	<p>Evidence collected on WELL passports for the class/ year group.</p>	<p>Review of questionnaires from University of Oak Meadow/ pupil voice questionnaires.</p> <p>Evidence collected on WELL passports for the class/ year group.</p>	<p>Assessments made with regard to the achievements of bronze, silver or gold awards.</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>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>
		<p>Drop In sessions are in place during break time and lunchtimes to provide support (Home/School Liaison Officer)</p>	<p>Records reviewed of children who attend. Nurture group established.</p>	<p>Records reviewed of children who attend. Nurture group established.</p>	<p>Records reviewed of children who attend. Nurture group established.</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>Impact of intervention reviewed and needs of children assessed.</p>	<p>Impact of intervention reviewed and needs of children assessed.</p>	<p>Impact of intervention reviewed and needs of children assessed.</p>
		<p>Weekly wellbeing sessions offer opportunities for extra physical activity, relaxation activities and/or mindfulness to promote and improve wellbeing.</p>	<p>Monitoring of sessions taking place and range</p>	<p>Monitoring of sessions taking place and</p>	<p>Monitoring of sessions taking place and</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. Play leaders – an initiative to encourage play and physical activity led by Year 6 pupils.</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>of activities offered by SLT.</p> <p>Review training. Introduce peer supporters/play leaders in assembly and clarify their role.</p> <p>Devise rota</p> <p>PSHE lead to monitor and support.</p> <p>Ongoing</p>	<p>range of activities offered by SLT.</p> <p>PSHE lead to monitor and support.</p> <p>Training to be arranged for Year 5 peer supporters.</p> <p>Ongoing</p>	<p>range of activities offered by SLT.</p> <p>PSHE lead to monitor and support.</p> <p>Rota to incorporate Year 5 and 6.</p> <p>Ongoing</p>
<p>G Lack of parental ability to support their child's studies Lack of parental support</p>	<p>Supporting learning at home and at school.</p>	<p>Reading books and records are taken home daily. Homework is set weekly - parents support their child with weekly homework tasks and hear their child read at home on a more regular basis. Resources made available by class teachers for pupils who lack basic equipment at home.</p> <p>Opportunities for parents to gain knowledge of how best support their child's learning – workshops and open days. Termly written reports – setting targets for parents to support their child with at home.</p> <p>Termly Parent's Evenings.</p>	<p>Homework completion and home reading are monitored.</p> <p>Workshops for phonics, reading and maths are undertaken.</p> <p>Termly parents evening – attendance monitored – 'mop up'</p>	<p>Homework completion and home reading are monitored.</p> <p>University of Oak Meadow open days.</p> <p>Work shop for E-safety.</p> <p>Termly parents evening – attendance monitored – 'mop up'</p>	<p>Homework completion and home reading are monitored.</p> <p>Olympics focus week open days/ Sports Day.</p> <p>Termly parents evening – attendance monitored – 'mop up'</p>

