



The Oaks CE Learning Federation

| 1. Summary Information | | | | | | |
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| School | The Oaks CE Learning Federation | | | | | |
| Academic Year | 2019-2020 | | | | | |
| Total Number of Pupils | | Total PP budget | Number of pupils eligible for PP | Average per pupil | Date of most recent PP review | April 2019 |
| NM | 89 | 10,572 | 6 | 1762 | Date for next internal review of this strategy | July 2020 |
| CT | 90 | 11,126 | 6 | 1854 | | |
| StM | 79 | 11,014 | 5 | 2203 | | |
| Federation total | 258 | 32,712 | 17 | 1924 | | |

| 2. Areas of focus to improve future attainment for pupils eligible for PP | |
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| In school areas of focus (issues to be addressed in school, such as developing oral language skills/attachment issues) | |
| A. | Improving Emotional Literacy – developing self-esteem, coping with attachment, building characteristics of effective learning (e.g. listening, attending, independence, interacting with peers) |
| B. | Building Speech and Language skills – developing expressive and receptive language skills on entry to school |
| C. | Raising aspirations of Pupil premium children to make the same accelerated progress as their peers. |
| External areas of focus (focus of action outside school, such as attendance) | |
| D. | Improving attendance and lateness of pupil premium children |
| E. | Offering financial support (for school trips, uniform vouchers and enrichment activities) |
| F. | Enhancing parental engagement |

| 3. | Desired outcomes and how they will be measured | Success Criteria |
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| A. | <ul style="list-style-type: none"> • Children will be emotionally resilient and their emotional needs will be met • Children show characteristics of good learners; adhere to the learning skills in the Federation • Children will follow the Christian values of the school and show an understanding of how their behaviour impacts on others. • There will be a reduction in the number of children who show anxiety or lack confidence and children will show an understanding of feelings and emotions, developing good self-esteem. • Children's well-being is supported effectively | <ul style="list-style-type: none"> • Children will successfully complete interventions such as nurture sessions of ELSA. • Pupils feel happy and safe in school. • Pupils are emotionally ready to engage in learning and show understanding of emotions and learning skills. • Positive behaviour plans will be successful. |
| B. | <ul style="list-style-type: none"> • Speech and Language difficulties are recognised early and assessed (for example using Speech and Language Links). Interventions are swiftly put in place. | <ul style="list-style-type: none"> • Language barriers are identified and addressed, allowing PP children access to the full curriculum. • Intervention regularly evaluated to ensure barriers to learning are being addressed |
| C. | <ul style="list-style-type: none"> • To raise attainment of PP children in reading, writing and maths aiming to accelerate progress to be at least in line with national expectations | <ul style="list-style-type: none"> • PP children will have access to high quality relevant teaching, providing them with outstanding learning opportunities tailored to their needs (where possible) • PP children have been successfully tracked and class based interventions are in place • Barriers to learning are identified for individuals and addressed during lessons and interventions. • PP are prioritised for additional reading (with volunteers and through access to Reading Eggs at school and home) and when appropriate writing and maths. |
| D. | <ul style="list-style-type: none"> • Reduction in number of late marks and increased attendance for PP children | <ul style="list-style-type: none"> • Attendance has improved to be in line with Federation averages, resulting in children being in school to engage in learning and complete interventions. |
| E. | <ul style="list-style-type: none"> • To reduce the financial barriers to pupils learning so they can access activities and partake fully in the curriculum (which may well impact positively on self-esteem and confidence) | <ul style="list-style-type: none"> • All PP attend school visits and their participation in after school clubs is in line with other pupils. |

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| F. | <ul style="list-style-type: none"> To increase parental engagement and home/school liaison and communication regarding parenting and other support networks available (for example, access to Youth and Family Matter) | <ul style="list-style-type: none"> PP parents will attend parents evening (15 mins) and other curricular activities (e.g workshops) Home Learning will be completed and credits for Children’s University awarded. Parents know what help is available through signposting, leaflets, parent mail (including the school nursing team). |
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| 4. Planned expenditure | | | | | |
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| Academic Year | 2019-2020 | | | | |
| 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. | | | | | |
| a. Quality of teaching for all | | | | | |
| <i>Desired Outcomes</i> | <i>Chosen action/approach</i> | <i>What is the evidence and rationale for this choice? *</i> | <i>How will you ensure it is implemented well?</i> | <i>Staff Lead</i> | <i>When will you review implementation?</i> |
| Pupil Premium children achieve in line with other pupils nationally across reading, writing and maths | <p>High quality teaching. Head of School to monitor provision for PP children – tracking interventions and impact, monitoring engagement of PP pupils in lessons</p> <p>Class teachers to identify PP children’s strengths and needs, barriers to learning and specifically plan and assess reading progress to</p> | <p>PP children do not achieve as well as non PP children in reading in particular.</p> <p>PP do not make the same accelerated progress that non PP children make in reading.</p> | <p>Regular monitoring and tracking – reviewed half termly by class teacher and Head of School. Pupil progress meetings to include a PP focus</p> <p>PP children will be enthusiastic about their learning (especially reading); records and assessment will show progress across all strands</p> | Head of School | <p>On going Data drop milestones</p> <p>Half termly</p> |

