



Pupil Premium Strategy 2018-19 **'Achieving Excellence Together'**

Our school's pupil premium grant allocation amount: £130,410

A summary of the main barriers to educational achievement faced by our eligible pupils

Oakwood Primary School serves a diverse local community. We believe that because a child is eligible for the pupil premium, it does not necessarily mean they face specific barriers to achievement. Here are some of the barriers they may face:

- Children lacking resilience and independence in learning.
- Poor language and literacy skills, with poor language role models at home.
- Children with limited opportunities to see the wider world and even locations beyond Southampton.
- Lack of aspiration at home; education is not valued.
- Home learning seen as unimportant; parents are insufficiently educated to support their own children at home.
- Parents struggling to manage routines and boundaries.
- Children spending too long inactive, or playing computer games.
- Poor role models at home – e.g. older siblings not in education, employment or training.
- Significant challenges within the home environment, e.g. absent parents, domestic violence, drug misuse, mental health needs, families involved in the criminal justice system.
- Families on the edge of care and/or with child protection needs.

How we will spend the pupil premium to overcome these barriers and the reasons for our approach

The school has a member of staff who leads on the pupil premium; however, all teachers are aware of the barriers faced by eligible children in our school and the strategies and resources we deploy to support them. The school has an evidence based approach to our expenditure. The pupil premium Lead has undertaken significant research to determine what is most effective in raising educational achievement for our disadvantaged pupils. This has included:

- Reading Ofsted reports on effective use of the Pupil Premium.
- Looking at Ofsted reports and Pupil Premium Strategies from Outstanding schools or schools nationally recognised for their use of the Pupil Premium.
- Utilising the Education Endowment Fund Toolkit.
- Our own in school experiences of working with disadvantaged children and families.
- Meeting and working with colleagues in the Redbridge & Lordshill Federation.

To overcome the barriers our disadvantaged children face, Oakwood Primary School needs to do the following:

- Provide consistently high quality teaching.



- Set very high expectations of disadvantaged learners.
- Set very high expectations of parents and carers.
- Provide high quality CPD opportunities to all members of staff.
- Provide opportunities for parents to engage with school life and their children's education.
- Manage behaviour consistently, with clear boundaries and routines.
- Provide children with learning tools they may not otherwise have at home.
- Provide timely and targeted intervention away from the classroom – not as a replacement to quality first teaching.
- Have a challenging and engaging curriculum that is bespoke to our community.
- Ensure there are high quality resources to support the curriculum and our children.
- Support children who may be experiencing any kind of distress as a result of their home environment or other challenging circumstances.

Planned Expenditure for 2018-2019

Quality of Teaching for All		
We will...	So that...	Led by...
Coach and mentor teachers, providing feedback and next steps. We will focus on key areas we know will have a high impact on disadvantaged learners: 1. Challenging work 2. High expectations 3. Resilience 4. Independence 5. Provision for more able pupils	Teachers are getting the best from the children. The children are meeting and exceeding age related expectations.	SLT - Phase Leaders to also coach
Provide further training on assessment including External Moderation of pupil premium books in Reading, Writing and Maths (working in conjunction with Redbridge & Lordshill Federation but also schools outside of our Local Authority).	Teachers are fully aware of what age related expectations are, the gaps their children have, and how our disadvantaged most able learners can work at greater depth.	MW BV
Provide opportunities for behaviour management training at a generic, whole staff level, and at a specific class level. For example, whole staff trauma and attachment training. Individual support from SAOS.	Children's learning is not limited by their own behaviour, or the behaviour of their peers.	TM
Encourage independence and resilience through a whole school approach to basic skills.	Children's basic skills are strong and parents are aware of the expectations and are able to support at home.	All staff
Continue to purchase challenging reading texts for children. Other reading materials to be purchased for school to promote love of reading – e.g.	Children develop a love of reading. Children are challenged in their reading and exposed to rich language that in	TA LD AT



magazines, First News, Aquila, current popular children's books etc.	turn can be applied in other contexts such as writing.	
Continue to promote the Rights Respecting School agenda.	To have a consistent approach to the understanding of children's rights and how we respect each other.	AE
Teach and model Growth Mindset	Children develop a Growth Mindset and in turn have increased resilience and determination	All staff
Contribute to school trip costs.	To ensure children receive a wide range of opportunities to visit places that they would not ordinarily have the opportunity to.	IT
Contribute to after school clubs for eligible children	Children have opportunities to attend additional extra-curricular activities that they might not otherwise	IT
Budgeted cost: £30,000		