	<p>Breaking Barriers for parental involvement is paramount in the success of our children.</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>Parents involvement is encouraged through: 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. Social Media – engaging parents through our Twitter updates Successful text service</p> <p>Parents encourage to volunteer in school/ become part of The Friends of Oak Meadow and support various school events.</p>	<p>sessions organised.</p> <p>Access and use of electronic learning platforms are monitored weekly and celebrated.</p> <p>Maths open morning – children to work alongside parents. Reception – come and play sessions</p> <p>Ongoing</p> <p>Winter Wonderland.</p>	<p>sessions organised.</p> <p>Access and use of electronic learning platforms are monitored weekly and celebrated.</p> <p>University of Oak Meadow – parents invited to be part of activities. Reception – come and play sessions</p> <p>Ongoing</p> <p>Parental questionnaires – parents feel well informed and know best how to support their child.</p> <p>University of Oak Meadow – campus café.</p>	<p>sessions organised.</p> <p>Access and use of electronic learning platforms are monitored weekly and celebrated.</p> <p>Reception – come and play sessions</p> <p>Ongoing</p> <p>Olympics week.</p>
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<p>H Social and emotional conditions: requiring support, nurture and family support.</p>	<p>Pupils' and families' welfare needs and pupils' behaviour and concerns are supported within school</p>	<p>Parents are aware of support offered by school and the people to contact:</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>Families engage with school sessions designed to help and support. Parents feel they are able to better support their child/children:</p> <p>Appropriate support is sourced and accessed for pupils and families in need through the SEND Coordinator/ Home School Liaison Officer</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Attendance to phonics workshops. Maths workshop Parents evening. Reception Come and Play sessions organised</p> <p>Ongoing</p>	<p>Parental questionnaires.</p> <p>Ongoing</p> <p>Ongoing</p> <p>University of Oak Meadow open morning slots. SATs meetings for parents evening Reception Come and Play sessions organised</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Olympics week Parents drop-in</p> <p>Ongoing</p>
<p>I Attendance.</p>	<p>The attendance of PP children is at least in line with the attendance of all other groups and there is a decrease in the number of sessions attended late.</p>	<p>Attendance is highlighted positively within school via weekly class awards and termly via certificates. Attendance is published weekly on our school website.</p> <p>Parents are challenged when absence and punctuality affect the education of their children.</p> <p>Individual attendance is monitored and persistent absentees followed up by Home/ School Liaison Officer – legal referrals made where necessary. Collaboration between the EWO, Home/ School Liaison Officer and families to improve attendance.</p>	<p>Individual attendance monitored daily – HSLO contacts families if needed.</p> <p>Attendance monitored weekly, half termly and termly.</p>	<p>Individual attendance monitored daily – HSLO contacts families if needed.</p> <p>Attendance monitored weekly, half termly and termly.</p>	<p>Individual attendance monitored daily – HSLO contacts families if needed.</p> <p>Attendance monitored weekly, half termly and termly.</p>

		<p>Home/ School Liaison Officer to contact families where children are persistently late for school.</p> <p>Attendance of PP children becomes more in line with all other children. Reduction in % of PP pupils currently considered persistent absentees Increase in the number of pupils actively engaged in Early Help services / EWO intervention</p>	Individual punctuality monitored - HSLO contacts families if needed.	Individual punctuality monitored - HSLO contacts families if needed.	Individual punctuality monitored - HSLO contacts families if needed.
<p>J Limited life experiences Lack of aspiration</p>	<p>Children have access to a wider curriculum and have opportunities to broaden their life experiences.</p> <p>Children develop key life skills – commitment, teamwork, leadership, resilience, responsibility.</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. Payment plans are also available for parents who need additional support.</p> <p>Swimming – Key Stage Two children learn to swim (lessons for Y4, Y5 and Y6), with additional tuition provided to those who lack basic skills.</p> <p>Peer Supporters – a mentoring initiative for Year 6 pupils. Play leaders – an initiative to encourage play and physical activity led by Year 6 pupils. 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 monitored and recorded.</p> <p>Year 6 swimming</p> <p>Year 6 peer supporters/ play leaders/ digital ambassador to complete training and rota completed for opportunities. .</p> <p>Council members voted in and meetings begin.</p>	<p>Visits monitored and recorded.</p> <p>Year 6 non swimmers to swim and Year 5.</p> <p>E-safety assembly/ week</p> <p>Involvement in University of Oak Meadow</p> <p>Plan assemblies.</p>	<p>Visits monitored and recorded.</p> <p>Year 4 Swimming</p> <p>Year 6 peer supporters/ play leaders/ digital ambassadors – evaluation of their year.</p> <p>Planning of Olympics event.</p> <p>Plan assemblies</p>

