

Pupil Premium: planning to overcome barriers to learning at Oxenhope C of E Primary School
September 2019 – September 2020

INTRODUCTION		
<p>What is the Pupil Premium Grant? The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.</p> <p>Strategy We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:</p> <ul style="list-style-type: none"> - whole-school strategies that impact on <i>all pupils</i> - focussed support to target <i>under-performing pupils</i> - specific support targeting <i>pupil premium pupils</i> <p>We want to support all of our children to achieve well academically. As a result, we plan to spend our Pupil Premium Grant wisely to provide every opportunity for our eligible pupils to match the achievement of their peers nationally. Entitlement to free school meals does not necessarily dictate educational achievement; some of our eligible pupils are the highest achieving in our school. We continue to focus our support on them to make sure that they achieve at the highest level.</p> <p>We base our actions on research done by NFER and the Education Endowment Foundation so that we know there is evidence that the strategies work.</p> <p>At the end of the year, we will report on the success of our plan in terms of academic attainment and review our actions in relation to the intended outcomes.</p>		
Total pupils on roll FS2 to year 6 -	Total Pupil Premium Allocation 2019 - 2020	£34,580
Number of FSM pupils eligible for Pupil Premium on January 2019 census day	10	£13,200
Number of pupils previously eligible for FSM on January 2019 census day (Ever6)	4	£5,280
Current number of Looked after children & post looked after children eligible for Pupil premium or children from Armed Service Families	2 CLA 6 PCLA	£2,300 £13,800

<u>What are our pupils' internal and external barriers to learning?</u>	
Most eligible pupils have no barriers to learning and make progress in line with other pupils in the school.	
Internal	External
Eligible pupils with multiple vulnerabilities do not always make sufficiently rapid progress to meet age related expectations	Social and emotional barriers
Eligible pupils with high prior attainment, do not always achieve at the highest levels	Attendance below 90%, punctuality issues impact on learning
What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:	
1 Whole school ethos of attainment for all: at our school we have an ethos of high expectations for all pupils.	
2 Addressing behaviour: we have effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.	

3 High quality teaching for all: we emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.
4 Meeting individual learning needs: our staff identify each pupil’s challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. We provide individual support for specific learning needs and group support for pupils with similar needs.
5 Deploying staff effectively: we deploy our staff effectively using the best teachers to work with those who need most support. We train our staff carefully to equip them to provide effective, targeted support for pupils.
6 Data driven and responding to evidence: we use data analytically to assess the impact of teaching and identify pupils’ needs. We review often and address underperformance quickly.
7 Clear, responsive leadership: our senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment. The school invests heavily in staff training and development.

What strategies will the school be using to support individual pupils and groups of pupils?		Funding Allocation
We will be focusing on the teaching of reading and writing by securing our approach to early reading and implementing a text-based approach to English.	To ensure that all pupils learn to read early and secure comprehension skills and knowledge of text to support their writing.	Funded from general revenue budget
We will be continuing to support pupils’ social and emotional development, including provision of Nurture Room, Pastoral Support Manager and high quality training for specific members of staff.	To ensure that pupils can access learning effectively, meet pupils’ social and emotional needs and help them make academic progress.	20%
Raise expectations of what pupils can achieve in each lesson. Raise expectations of pupils’ learning behaviours so that they challenge themselves in all aspects of their learning.	To ensure that all pupils make at least typical progress; to ensure that a greater % of pupils make accelerated progress.	9%
Limited access to extra-curricular activities – educational experiences such as trips, music lessons and outdoor learning. Improved physical well-being and participation of pupil premium children in extracurricular activities.	To ensure disadvantaged pupils have equal opportunities and access to enriching and educational experience as their peers.	20%
Targeted support for PCLA pupils,	To ensure that all pupils can access first teaching and that social and emotional needs relating to school are met	50%
Statutory provision from Pupil Premium, including school uniform subsidy, free milk etc	Meet pupil’s physical and nutritional needs according to statutory requirements	1%

What are the intended outcomes of our plan?	
A	Where starting points are lower, eligible pupils make rapid progress to close the gap and draw nearer to age related expectations
B	Where starting points are higher, pupils continue to achieve at the highest levels
C	Where eligible pupils have social and emotional barriers to learning, the pastoral support team provides support with outcomes measured in terms of academic progress
D	Where eligible pupils have attendance barriers to learning, the pastoral support team provides support to improve attendance and any required interventions to ensure that learning is not compromised and emotional needs are met

Pupil Premium Action Plan 2019 - 2020

Pupil Premium Action Plan 2019 - 2020					
Desired outcome	Chosen Action	Rationale for this choice	How will we ensure it is implemented well?	Staff lead	Review date
Whole School Strategies for all pupils (raising expectations for 16 PP)					
A,B,C,D	Embed new system to support early reading	EEF research indicates early start to reading supports comprehension & access to the curriculum	Staff training & development	KS1 English Lead	In line with SDP Autumn 2019
A,B,C,D	Text based approach to English – 5 stage process	EEF research indicates systematic approach covering all aspects of speaking, reading & writing	Staff training & development	KS1 and KS2 English Leads	In line with SDP Autumn 2019
A,B,C,D	Continue to raise expectations of behaviour and standards	NFER research indicates high expectations as a platform for learning	Monitoring programme	HoS & leadership team	In line with SDP Autumn 2019
A,B,C,D	Tangible learning goals	Hattie – research suggests making goals visible to pupils impacts to accelerate progress	Data analysis	Assessment Lead	In line with SDP Autumn 2019
Targeted group strategies for underperforming pupils (focus on PP)					
C	Pastoral support	Eligible pupils require support to access first teaching effectively	Individual, time linked plans	HoS and Pastoral Lead	½ termly review
A & C	Catch up groups for reading and maths	Eligible pupils require support to maintain typical progress	Group plans – timed with clear outcomes	English & Maths Leads	Autumn 2 data
Individual support (focus on PP)					
A & C	Targeted intervention programmes	Eligible pupils require support to access first teaching effectively	Individual plans with clear outcomes	SENDCo & class teachers	½ termly review
A, B, C & D	Costed individual plans for current CLA	Eligible pupils require support to access first teaching effectively	Individual plans with clear outcomes	Pastoral Manager	Termly review at TAF meetings