

Attainment and Progress of Pupil Premium children

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under achievement. These include pupils who are entitled to free school meals; those looked after by the local authority or adopted from care and the children of armed services' personnel. For more details on the pupil premium please visit: <http://www.education.gov.uk/schools/pupilsupport/premium>

At the Oaks CE Learning Federation, we:

- Promote an ethos of high expectations for all pupils
- Ensure all pupils make outstanding progress whatever their starting points
- Work with parents and carers to identify any potential barriers to learning for our pupils eligible for additional funding and put in place individualised plans to overcome these
- Support parents and carers in supporting all aspects of their child's development

Pupil Premium Strategy 2017/2018

For the financial year 2017/18 each school received pupil premium funding of:

Summary Information					
School	Total PP budget Financial Year	Anticipate budget for school year	%of pupils inc LAC and Adopted from care (actual)	Date of most recent PP Review	Date of next PP Review
Copythorne	£13,620	£9,660	7	September2017	September 2018
Netley Marsh	£5,860	£10,980	8.9		
St Michael and All Angels	£10,980	£10,980	7.8		

Barriers to learning
<p>A. Potential for lower expectations of pupil premium pupils, particularly for potentially more able</p> <p>B. Having an additional Special Educational Needs- learning and cognition:</p> <ul style="list-style-type: none"> Speech and language delays Listening and attention Processing difficulties Memory and retention Delayed fine and gross motor skills <p>C. Behaviour- pupils with specific social and emotional needs which affect their learning including attachment</p>

- D. Parental engagement with school
- E. Health and well-being including attendance

Rationale for expenditure

Across our Federation of school, we have a very small number of pupils who are in receipt of pupil premium funding so each child's needs are assessed individually. These pupils tend to achieve above those of similar pupils nationally which is the same of the attainment of all pupils. Fewer of these pupils than nationally however attain beyond the expected Age Related Expectation which again is similar to all pupils across the Federation. Where pupils also have additional needs (SEND) and specific emotional and social needs, particularly relation to attachment issues, whilst making good progress they are less likely to meet Age Related Expectations at the end of Key Stage 1 and a Good Level of Development at the end of the Early Years Foundation Stage. Over time a high level of parental engagement and high expectations have had the greatest impact on progress for this group of pupils.

Desired Outcomes	Success Criteria
Improved attendance for pupils eligible for additional funding	Attendance to be at least equal to all pupils
Continue to improve the progress of SEND disadvantaged pupils	All disadvantaged pupils with additional needs will make above expected progress so that attainment is in line or better than similar pupils nationally.
Sustain last year's achievements so that disadvantaged pupils continue to make good progress with a focus on potentially more able pupils	The % of pupils exceeding their ELGs and Working at Greater depth will be at least in line with similar pupils nationally
Parents to fully engage with their child's learning and be accessing appropriate support to enable them to do this	Parents to articulate how the school has helped them support their child's learning

Planned expenditure and desired outcomes (A,B,C and D) for the academic year 2017-18		Success Criteria/ How will impact be measured
A	<p>Potential for lower expectations of pupil premium pupils, particularly for potentially more able</p> <ul style="list-style-type: none"> • A named Governor will monitor provision and progress of all pupils receiving PP funding • The Head of Learning in consultation with the Executive Head will manage pupil premium provision ensuring that: <ul style="list-style-type: none"> ○ All staff know those pupils who receive PP funding well ○ All staff ensure that the day to day teaching meets the needs of PP learners and they understand what they are doing well and what they need to do to make progress ○ In each class, PP learners' needs are identified and met including those of more able pupils ○ Staff actively target pupil premium learners to ensure they have opportunities to take part in wider curriculum opportunities ○ PP funding is used to support additional activities and resources e.g. additional workshops, purchase of uniform, materials to support learning at home, out of school clubs. • A designated member of staff will support all PP pupils and their parents to access home learning activities 	<p>PP pupils will make at least expected progress and attain at least in line National Benchmark and similar to the rest of their cohort.</p> <p>The % of pupils exceeding their ELGs and Working at Greater depth will be at least in line with similar pupils nationally</p> <p>All PP pupils to graduate</p>