	<p>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. Children have higher aspirations. Children share what they are learning in school with parents and therefore extend this through discussions at home.</p> <p>By the completion of their yearly Cultural Capital Journeys, children have had opportunities to wider experiences that they may not have otherwise had – obtaining Cultural Capital.</p>	<p>Curriculum Enrichment weeks - 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 – completion of 50 activities across the year with the intention of broadening 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/ charitable challenges.</p>	<p>Planning of events such as university of Oak Meadow.</p> <p>Staff to share cultural capital with the children.</p> <p>Displays created – begin activities, include evidence on Cultural capital trees for each year group. .</p>	<p>University of Oak Meadow week. Impact measured via questionnaires.</p> <p>Planning of Olympic games activities/ events.</p> <p>Activities continue – evidence collected.</p>	<p>Olympic week.</p> <p>Completion of the journey - pupil voice questionnaires to measure impact of the journey. Staff to amend journey following feedback.</p>
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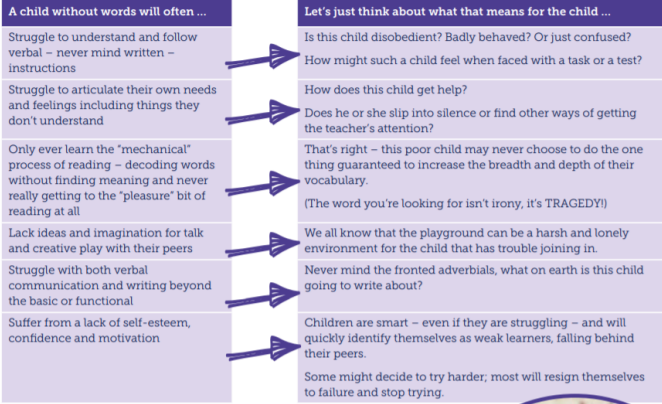
6. Planned Expenditure

Academic Year 2019 – 2020

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

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>A Quality first teaching identifies a clear progression from concrete, to pictorial, to abstract across a sequence of learning as appropriate to individual learners. (Maths)</p>	<p>Misconceptions in learning are addressed within lessons and scaffolded using the CPA approach.</p> <p>Planning reflects the use of the CPA approach and opportunities for consolidation if needed. Pupils make use of concrete/ visual resources to deepen thinking and undertake learning with independence.</p>	<p>Collaborative learning <small>Moderate impact for very low cost, based on extensive evidence.</small></p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>	<p>Planning includes CPA opportunities and strategies for support/ further consolidation.</p> <p>During Maths learning walks, the CPA approach is seen in action and appears embedded into everyday practice.</p> <p>Impact on attainment data is clear following analysis.</p>	<p>DC, EW, TC</p>	Autumn
		<p>Mastery learning <small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>			Spring
		<p>Reducing class size <small>Moderate impact for high cost, based on moderate evidence.</small></p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3</p>			Summer
<p>A 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. (Maths)</p>	<p>Planning includes progression for children to develop fluency, reasoning and problem solving within a concept. Children are encouraged to self-select starting points.</p> <p>It is evident from book monitoring that all children, regardless of ability are challenged within lessons.</p>	<p>Metacognition and self-regulation <small>High impact for very low cost, based on extensive evidence.</small></p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7</p>	<p>Planning includes fluency, reasoning and problem – solving.</p> <p>During Maths learning walks, the approach is seen.</p> <p>Through book scrutiny.</p> <p>Triangulation of planning, books and assessment</p>	<p>DC, EW, TC</p>	Ongoing
		<p>Peer tutoring <small>Moderate impact for very low cost, based on extensive evidence.</small></p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>			Spring
					Ongoing
					Summer


