

1. Summary information					
School	Oak View Primary and Nursery School				
Academic Year	2017/19	Total PP budget	£139,920	Date of most recent PP Review	July 2017
Total number of pupils	399	Number of pupils eligible for PP	106	Date for next internal review of this strategy	Jan 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills in Reception
B.	Low aspiration and poor attendance
C.	Emotional well being
External barriers	
D.	Attendance rates for pupils eligible for PP are below expected for all pupils nationally of 96% and above. Poor attendance reduces their school hours and causes them to fall behind on average.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	<p>Improve oral language skills for pupils eligible for PP in the Early Years.</p> <p>Pupils eligible for PP in the Reception class make rapid progress by the end of the year so that all pupils eligible for PP make good progress in communication and language. Boys are skilled and enjoy reading and writing across the curriculum 75% of boys to attain a good level of development 80% of girls to attain a good level of development</p> <p>Child initiated –children plan do and review with adult engagement at scale 5 (EEL) Any gaps between PP and non PP are diminished by 2018 in assessing speaking and listening. 90% of pupils secure at stage 4 phonics 10% secure at stage 5</p>

B.	Higher rates of progress across KS2 for pupils eligible for PP identified as higher attainers and those below age-related expectations	Pupils eligible for PP identified as higher attainers and pupils below ARE make as much progress as 'other' pupils identified as high ability across Key Stage 2 in maths, reading and writing. Greater percentage of pupils achieve greater depth at KS2 in line with national Pupil analysis of most able disadvantaged and disadvantaged children is diminishing in year against non-pupil premium – less than 5%
C.	Improve Emotional well-being of the most vulnerable	<p>Pupils feel emotional secure to express their feelings and manage their behaviour appropriately – pupil voice</p> <p>Nurture class provides a secure structure with a seamless transition into class.</p> <p>Most vulnerable pupils have a personal mentor providing personal and family support increasing the level of engagement with the school.</p> <p>Pupil Premium children attending the Nurture class achieve in all areas of the Boxall Profile and access the curriculum in class.</p> <p>strengths of the provision will support pupils in</p> <ul style="list-style-type: none"> • The development of play and social skills • communication and language • emotional resilience • making accelerated progress in the core subjects • to enjoy learning and confident in accessing the curriculum • improving listening skills, ability to talk and express their feelings • to problem solve in difficult situations • In making the right choices
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94% to 98% in line with national expectations
E.	Improve personal aspiration	<p>Project participation- 'aspirations, working world and achievement.' – Pupils experience visitors from the world of work in different careers.</p> <p>Growth mindset is making an impact in school for all children challenging themselves, experiencing challenging activities, developing independence and self-confidence. The school vision empowering independent learners evident in class and standards achieved.</p>

F	Curriculum enrichment – learning is fun and purposeful	Aim of the curriculum review is to ensure a broad and balanced curriculum is enriched. All learning skills are clear and pupils see the purpose of learning in the wider world. Developing the 6Cs – Citizenship, creativity, collaboration, critical analysis, communication, character education.
G	Interventions in and out of class	Rapid Reading Wellcom Precision teaching Emotional resilience – Draw and Talk/Emotional literacy/Lego therapy

4. Planned expenditure

Academic year

2017-19

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 implementation?
A. 85%% children make good progress in communication and literacy	Staff training on high quality feedback. Staff coaching and mentoring Leaders training to provide outstanding provision Focussed assessment informs quality planning and delivery	Quality of provision is judged as outstanding- <ul style="list-style-type: none"> • Learning outcomes above national • Planning and assessment • Learning environment • Links with parents • Pupils learning journals 	Early Years action plan will show the process of improving the quality of provision. Lesson Study will develop a dialogue between practitioners and identify progress Monitor teaching and learning Tracking pupil progress/ analysis and next steps Meetings with early years leader focussed on outcomes	EY Leader	Jan 2018

B. Improved progress for high attaining pupils	Working towards Challenging the More Able Award	Nace framework, training and working in collaboration with nace	framework and nace audit		
			Pupil Progress meetings – the pupil Pupil progress meetings – the teacher Data tracking and analysis	Head/INC O and SLT	Jan 2019 – Awarded
Total budgeted cost					£57,000
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 implementation?
A. Improved oral language skills in reception	Learning environment – language rich Small group support Planned activities Model writing	Level of development on entry below expected nationally	Lesson study feedback – peer observation and professional dialogue Assistant Head monitoring	EY Leader	April 2017

<p>B. Improved progress for high attaining pupils</p>	<p>Curriculum enrichment</p> <p>Coaching staff Staff - Collaborative Learning</p> <p>Lesson study feedback and response</p>	<p>To maintain and accelerate the progress the school is already making to raise standards</p> <p>Work towards outstanding teaching</p> <p>Impact of peer collaboration focus on improving pedagogy</p>	<p>Curriculum plans enriched activities increasing the range of provision</p> <p>Foundation subject assessment developed and in place</p> <p>All teachers have the same impact as our outstanding teachers</p>	<p>SLT</p> <p>Subject leaders</p>	<p>Mar 2018</p>
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation</p>
<p>C. Increased attendance rates and reading levels</p>	<p>TA 1-1 early morning reading</p> <p>Assistant Head to monitor pupils with Admin</p> <p>TA and Assistant Head home visits</p> <p>Regular meetings with parents whose child is underperforming</p> <p>Parent workshops</p> <p>Penalty notice</p> <p>Reward excellent attendance</p> <p>Whole school</p>	<p>Regular reading at home absent/pupil choice of higher level text, ability to comprehend the text.</p> <p>Data analysis PP children low achievers are poor attendees mainly linked to parental difficulties and are not making the progress expected. Pupil voice the children enjoy coming to school.</p> <p>Most vulnerable children are poor attenders</p> <p>Holidays in term time and extended holidays either side of a school holiday are high.</p> <p>Whole school awareness of the impact poor attendance of staff and pupils.</p>	<p>Assistant Head responsible for attendance will track and monitor attendance feedback to SLT members</p> <p>Class and whole school</p>	<p>Assistant Head</p>	<p>Jan 2018</p>

	attendance tree – staff and pupils		attendance.		
D.	Poor attendees to attend Breakfast/reading Club Attend early morning Forest school – develop oracy and writing skills/ problem solving	To raise standards in literacy skills Working creatively Recording – computing, writing	INCO – reading test analysis Breakfast club leaders – reading record Forest School Leader- evaluation of outcomes	Forest School Leader	June 2018
Other approaches :					
Intervention strategies and personalised learning in class delivered by teacher and teaching assistants trained -evaluated every 6 weeks for impact					
Total cost: £61,000					