# 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** | 2019/20 | **Total PP budget** | £36000 (estimate) | **Date of most recent PP Review** |  |
| **Total number of pupils** | 37 | **Number of pupils eligible for PP** | 18 | **Date for next internal review of this strategy** |  |

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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** | |  |  |  |
| **% of pupils making expected or above progress in Writing** | |  |  |  |
| **% of pupils making expected or above progress in Maths** | |  |  |  |

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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** | | **2019/20** | | | | | | |
| 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 | Summer Term 2020 | |
| **Total budgeted cost** | | | | | | | **£20,000** | |
| 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 pupils and parents. This includes a home visit, a visit to the existing school, a visit to Oakgrove by the parents and by the pupil.  Also to work with a number of targeted families. | Continue to engage with parents through home visits and phone calls | | JM | Summer Term 2020 | |
| **Total budgeted cost** | | | | | | | **£10,000** | |
| 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  £3000 | 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 | Summer Term 2020 | |
| Teach & encourage pupils who do not regularly get cooked meals at home to develop skills | | Ingredients for cooking  £100 | Identified Y5/6pupils who prepare own meals, supporting to develop skills in making nutritious dinners | Learning mentor sources ingredients and teaches cooking skills | | BB | Summer Term 2020 | |
| Enable all pupils to take part in the school milk scheme | | School to provide milk for PP pupils  £400 | 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 | Summer Term 2020 | |
| Provide targeted support to improve pupils mental health | | TA to participate in Emotional Literacy Support Assistant Course  £1700 | Pupils accessing intervention have developed resilience and greater engagement in school.  (staff to cover in classroom) | TA to run interventions within school for 2 hours per week. | | RM | Summer Term 2020 | |
| Assist parents to engage in a parenting course run in school by Primary jigsaw | | Parent course in conjunction with Primary Jigsaw including collecting parents from Stockport.  £100 | Through conversations at annual reviews, several parents had expressed their frustration at not being able to access a parenting course that addressed their children's specific needs. Therefore a bespoke course, planned in conjunction with Primary Jigsaw and Oakgrove School was delivered. | Course run in house by Primary Jigsaw. Member of staff to collect parents from pick uo points in Stockport | | HH | Summer Term 2020 | |
| Enable pupils to engage with Classical Music | | Music session with classical musicians  £60 | An experience not previously undertaken by many pupils. | Booking through reputable source | | LC | Summer Term 2020 | |
| All level opportunity for experience otherwise not available | | Whole school trip to the beach  £300 | Annual event allowing an experience not previously undertaken by many pupils. | Whole school day out – allowing children and staff to socialise and enjoy a different experience. Will repeat next year. | | RM | Summer Term 2020 | |
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| **Total budgeted cost** | | | | | | | **£5660** | |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2018/19** | | |
| 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 58% - 48%  W – PPG 37% – 38%  M – PPG 53% - 48%  Pupils made more or the same progress than non PPG peers. | Learning supportive necessary to support progress made by venerable pupils. | £20000 |
| 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** |
| 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) | Positive and effective relationships established. Parental anxiety reduced leading to improved behaviours both in school and at home. | Transition Co-ordinator is an invaluable role in supporting our most venerable pupils and families.  This role will continue. | £10,500 |
| 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 | Residential for 3 classes | Children who would not have such opportunity otherwise benefit from a range of outdoor activities, social skills development and assuming leadership responsibilities. | Will continue. The residential allows pupils to develop resistance and self-help / awareness outside of the context of a school classroom.  Impact transfers into practice when back in school. This has proved to have a positive impact on pupil emotional and well-being development. | £3000 |
| Teach & encourage pupils who do not regularly get cooked meals at home to develop skills  develop skills develop skills | Ingredients for cooking | Pupil development of life skills and cross-curriculum learning e.g. maths skills and scientific understanding. | Continue to fund where relevant. | £100 |
| Develop social skills with peer group (1 particular pupil) | Out of School Club | Allowed participation in out of school activities. Interaction with peers outside the school environment. | Year 6 pupil who has now left the school. | £600 |
| 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 | £400 |
| Provide targeted support to improve pupils mental health | TA to participate in Emotional Literacy Support Assistant Course | Pupils accessing intervention have developed resilience and greater engagement in school. | Valuable intervention – will continue. | £600 |
| Staff CPD to further develop skills and ability to meet needs | Inset Day Training for all classroom staff – Preventing Disaffection and exclusion | Greater awareness of pupil need influences practice of teaching staff. | Will repeat or look at other training in line with SDP. | £800 |
| All level opportunity for experience otherwise not available | Whole School - Day out at the seaside | Annual event allowing an experience not previously undertaken by many pupils. | Whole school day out – allowing children and staff to socialise and enjoy a different experience. Will repeat next year. | £200 |
| Provide space for pupil relaxation and reflection. | Development of an area of the school garden. | Pupils helped design and create a garden space.  Outdoor space for venerable pupils | No plans for further development t this stage. | £2500 |
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| 1. **Additional detail** |
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