			demonstrates the approach is effective and impacts positively on data		
<p>B Offering the most effective provision to accelerate learning - disadvantaged pupils benefit disproportionately from high quality first wave teaching.</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>Planning includes progression for children to develop writing skills. It is evident through book monitoring, that all children, regardless of ability are challenged within lessons.</p>	<p>Individualised instruction</p> <p>Moderate impact for very low cost, based on moderate evidence.</p> 	<p>All pupils make progress across a sequence of lessons and make progress over time within writing.</p> <p>Triangulation of planning, books and assessment demonstrates provision is effective and impacts positively on data.</p>	<p>FB TC</p> <p>FB TC</p>	
<p>B 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>Children’s use of vocabulary becomes more ambitious over time.</p> <p>Via book monitoring, the use of a widening vocabulary is evident and also far reaching into other subjects.</p> <p>Learning walk/ observations demonstrates opportunities for the teaching of vocabulary is evident on working walls, displays and in practice.</p>	<p>“<i>Language is the foundation of education and is vital for social and emotional development. Children with poor oral language are at high risk of poor literacy and hence, educational failure. They can also experience difficulty in communicating to make friends, to join in activities and to express their feelings. While there is no ‘quick fix’, there is robust evidence that interventions which target oral language skills do have significant potential for improving educational outcomes by strengthening children’s understanding, speaking and reading comprehension skills.</i>”</p> <p><small>Professor Maggie Snowling CBE, President of St John’s College, Oxford</small></p>  <p>A child without words will often ...</p> <ul style="list-style-type: none"> Struggle to understand and follow verbal – never mind written – instructions Struggle to articulate their own needs and feelings including things they don’t understand Only ever learn the “mechanical” process of reading – decoding words without finding meaning and never really getting to the “pleasure” bit of reading at all Lack ideas and imagination for talk and creative play with their peers Struggle with both verbal communication and writing beyond the basic or functional Suffer from a lack of self-esteem, confidence and motivation <p>Let’s just think about what that means for the child ...</p> <ul style="list-style-type: none"> Is this child disobedient? Badly behaved? Or just confused? How might such a child feel when faced with a task or a test? How does this child get help? Does he or she slip into silence or find other ways of getting the teacher’s attention? That’s right – this poor child may never choose to do the one thing guaranteed to increase the breadth and depth of their vocabulary. (The word you’re looking for isn’t irony, it’s TRAGEDY!) We all know that the playground can be a harsh and lonely environment for the child that has trouble joining in. Never mind the fronted adverbials, what on earth is this child going to write about? Children are smart – even if they are struggling – and will quickly identify themselves as weak learners, falling behind their peers. Some might decide to try harder; most will resign themselves to failure and stop trying. 	<p>Vocabulary enrichment is evident in planning.</p> <p>Learning walk/ book monitoring demonstrates opportunities for the teaching of vocabulary,</p> <p>Triangulation of planning, books and assessment demonstrates the approach is effective and impacts positively on data.</p>	<p>FB EW TC</p>	<p>Ongoing</p> <p>Spring</p> <p>Summer</p>

ii. Targeted support

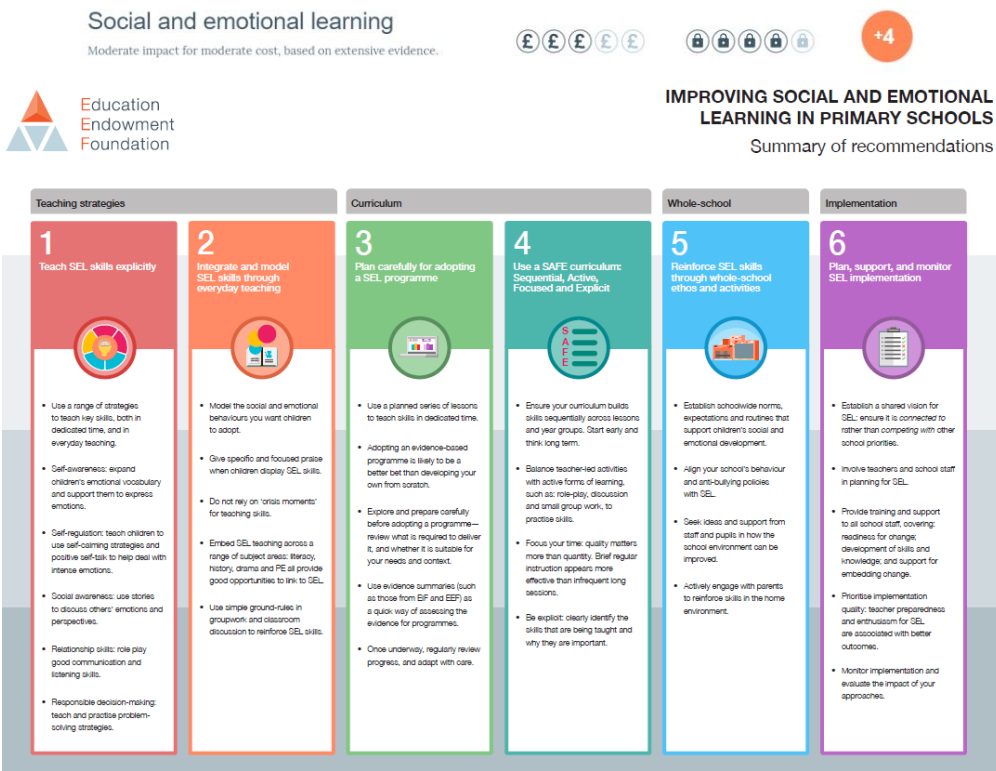
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
<p>A and B When gaps arise in pupil's learning, they are swiftly identified and addressed.</p>	<p>Pre-teach/ 'Keep Up Not Catch Up' will be used to prevent gaps in learning from appearing. (Maths, reading and writing)</p>	<p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	<p>Keep up not catch up sessions are evidenced within books – impact evident on future learning.</p>	<p>DC TC</p>	<p>Termly</p>
	<p>Targeted interventions will be used where possible by support staff/ teaching staff to ensure that interventions are effective. (Maths, reading and writing)</p>	<p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	<p>Timetables reviewed</p> <p>Learning walks show high quality of provision for prescriptive interventions</p> <p>Intervention effectiveness analysed.</p> <p>Impact on attainment data is clear following analysis.</p>	<p>EW EW/KT</p>	<p>Termly Spring Termly Summer</p>
<p>C Learning intentions for SEND children are clearly identified and targeted.</p> <p>PP / SEND pupils working below age related expectations make consistent progress.</p>	<p>Teaching and support staff use the Birmingham Learning Continuum targets to identify the individual needs of SEND children and plan accordingly to ensure progress.</p> <p>Good progress (2 continuum bands per term) is evident via book scrutiny, data analysis and monitoring of progress via Continuum target sheets.</p>	<p>Small group tuition <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p>Individualised instruction <small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +3</p>	<p>Through work scrutiny; working towards pupil targets is evident.</p> <p>Intervention effectiveness shows the impact of any further provisions put into place.</p> <p>Target sheet review and monitoring</p>	<p>KT</p>	<p>Ongoing Termly Termly Half termly</p>

