

End of Year Pupil Premium Report 2019-2020

The academic year 2019-2020 presented the school with unprecedented challenges due to the Coronavirus pandemic. The children were in school for roughly half of the year and were supported by on-line home learning and teacher remote support for parents. We were mindful of our Pupil Premium children and provided extra support via our vulnerable children support staff, class teachers and leadership team. All Pupil Premium families were provided with FSM vouchers throughout the lockdown and the summer break. This report only tracks the performance of the children and the impact of interventions for the time the children were attending school. At the present time we do not know the impact that the lockdown will have on these children. The staff costs for the lockdown period still needed to be met and therefore the figures in this document reflect this.

The school aim is for all Pupil Premium children to achieve their potential and eliminate all barriers to learning. In order to do this, we ensure that teaching and learning opportunities meet the needs of all the children, and that appropriate provision is made for those who belong to vulnerable groups, including those who are socially disadvantaged. We recognise that not all children who receive free school meals will be socially disadvantaged and that not all children who are socially disadvantaged will meet the Pupil Premium criteria.

At the Oaktree School we are committed to helping every child and their family achieve their very best. Through creating a deep and complex, well-resourced and vibrant, high quality learning environment, and through valuing 'Parents as Partners', we continually strive to actively promote the progress and attainment of all our pupils, regardless of need. We work hard to encourage agencies to work together and to be as 'joined up as possible' to support this ethos. This commitment is summarised in more detail within our Single Equality Plan. We have a small number of children eligible for Pupil Premium. Our families tend to only meet the criteria because there has been a traumatic change in their lives such as a death in the family or a family break up. These families need a lot of support to enable the children to access learning and make progress.

The Pupil Premium Grant

The proportion of pupils supported by the pupil premium at The Oaktree School is below the national average. All pupils in this group meet the criteria for Pupil Premium and some are looked after children.

The Oaktree School received a total of £33,016.00.

We are committed to a fully inclusive provision in which all vulnerable groups are supported to thrive; Governors have allocated further school funds to fulfil its ambitions for these children to provide a fully inclusive 'outstanding' provision.

Overarching Principles Pupil Premium Expenditure

- A personalised provision where we help every child and their family, regardless of ability, to do their best.
- High quality learning.
- A responsive inclusion provision, which is extensive and comprehensive and offers high quality learning.
- Skilful family support.
- Careful and robust Child Protection.

- Good customer service and a nurturing ethos which supports families.
- A culture which values "Parents as Partners" on the learning journey.
- Responsive leaders, having a high impact on learning and standards, working within a 'hands on' and 'can do' culture.
- High profile activities which engage parents and the community.

School Initiatives to Achieve this Vision

- High ratios of Teaching assistants
- High quality learning in class and support groups.
- Leadership Courses.
- Regular non-contact time for teachers and leaders.
- Parent coaching, Support Group and drop in sessions.
- An Inclusive Model.
- Accessible office staff.
- Subsidised School Visits.
- Lunch Club for children with sensory needs
- Enhanced Speech and Language support.
- Nurturing sessions such as self Esteem sessions such as ELSA, 1:1 nurturing, Social and Emotional groups and Feelings Art Book.
- Curriculum enhancement such as providing funding for children to access outside clubs.
- 1:1 reading support programme.

Funding is allocated following regular analysis of pupil progress. Targeted provision is given to those in need of additional support, aimed at accelerating progress and narrowing the gap for socially disadvantaged pupils. This may include small group work, 1:1 support or additional teaching and learning opportunities.

Pupil Premium Funding - September 2019-August 2020		
Money Paid in	In-school provision	Money Paid out
£33,016.00	Part-time speech and language Assistant	£1,456.56
	Part-time Parent and Child Support	£4,411.50
	In-school interventions Year 2 bespoke	£3,523.00
	In-school interventions Year 1 bespoke	£5,196.00
	Year R Interventions Nursery Nurse	£7,395.76
	Outside School Time Clubs provision	£450.00
	Trips	£357.00
	Free School Meal Payments	£2,636.40
Total: £33,016.00		£25,426.22

This will leave £7,589.78 to be carried forward to the next academic year.

