# Oakgrove School - Statement of pupil premium strategy

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| 1. **Summary information** | | | | | |
| **School** | Oakgrove | | | **Type of SEN (e.g. PMLD/SLD/MLD etc.)** | SEMH |
| **Academic Year** | 2017-18 | **Total PP budget** | £30934 | **Date of most recent PP Review** | June 2018 |
| **Total number of pupils** | 37 | **Number of pupils eligible for PP** | 18 | **Date for next internal review of this strategy** | June 2019 |

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|  | 1. **Current attainment** | | | |
|  | | *Pupils eligible for PP* | *Whole school* | *Pupils not eligible for PP* |
| **% of pupils making expected or above progress in Reading** | | **92%** | 89% | 86% |
| **% of pupils making expected or above progress in Writing** | | **92%** | 89% | 86% |
| **% of pupils making expected or above progress in Maths** | | **67%** | 82% | 94% |

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| 1. **Barriers to future attainment (for pupils eligible for PP )** | |
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| **In-school barriers** | |
|  | Low attainment levels on entry |
|  | Poor attendance at previous schools |
| **C.** | Disengaged from Learning |
| **D.** | Low levels of resilience preventing risk taking in order to accept challenge of work |
| **External barriers** | |
| **D.** |  |

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| 1. **Outcomes** | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | *Success criteria* | | |
|  | Addressing the gap in progress made in maths. | | | | Increased progress across the school in maths. | | |
|  | Address the gap in progress in reading. | | | | Increased progress across the school in reading. | | |
|  | Supporting families to meet emotional and where possible learning needs of their children | | | | Parents reach a greater understanding of the needs of their children | | |
|  | Develop social skills, team work and emotional resilience. | | | | Pupils show more evidence of problem solving | | |
| 1. **Planned expenditure** | | | | | | | | |
| **Academic year** | | **2017/18** | | | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Reducing the progress gap between PP pupils and non PP pupils | | Learning Support to engage with pupils, working on one to one targeted interventions | To engage less abled pupils to access structured learning interventions in order to increase progess. | Regular reviews of progress made | | RD |  | |
| **Total budgeted cost** | | | | | | | £15000 | |
| 1. **Targeted support** | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Parents to engage more with school and meet the emotional and where possible the learning needs of their children. | | Transition Co-ordinator to continue to work with families and pupils, developing relationships between  parents and school.  (especially pupils new to the school) | Transition co-ordinator makes initial contact with new parents and pupils | Continue to engage with parents through home visits and phone calls | | JM |  | |
| **Total budgeted cost** | | | | | | | £8000 | |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | | | | | |
| **Desired outcome** | | **Chosen action/approach** | **What is the evidence & rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Develop social skills, team work and emotional resilience.  Provide the opportunity to experience outdoor activities | | Whole school residential | Group and individual discussions illustrate that most children are unable to access this type of activity. | By following previous risk assessments and booking with a trusted provider who has knowledge of our children. | | RM | £3000 | |
| Teach & encourage pupils who do not regularly get cooked meals at home to develop skills | | Ingredients for cooking | Identified Y5/6pupils who prepare own meals, supporting to develop skills in making nutritious dinners | Learning mentor sources and ingredients and teaches cooking skills | | BB | £100 | |
| To help promote relaxation and reduce anxiety in our younger pupils | | Weighted blanket and vest | Weighted blankets mold to your body like a warm hug. The pressure also helps relax the nervous system. It's a totally safe and effective non-drug therapy for sleep and relaxation naturally. | Use within the classroom at specific times. To be monitored by the class teacher. | | CB | £150 | |
| Develop social skills with peer group (1 particular pupil) | | Out of School Club | Project has continued from last year | For identified individuals this provides a valuable development opportunity | | HH | £500 | |
| Enable all pupils to take part in the school milk scheme | | School to provide milk for PP pupils | Milk forms an important part of a child’s diet. Using PP funding allows all children to access milk on a daily basis allowing them to benefit from the health benefits it provides. | Monitor numbers and include any new pupils. | | LC | £300 | |
| **Total budgeted cost** | | | | | | | **£27050** | |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2016/17** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Reducing the progress gap between PP pupils and non PP pupils | Learning Support to engage with pupils, working on one to one targeted interventions | Gap narrowed for PPG compared to peers:-  R – PPG<1%  W – PPG<1%  M – PPG>8% | Learning supportive necessary to support progress made by more vulnerable pupils | £8500 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| For pupils to be able to identify their own behaviour targets and develop strategies that will help them. | TA to work with individual pupils on behaviour interventions and targeted support. | Pupils averaged a 14% increase in class participation and engagement with their learning opportunities.  Relationships with families became more positive. | Tailored support to better meet emotional needs of our vulnerable pupils had a positive impact.  This will be continued and developed into the following academic year. | £8000 |
| 1. **Other approaches (including links to personal, social and emotional wellbeing)** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Develop social skills, team work and emotional resilience.  Provide the opportunity to experience outdoor activities | Whole school residential | Yes. Pupils engaged positively in all aspects of residential experiencing success at overcoming pre-conceived barriers | Will continue. Residential , this allows pupils to develop resistance and self-help / awareness outside of the context of a school classroom | £3000 |
| Develop social skills with peer group (1 particular pupil) | Out of School Club | Statement from carer *“It has encouraged him to behave more socially appropriately with friends who are not in his select peer group”* | For identified individuals this provides a valuable development opportunity | £530 |
| Parents to engage more with school and meet the emotional and where possible the learning needs of their children. | Family Resource Worker to work with families and pupils, developing relationships between parents and school. | Relationships established with identified, vulnerable families but limited success regarding improved outcomes | There is certainly value in this service but role to be taken on by Transition Coordinator to provide greater balance between support and challenge to families | £7500 |
| Enable all pupils to take part in the school milk scheme | School to provide milk for PP pupils | All PP pupils are offered milk on a daily basis. | School will continue to fund | £300 |
| Music Lesson Provision | Ukulele lessons on a weekly basis | Limited. Some pupils engaged for initial session but lacked interest thereafter | Pupils did not engage fully with opportunity.  Will not continue next year. | £50 |
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| 1. **Additional detail** |
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