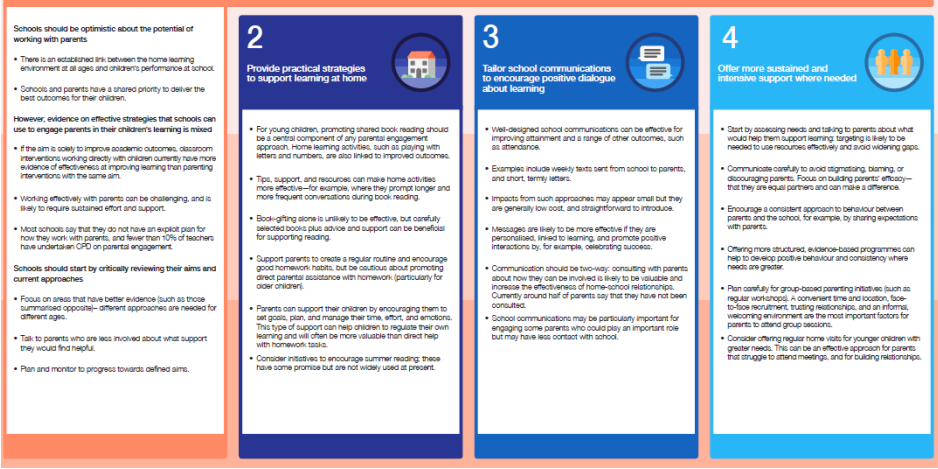
	Short burst interventions will be used to address targets where necessary in small groups/ individually.		and data indicates that children are making expected continuum progress. .		
C PP/ SEND pupils working with increased independence.	Tailored planning and accurate pitch for learning for all groups continuum targets will have helped to do this. Children become more resilient and independent and less reliant on adult support to work through and complete tasks, this can be seen during learning walks, observations and book monitoring.	<p>Mastery learning Moderate impact for very low cost, based on moderate evidence.   +5</p> <p>Individualised instruction Moderate impact for very low cost, based on moderate evidence.   +3</p>	During learning walks/ book monitoring, SEND children can be seen to work more independently – identified by the level of support recorded in books.	KT	Ongoing
I The attendance of PP children is at least in line with the attendance of all other groups and there is a decrease in the number of sessions attended late.	Attendance is highlighted positively within school via weekly class awards and termly via certificates. Attendance is published weekly on our school website. Parents are challenged when absence and punctuality affect the education of their children. Individual attendance is monitored and persistent absentees followed up by Home/ School Liaison Officer. Home/ School Liaison Officer to contact families	Former government expert adviser on behaviour, Charlie Taylor, wrote a report on absence from school (2012). On page 8 he highlights features of effective school practice. These include: <ul style="list-style-type: none"> Looking out for patterns of poor attendance in school nurseries so issues can be tackled as early on as possible Using measures such as walking buses, home visits or staff picking children up from home Working with other agencies and avenues such as education welfare officers, social services, the police and the courts where parents do not co-operate Teaching parents to understand the difference between minor ailments and illnesses that warrant a day off Refusing every request for holidays unless there are really exceptional circumstances 	Individual attendance monitored daily – HSLO contacts families if needed. Attendance monitored weekly, half termly and termly. Individual punctuality monitored - HSLO contacts families if needed.	AP SA	Ongoing