	so graduate from the Children's University at Bronze Level as a minimum	from the CU
<p>Total budget cost: £4082 Children's University £524 20 hours support for support per school per year £558 Additional support activities and resources £1000 per school</p>		
<p>Impact Evaluation Across the Federation 13 out of 19 children (68%) either achieved a Good Level of Development (GLD in Year R), achieved ARE at the end of Key Stage 1 or are on track in year 1. 9 children graduated from the CU, one school had all but 1 child graduate so we need to ensure the other two schools adopt the same strategy next year. We will compare the attainment of these children with those nationally when the national comparative data is available in the autumn term</p>		
B	<p>Having an additional Special Educational Need- learning and cognition</p> <ul style="list-style-type: none"> • Use a range of carefully selected interventions, implement and evaluate in terms of progress. • Ensure staff are sufficiently trained to deliver intervention programmes and evaluate their impact effectively • Additional teaching assistants' hours will be used to work one to one or with groups to provide: <ul style="list-style-type: none"> ○ Precision teaching, providing mastery learning that focuses on breaking learning down into small steps so that learners work through sequential steps in addition to the teaching within the class ○ Daily phonic intervention ○ Paired reading ○ Programmes from the Schools Therapy Pack ○ Speech and Language programmes following advice from Sp and Lang Therapist and Language Link assessments ○ Fisher Family Trust ○ Story Narrative ○ 5-minute literacy Box • All pupils have access to specialised advice and support and that this advice is actively used by school staff and parents. 	<p>All PP pupils with additional needs will make above expected progress so that attainment is in line or better than similar pupils nationally</p>
<p>Total budget cost: £14073 1x FTE Teaching Assistant across the Federation</p>		
<p>Impact evaluation: 17 out of 19 children made at least expected progress (89%). The children who did not make at least expected progress had poor attendance.</p>		
C	<p>Behaviour- pupils with specific social and emotional needs which affect their learning including attachment</p> <ul style="list-style-type: none"> • Parental support group led by Home Support Worker for Parents of Children Adopted from Care to offer bespoke support and training e.g. attachment 	<p>Individual support plans to show positive impact of any interventions</p>

	<ul style="list-style-type: none"> • Access to advice and support from Behaviour Intervention Team to develop and evaluate positive support plans • Training a THRIVE practitioner* • ELSA sessions to provide targeted social and emotional support to individuals and groups • Training for Senior Leaders to become an Attachment and Trauma Aware Federation 	PP pupils will show consistently positive attitudes to learning
<p>Total budget cost: £13,649 ELSA £8,714 (based on 1 hour per child per week) THRIVE training £1645 SLT training for Attachment and Trauma Aware School £290 Family Support Worker £3000</p>		
<p>Impact evaluation: All PP children showed positive attitudes to learning and individual support plans showed good progress was made by these children.</p>		
D	<p>Parental engagement with school</p> <ul style="list-style-type: none"> • Termly Reflection Log meetings with Head of Learning/ class teacher, child and parent to have a detailed shared understanding of possible barriers to learning and plan together actions to be taken to overcome them • Access to home support through our Partnership with Youth and Families Matter • Parent workshops enabling parents to understand what their pupils are learning and how they can support them at home. These are tailored to meet the needs of groups of pupils. 	Parents to articulate how the school has helped them support their child's learning
<p>Total budget cost: Family Support Worker included above in C</p>		
<p>Impact evaluation: An analysis of parents views showed parents felt supported in helping their children learn (Parent questionnaire and reflection Logs)</p>		
E	<p>Health and well-being including attendance</p> <ul style="list-style-type: none"> • Admin time will be allocated to review and monitor attendance of pupil premium pupils raising any attendance issues with the Head of Learning and class teacher who will discuss and plan support strategies. • Support will be put in place after any absence to catch up missed learning 	Attendance of PP pupils will be at least as good as similar pupils nationally
<p>Total budget cost: Family Support worker included above C</p>		
<p>Impact evaluation: Attendance for children in receipt of additional funding was above that of all children at Netley Marsh but below at Copythorne and St Michael and All Angels so this will continue to be a focus.</p>		

**The Thrive Approach uses a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signaled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.*

*** Attachment and Trauma Aware Education Settings*

This is an exciting opportunity to be part of the county's ongoing work being led by Hampshire's Virtual School & Kate Cairns Associates to develop 'Attachment and Trauma Aware Schools'. An Attachment and Trauma Aware Setting is a national term being used to identify schools where all the staff are aware of the neuroscience that stops vulnerable children effectively accessing learning, and have specific understanding of attachment and trauma that they can draw upon to develop setting and classroom practice.