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| | <p>address these needs.</p> <p>HofS to keep up to date with EEF projects that establish successful ways to allow pupils in receipt of PP funding to make accelerated progress in reading.</p> <p>Training for all staff in improving and developing phonics and blended reading</p> | | | | |
| Speech and Language issues will be diagnosed and resolved more quickly | <p>Research shows that language is a barrier for Pupil Premium pupils. Speech link will be used to screen all EYFS children Pre teaching of phonics/topic and concept vocabulary.</p> | <p>Early language intervention can have a significant impact on the language development of pupils. Increased vocabulary has a huge impact on the understanding, confidence and progress of children.</p> | <p>Trained LSA will undertake speech link assessments are undertaken and results shared with class teacher. This will be monitored by Head of School. Nursery narrative will be used with EYFS and Year 1 children as necessary.</p> | Head of School | Termly |
| Children will demonstrate positive | <p>Children will be taught, given time to practice and rewarded for using</p> | <p>Evidence suggests that on average behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (EEF)</p> | <p>Behaviour in school will be recognised as good (planned and</p> | Leadership team | Ongoing |

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| learning behaviours | the Federations 5 learning skills. Boundaries and expectations will be consistent across the school Children will be rewarded in class for demonstrating positive learning behaviours and whole school rewards given in weekly celebration worship Teaching of Christian values and characteristics of effective learning Use of emotion coaching | Behaviour interventions seek to improve attainment by reducing challenging behaviour. The development of a positive school ethos can lead to greater engagement in learning. | unplanned interactions in the school) Christian values will be understood and consistently demonstrated by all. Values will be shared and revisited in Worship Children will be able to use the language of ;earning to explain what they are doing and how they could be even better. | | |
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b. Targeted support

| <i>Desired outcome</i> | <i>Desired outcome</i> | <i>What is the evidence an rationale for this choice</i> | <i>How will you ensure it is implemented well?</i> | <i>Staff lead</i> | <i>When will you review implementation</i> |
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| The emotional needs and well-being of children are met and interventions are in place to support our most vulnerable | Children's emotional needs are met Children's well-being is supported effectively. | It has been identified that our PP children belong to one particular vulnerable group and may have emotional and self-esteem barriers that need to be addressed. | ELSA support – with trained ELSA staff going to support network. Boxhall profiling/SDQ/ PEP toolkit used to provide a benchmark of | ELSA trained LSA Heads of School | Half termly |

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| including PP children | | | pupils emotional needs Structured support given to children as needed (including lunchtimes) Use of Educational Psychologist for assessment/advice as needed. | | |
| Attendance of PP children is in line with non PP children. | To monitor and track attendance and lateness of all children including PP children. Identify families who might need additional support in getting the children to school on time Attendance percentages are shared termly with parents where attendance is causing concern | Children who are on time for school are more settled and have more opportunities to be successful. There is a clear link between poor attendance at school and lower academic achievement. | Leadership team and AO to meet half termly to track attendance. | Heads of School/Exec HT | Half termly |
| c. Other approaches | | | | | |
| <i>Desired outcome</i> | <i>Desired outcome</i> | <i>What is the evidence an rationale for this choice</i> | <i>How will you ensure it is implemented well?</i> | <i>Staff lead</i> | <i>When will you review implementation</i> |
| To reduce financial barriers to pupils' learning so that they have the same | To provide PP children with the same access to school and enrichment | The EEF toolkit https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/ suggests that outdoor adventurous learning can positively impact on attainment and more widely on self-confidence. | Funding is used to support trips, uniform and extra curricula clubs run by the school. AO | AO | Half termly |

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| <p>access to a range of resources to enhance their experiences and make progress with learning. To ensure that all pupils regardless of their family's financial circumstances have access to a wide range of exciting and enriching school opportunities</p> | <p>activities as all the other children.</p> | | <p>to keep spreadsheet. Regular liaison with parents alerting them to opportunities</p> | | |
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* https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf