

1. Summary information					
School	Oak View Primary and Nursery School				
Academic Year	2016/17	Total PP budget	£139,920	Date of most recent PP Review	Sept 2016
Total number of pupils	399	Number of pupils eligible for PP	106	Date for next internal review of this strategy	Jan 2017

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.	Improve oral language skills for pupils eligible for PP in the Early Years.	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 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.
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 and below ARE, across Key Stage 2 in maths, reading and writing. Pupil analysis of most able disadvantaged and disadvantaged children is diminishing in year against non-pupil premium

C.	Improve Emotional well-being of the most vulnerable	Pupils feel emotional secure to express their feelings and manage their behaviour appropriately – pupil voice Nurture class provides a secure structure with a seamless transition into class. Most vulnerable pupils have a personal mentor providing personal and family support increasing the level of engagement with the school.
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 92% to 96% in line with 'other' pupils.
E.	Improve personal aspiration	Project participation- 'aspirations, working world and achievement.' Pupils make expected progress and above of 1 step per term
F	Curriculum enrichment – learning is fun and purposeful	Stem Club after school – pupils enjoy learning. Pupils attain their end of year targets in Science Visit to Apple Headquarters focus on computing Topic visits – support for families
G	Intervention strategies in and out of class	<ul style="list-style-type: none"> • Rapid reading • Rapid writing • 5 minutes box • Lego therapy • Wellcom • EAL support

4. Planned expenditure

Academic year	2016/17
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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. 70% children make good progress in communication	Staff training on high quality feedback. Staff training on	EY accredited Effective Early Learning – quality of provision. Evaluation from data EY action plan – enrich children's language	Assistant Head responsible for Literacy – will provide training	Assistant Head EY	Jan 2017

and literacy	developing oracy for the high attaining pupils in EY and Y1	through child initiated play through adult interaction.	EEL Accreditation is an annual evaluation and evidenced based	Leader	
	Plan do and review identified in Effective Early Learning Training	Develop children's autonomy and ability to communicate their learning orally with confidence.	Lesson Study will develop a dialogue between practitioners and identify progress		
B. Improved progress for high attaining pupils	Growth mindset and P4C and working towards the Challenge Award for the More Able	Pupils afraid of making mistakes, low self-esteem and ability are based on 100% attainment always in class.	Year 6 participating in Growth Mind-set project with Portsmouth University. Training and reviews will be shared with all staff	Assistant Head – y4, 5, 6 and Assistant Head y6	October 2016
			Pupil interviews		
			Pupil progress meetings		
B. Improved progress for high attaining pupils	CPD on Growth mindset and P4C	To improve the level of challenge for all children. To ensure higher attainers are identified and being challenged	School member of nace. Staff involved in more able criteria	INCO Leadership Team	Jan 2017
		To accelerate progress and ensure the most able vulnerable are successfully fulfilling their potential	New Provision map -staff responsibility supported by Inclusion Leader ensuring whole school accountability..		
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	To develop boys love for literacy in the knowledge boys language on entry is lower than girls. Use CPD material to plan and implement language rich activities – engaging boys in writing.	Lesson study feedback – peer observation and professional dialogue Assistant Head monitoring	EY Leader	April 2017
B. Improved progress for high attaining pupils	Weekly small group sessions in Literacy Visit to the Theatre Read Charlie and the Chocolate Factory Drama Speaking and Listening activities	We want to develop confidence and love for Literacy, the need to read, write band speak competently. Purposeful learning	Resources – cost of books, theatre trip, preparation and planning, special books and pens Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Assistant Head	Mar 2017
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
C.. Increased attendance rates and reading levels	Assistant Head to monitor pupils with Admin TA and Assistant Head home visits Set up a 96% attendance club in class Regular meetings with parents whose child is underperforming Parent workshops Penalty notice working in	Data analysis PP children low achievers are poor attendees mainly linked to parental difficulties and are not making the progress expected. The pupils enjoy coming to school (pupil voice)	Assistant Head responsible for PP attendance will work with the new Attendance Policy Head will	Head and Assistant Head	Jan 2017

	<p>conjunction with AIO</p> <p>Working Party (Parents, governors and School Business Manager) will write new attendance Policy</p>				
D.	<p>.Attend Breakfast/reading Club</p> <p>Attend early morning Forest school – develop oracy and writing skills/ problem solving</p>	<p>To raise standards in literacy skills Working creatively Recording – computing, writing</p>	<p>Breakfast club leaders and Forest School Leader</p>	<p>Forest School Leader</p>	<p>Jan 2017</p>
<p>Other approaches :</p>					
<p>Intervention strategies and personalised learning in class delivered by teacher and teaching assistants trained evaluated every 6 weeks for impact</p>					
<p>Total cost: £61,000</p>					