

Timeline

Date	Action
July 2019	Review disadvantaged v non disadvantaged at KS1 and KS2
September 2019	<p>Pupil Premium Leads meeting</p> <p>Finalise your Pupil Premium Impact Statement</p> <p>Write Pupil Premium strategy</p> <p>Share with staff and governors</p> <p>Upload to school website and share with RDLA</p>
February 2020	<p>Mid - year review of Pupil Premium strategy</p> <p>Share Pupil Premium review with governors</p>
April 2020	Pupil Premium Leads meeting – planning for 2020-21
July 2020	Review disadvantaged v non disadvantaged at KS1 and KS2

Summary information					
School	Oakhill Church School				
Academic Year	2019-20	Total PP budget	£24,260 (£1,320x18) (£250x2)	Date of most recent PP Review (external or Internal)	September 2019
Total number of pupils	123	Number of pupils eligible for PP	18 Children 2 Service	Date for next internal review of this strategy	February 2020

Current attainment (2018-2019)

2018-19 Pupil Outcomes								
Year Group	Number of PP children	Disadvantaged			Number of Non-PP children	Non-Disadvantaged		
		Reading	Writing	Maths		Reading	Writing	Maths
Year 2	3	33%	33%	33%	17	59%	47%	65%
Year 6	0	N/A	N/A	N/A	18	79%	68%	84%

Targets (2019-2020)

2019-20 Targets								
Year Group	Number of PP children	Disadvantaged			Number of Non-PP children	Non-Disadvantaged		
		Reading	Writing	Maths		Reading	Writing	Maths
Year 2	5	80%	60%	80%	12	92%	92%	92%
Year 6	0	N/A	N/A	N/A	18	89%	89%	83%

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	SEMH issues preventing pupils fully accessing the curriculum
B.	High staff turnover last academic year academic year (50%)
C.	Low starting points in EYFS

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Low parental engagement	
Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	PP outcomes in line with national data (attainment)	Yr1 Phonic, Year 2 data and Year 6 data all inline or above national data
B.	Teachers have a clear understanding of the PP pupils needs and desired outcomes	Teachers have a good knowledge of their PP pupils and this is discussed at pupil progress meetings
C.	PP children are on task in lesson during learning walks and observations	Observations record lower level of PP pupils being off task.
D.	PP pupils make at least the same progress as non-PP pupils	PP pupils make at least good progress and are recorded on Scholar pack. This will aim to close the gap on PP attainment and progress against non-PP

Planned expenditure (reference BWMAT Trust Strategy Overview)					
1. Quality First Teaching and Curriculum					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Teacher Training for differentiation and class intervention	Evidence from lesson observations and data identifies that a need to increase differentiation.	£2760	Teachers to visit partner schools in hub to observe and take notes on different methods of differentiation and support. Outstanding partner school staff will work with Oakhill staff on plan, teach, review days.	PM	Reviewed February 2020
Total budgeted cost					£2760 (11%)
2. Targeted Support					
Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?

ELSA TA	ELSA support for children identified as needing SEMH issues. 1-2-1 and small group work across all classes.	£4,500	Monitoring by SENDCo to ensure clear start and end points identified and progress tracked.	SENDCo	Ongoing every 6 weeks
ILI TA	ILI support for KS2 children to support and develop literacy skills	£3,000	Monitoring by SENDCo to ensure clear start and end points identified and progress tracked.	SENDCo	Ongoing every 6 weeks
1-2-1 support for PP children in class	PP pupils with specific needs are supported in class to ensure they have access to the regular curriculum.	£6,000	Monitoring by SENDCo to ensure clear start and end points identified and progress tracked.	SENDCo	Ongoing
TA interventions (Rapid Phonics/Rapid Maths)	Specific intervention for phonics and Maths to ensure all PP pupils are at least inline with non-PP pupils. Accelerated progress in most cases.	£3,500	Monitoring by SENDCo to ensure clear start and end points identified and progress tracked.	SENDCo	Ongoing every 6 weeks
Accelerated Reader 1-2-1 support	PP pupils supported individually to ensure they engage with AR and made good or better progress	£2,000	Monitoring by SENDCo to ensure clear start and end points identified and progress tracked.	SENDCo	Ongoing every half term
Total budgeted cost					£ 19,000 (78%)

3. Attendance

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
Breakfast club	Breakfast/After school club for select PP children that require additional support before or after school	£500	This will support children who need breakfast in school to ensure they're starting the day with a nutritious start to the day	SH	Feb 2020
Total budgeted cost					£500 (2%)

4. Enrichment

Area of Spend	Evidence and rationale for this choice including desirable outcome	Cost	How we will ensure it is implemented well	Staff lead	When will you review implementation?
School trips and visits	To ensure our PP children can attend all school trips and visits alongside their peers	£1000	Support for pupils and their families to ensure they have enriched school life.	PM	July 2020
Forest School and environmental projects	Enrichment activities for PP children based on the school vision. Elements of empowerment and being strong.	£1000	MC/PM/SP MC to lead as forest school leader with support from PM/SP. To start Term 4 2020 with PP group from Year 3,4 & 5.	MC	July 2020
Total budgeted cost					£2000 (8%)

Review of expenditure

1. Quality First Teaching and Curriculum

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

2. Targeted Support

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

3. Attendance

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

4. Enrichment

Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

1. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.