	<p>where children are persistently late for school.</p>				
<p>H Pupils' and families' welfare needs and pupils' behaviour and concerns are supported within school</p>	<p>Parents are aware of support offered by school and the people to contact:</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</p> <p>Where families are experiencing difficulties, clear communication to specialist support exist.</p> <p>Families engage with school sessions designed to help and support. Parents feel they are able to better support their child/children:</p> <p>Appropriate support is sourced and accessed for pupils and families in need through the SEND Coordinator/ Home School Liaison Officer</p>	<p>Education Endowment Foundation</p> <p>IMPROVING BEHAVIOUR IN SCHOOLS Summary of recommendations</p> <p>Sections are colour coded for ease of reference:</p> <p>1 Know and understand your pupils and their influences</p> <ul style="list-style-type: none"> Pupil behaviour has multiple influences, some of which teachers can manage directly Understanding a pupil's context will inform effective responses to misbehaviour Every pupil should have a supportive relationship with a member of school staff <p>2 Teach learning behaviours alongside managing misbehaviour</p> <ul style="list-style-type: none"> Teaching learning behaviours will reduce the need to manage misbehaviour Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning Teachers should encourage pupils to be self-reflective of their own behaviours <p>3 Use classroom management strategies to support good classroom behaviour</p> <ul style="list-style-type: none"> Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time Reward systems can be effective when part of a broader classroom management strategy <p>4 Use simple approaches as part of your regular routine</p> <ul style="list-style-type: none"> Some strategies that don't require complex pedagogical changes have been shown to be promising Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour School leaders should ensure the school behaviour policy is clear and consistently applied <p>5 Use targeted approaches to meet the needs of individuals in your school</p> <ul style="list-style-type: none"> Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs Teachers should be trained in specific strategies if supporting pupils with high behaviour needs <p>6 Consistency is key</p> <ul style="list-style-type: none"> Consistency and coherence at a whole-school level are paramount Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level <p>Report Published 7th June 2019 eef.li/behaviour</p>	<p>Feedback on parental questionnaires</p> <p>Attendance to phonics workshops; Maths workshop; Parents evening. Reception Come and Play sessions.</p>	<p>SA TC PL</p>	<p>Spring</p> <p>Ongoing</p>