Targeted Support		
We will...	So that...	Led by...
Deploy Teaching Assistants according to levels of need. They will provide 1;1, small group support in class and out of class interventions such as Catch Up Literacy and Numeracy, Beat Dyslexia, BEAR, Project X, Precision Teaching and Speech and Language support.	Children receive the necessary support according to their need	TM
Track children's progress in reading bi-annually using Salford and Group Reading test	Children falling behind are identified quickly and targeted for additional support.	TM
Pay to access external agencies (e.g. Southampton Advisory Outreach Service, Springwell Inclusion Partnership, Pupil Referral Units, Southampton Psychology Service, Southampton Language Service) to support children with specific needs such as SEMH (Social, Emotional and Mental Health) or Speech and Language needs.	Children are receiving specialised support and intervention where this is required and beyond the school's day to day capacity and/or expertise.	TM
Employ a 0.6 Inclusion Manager with no class teaching responsibility	Essential paperwork is completed, time deadlines are met, parents have good access to the Inclusion Manager and children are well-supported	IT
Employ an additional Teaching Assistant in Year R.	Children are well-supported in their transition to school from a range of	IT



	child-care settings, children can be taught in smaller groups and 1:1 interventions can take place	
Employ an additional teacher in Year 6	Children can be taught in smaller classes, allowing for higher quality feedback from teachers; children are well-prepared for their transition to secondary school	IT
Provide small group tuition for Year 6 children outside of school hours	Children who are struggling to meet age-related expectations or who are lacking in confidence have the support to catch up.	TA
Budgeted cost: £70,000		

Other Approaches		
We will...	So that...	Led by...
Provide opportunities for parents and carers to join us in school. This may include: - Workshare - Charity events such as Macmillan - Curriculum days such as WW2 dance and Victorian Fayre - Christmas and Summer Fairs - SEND Coffee Morning	Parents have a fuller understanding of the demands of the curriculum. They are able to build up relationships with school staff and are further equipped to support their children at home. They also understand the ever changing demands of how to ensure their children are safe.	SLT
Attend a range of additional curriculum opportunities run by the Redbridge and Lordshill Federation	Children have a chance to experience enrichment opportunities	TM
Target poor attendance and punctuality. Provide time for a Senior Leader to undertake targeted work on this area.	Children have the best possible attendance enabling them to achieve academically.	IT TM
Have a budget to support children and families with individual purchases– e.g. items of uniform, additional supplements for school trips. Note that this is not a miscellaneous 'pot of money' to supplement a families income, but to provide targeted help for families at times of particular need.	Children are able to fully access their education in times of crisis.	IT
Budgeted cost: £30,000		

How we will measure the effect of the pupil premium

Oakwood Primary School does not believe that monitoring the attainment and progress of our disadvantaged children is the sole responsibility of an individual. Instead, we have a whole school



approach and a culture of high aspirations from all – the Senior Leadership Team, through to Subject Leaders and Year Leaders, to class teachers and support staff.

The school has a 'Cycle of Events' through which the school ensures we are delivering the very best for our children. At the heart of this is our disadvantaged pupils; they are a constant focus.

Our 'Cycle of Events' incorporates:

- Learning walks.
- Behaviour walks.
- Pupil conferencing.
- Staff appraisal.
- Pupil Progress Meetings.
- Formal lesson observations.
- Work sampling.
- Data analysis.

The date of our next review of the school's Pupil Premium Strategy: July 2019