<p>F</p> <p>Children are more self-aware about their emotional health and well-being and are able to express their emotions, using appropriate vocabulary.</p> <p>Children are able to self-regulate to help deal with strong emotions; by using self-calming strategies and positive talk.</p> <p>Children become more socially aware and can discuss and understand the emotions and perspectives of others.</p>	<p>Where pupils experience mental health difficulties, clear plans and pathways to specialist support exist, including in the involvement of outside agencies.</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.</p> <p>Sessions delivered by our Home School Liaison Officer /Mental Health First Aider Sessions are evaluated.</p>	<div style="text-align: center;">  <p>IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS Summary of recommendations</p> </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Teaching strategies</th> <th style="background-color: #cccccc;">Curriculum</th> <th style="background-color: #cccccc;">Whole-school</th> <th style="background-color: #cccccc;">Implementation</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f08080; color: white; text-align: center;"> 1 Teach SEL skills explicitly </td> <td style="background-color: #f08080; color: white; text-align: center;"> 2 Integrate and model SEL skills through everyday teaching </td> <td style="background-color: #80c080; color: white; text-align: center;"> 3 Plan carefully for adopting a SEL programme </td> <td style="background-color: #80c080; color: white; text-align: center;"> 4 Use a SAFE curriculum: Sequential, Active, Focused and Explicit </td> </tr> <tr> <td style="background-color: #f08080; vertical-align: top;"> <ul style="list-style-type: none"> • Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. • Self-awareness: expand children's emotional vocabulary and support them to express emotions. • Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives. • Relationship skills: role play good communication and listening skills. • Responsible decision-making: teach and practise problem-solving strategies. </td> <td style="background-color: #f08080; vertical-align: top;"> <ul style="list-style-type: none"> • Model the social and emotional behaviours you want children to adopt. • Give specific and focused praise when children display SEL skills. • Do not rely on 'oris moments' for teaching skills. • Embed SEL teaching across a range of subject areas: literacy, history, drama and PE at provide good opportunities to link to SEL. • Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills. </td> <td style="background-color: #80c080; vertical-align: top;"> <ul style="list-style-type: none"> • Use a planned series of lessons to teach skills in dedicated time. • Adopting an evidence-based programme is likely to be a better bet than developing your own from scratch. • Explore and prepare carefully before adopting a programme—review what is required to deliver it, and whether it is suitable for your needs and context. • Use evidence summaries (such as those from SF and EEF) as a quick way of distilling the evidence for programmes. • Once underway, regularly review progress, and adapt with care. </td> <td style="background-color: #80c080; vertical-align: top;"> <ul style="list-style-type: none"> • Ensure your curriculum builds skills sequentially across lessons and year groups. 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iii. Wider strategies						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?		How will you ensure it is implemented well?	Staff lead	When will you review
<p>E Behaviour and learning behaviours are positive.</p>	<p>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.</p> <p>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.</p> <p>Staff to receive training with regards to restorative practice. Restorative practices impact positively on relationships between pupils and staff. Children develops empathy and build relationships that are more positive.</p> <p>Home School Liaison Officer – support of behaviour via Reflection Room - use of restorative practice to develop empathy and build relationships that are more positive.</p> <p>Parents will be more involved/ informed for both reporting positive behaviour as well as negative (achievement assemblies, postcards home).</p>			<p>Monitoring of the behaviour of year groups and individual children will be undertaken half-termly.</p> <p>Visits to reflection are recorded and monitored. – decrease on previous year/ term.</p> <p>During observations and learning walks: behaviour is judged to be good/ outstanding. Use/ impact of restorative practice is beginning to be embedded into practice.</p> <p>Parent/ children's questionnaire s show</p>	<p>PL</p> <p>AP PL</p> <p>TC SA PL</p> <p>TC</p>	<p>Half termly/ termly</p> <p>Half termly</p> <p>Ongoing</p> <p>Spring</p>

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Involve teachers and school staff in planning for SEL. Provide training and support to all school staff, covering readiness for change, development of skills and knowledge, and support for embedding change. Prioritise implementation quality: teacher preparedness and enthusiasm for SEL are associated with better outcomes. Monitor implementation and evaluate the impact of your approaches. 	<p>Planning monitored for references to resilience/perseverance.</p> <p>Evidence collected on WELL passports for the class/year group.</p> <p>Records reviewed of children who attend.</p> <p>Nurture group established.</p> <p>Impact of intervention reviewed and needs of children assessed.</p> <p>Monitoring of well-being sessions taking place and range of activities offered by SLT.</p> <p>Pupil voice – pupil</p>	<p>TC DC fb</p> <p>TC</p> <p>TC KT SB AP</p> <p>TC KT SB AP</p> <p>SA TC</p> <p>TC</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Half termly.</p> <p>Half termly.</p> <p>Summer term</p> <p>Spring term</p>

	<p>peer mentors have training and a support structure which they can use if needed. Play leaders – an initiative to encourage play and physical activity led by Year 6 pupils.</p>		questionnaire s.		
<p>G Supporting learning at home and at school.</p> <p>Breaking Barriers for parental involvement is paramount in the success of our children.</p>	<p>Opportunities for parents to gain knowledge of how best support their child’s learning – workshops and open days.</p> <p>Termly written reports – setting targets for parents to support their child with at home.</p> <p>Termly Parent’s Evenings.</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>Parents involvement is encouraged through: 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 Successful text service</p> <p>Parents encourage to volunteer in school/ become part of The Friends of Oak Meadow and support various school events.</p>	<div style="text-align: center;"> <p>Parental engagement <small>Moderate impact for moderate cost, based on moderate evidence.</small></p> <p>Digital technology <small>Moderate impact for moderate cost, based on extensive evidence.</small></p>  <p>Homework (Primary) <small>Low impact for very low cost, based on limited evidence.</small></p> </div>	<p>Homework completion and home reading are monitored.</p> <p>Workshops for phonics, reading and maths are undertaken.</p> <p>Termly parents evening – attendance monitored – ‘mop up’ sessions organised.</p> <p>Access and use of electronic learning platforms are monitored weekly and celebrated.</p> <p>Maths open morning – children to work alongside parents. Reception – come and play sessions</p>	<p>All class teachers</p> <p>DC FB</p> <p>All class teachers</p> <p>FB DC</p> <p>DC</p> <p>ZT CH</p>	<p>Ongoing</p> <p>Autumn</p> <p>Termly</p> <p>Weekly</p> <p>Autumn</p> <p>Ongoing</p>

<p>J</p> <p>Children have access to a wider curriculum and have opportunities to broaden their life experiences.</p> <p>Children develop key life skills – commitment, teamwork, leadership, resilience, responsibility.</p> <p>Children will broaden their future.</p> <p>Children share what they are learning in school with parents and therefore extend this through discussions at home.</p> <p>By the completion of their yearly Cultural Capital Journeys, children have had opportunities to wider experiences that they may not have otherwise had – obtaining Cultural Capital.</p>	<p>Visits – All classes go on 3 educational visits each year.</p> <p>Swimming – Key Stage Two children learn to swim (lessons for Y4, Y5 and Y6), with additional tuition provided to those who lack basic skills.</p> <p>Peer Supporters – a mentoring initiative for Year 6 pupils. Play leaders – an initiative to encourage play and physical activity led by Year 6 pupils. 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. School, Sports, STEM and Smile Councils – providing a pupil voice, meeting regularly and representing the school in community events.</p> <p>Curriculum Enrichment weeks - University of Oak Meadow; Olympic Games – Tokyo 2020.</p> <p>Cultural Capital Journeys Initiative – completion of 50 activities across the year with the intention of broadening 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.</p>	<p>Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence.   </p> <p>Arts participation Low impact for low cost, based on moderate evidence.   </p> <p>The benefits of cultural capital</p> <hr/> <p>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 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.</p> <p>In their 2009 book Culture, Class, Distinction Bennet et al, describe this system of privilege:</p> <p>‘This is the reproduction circuit associated with schooling and formal education. Those parents equipped with cultural capital are able to drill their children in the cultural forms that predispose them to perform well in the educational system through their ability to handle “abstract” and “formal” categories. These children are able to turn their cultural capital into credentials, which can then be used to acquire advantaged positions themselves.’</p> <p>‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’</p> <p>Ofsted School Inspection Handbook 2019</p>	<p>Visits monitored and recorded.</p> <p>Attendance and achievements at swimming recorded and analysed.</p> <p>Impact of events such as University of Oak Meadow – analyse questionnaire feedback.</p> <p>Displays created – begin activities, include evidence on Cultural capital trees for each year group.</p> <p>Completion of the journey - pupil voice questionnaires to measure impact of the journey. Staff to amend journey following feedback.</p>	<p>EW BM</p> <p>HG</p> <p>PL</p> <p>All teachers</p> <p>PL</p>	<p>Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer</p>
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