Further Details of Above initiatives:

- Our dedicated team of support staff work across the school to ensure access to the curriculum by the provision of various interventions to ensure all children make at least expected progress.
- We employ a nursery nurse to provide interventions across our Reception unit so that interventions can be targeted to meet individual needs quickly.
- We have a team of skilled, energetic and vibrant teachers and support staff; and they work very hard to ensure that learning within our school remains better than good.

Staff receive personalised training, to ensure they remain reflective practitioners. Similarly, we accelerate the maturity and capacity of our leaders through attendance at local and national leadership courses and bespoke coaching/supervision to ensure that Leadership remains outstanding. This helps to ensure that learning is maximised and that school initiatives and systems continue to make an impact and offer ‘outstanding value for money’. Our team work carefully with families to nurture relationships and offer very specialist care. This expertise extends to providing close links within our local community, ensuring that various agencies continue to work in a ‘joined up manner’ to follow up this support.

- We believe that good customer service is important and therefore build bridges with families to provide a nurturing atmosphere. Accordingly, our school office for example has a comparatively high ratio of staff, who are well trained and pro-active in offering good service and adopt a solution-focused approach to their duties.

Impact

We do not have final year data for these children due to the Coronavirus pandemic closing the school.

Up to the point of closure we were tracking every child and although some children were making exceeding progress and closing the gap a significant number were still not achieving a ‘met’ standard for the time of year. For each child we undertook a termly needs analysis and put in place suitable interventions to ensure that the children made good progress against their individual targets whether they were academic or social and emotional. Teachers tracked their children throughout regularly and members of the SLT oversaw progress using our electronic tracking system, drop in, work scrutiny and pupil discussions. Teachers met with the Inclusion Leader each term to ensure that interventions are well planned and effective and meeting the needs of the children. Our pupil premium children often have complex needs and we ensure that we are addressing their academic, social and physical needs.

PP children	Attainment			Progress			Progress		
	‘Working at’ KS1 end of year expectations or above			% Meeting ‘expected’ progress at the end of KS1			% exceeding ‘expected’ progress KS1		
2017 - 8 children 2018 – 6 children 2019 – 9 children	2017	2018	2019	2017	2018	2019	2017	2018	2019
Cohort									
Reading	100%	67%	67%	100%	84%	89%	38%	17%	0%
Writing	75%	67%	56%	50%	84%	78%	50%	17%	22%
Mathematics	75%	67%	67%	75%	84%	89%	50%	17%	22%

2019-20 Evaluation of Actions – These actions will continue for 2020-2021 due to the interruption of lockdown.

- **To strengthen whole school ethos and vision for disadvantaged. Identify barriers for learning and set aspirational targets for children. To improve quality first teaching, up skilling staff knowledge and skills.**
- Evaluation Feb 2020: CPD was provided for staff to support identification and removal of barriers of learning and specific closing the gap targets for PP children. Teachers wrote their own evaluation and case studies for each child using individual child PP tracker. After analysis of the impact made by PP plans at the end of the autumn Term part of the January INSET Day was used to support staff in providing SMART SC for each intervention. In the Spring Term teachers were demonstrating a greater understanding of the barriers each child was facing and therefore working with parents were able to identify interventions more accurately and put in place more defined success criteria. More work is needed in this area.
- **Improve fluency in reading**

Evaluation Feb 2020: Reading buddies were in place in Year 2 and beginning to make an impact and should be continued. Alongside our normal parent support for reading in Newsletter, workshops, Reading Challenges and leaflets at Parent Consultation we were providing more support to parents in understanding the expectation for their child and how they could support them.

- **Accelerate progress with disadvantage children**

Evaluation Feb 2020: Half termly tracking meetings were put in place for each year group team with the Inclusion Lead to ensure that intervention provision met the needs of identified children.

- **Review interventions and provide rigorous monitoring of interventions**

Evaluation Feb 2020: We tracked children's progress half termly to ensure that progress was good or better against their targets. We found that some interventions did not provide the impact we had hoped and these were changed.

- **Work with Parents to support their children's learning at home.**

Evaluation Feb 2020: Each teacher was working with parents providing packs of resources and support. The ELSA was working with a number of families. July 2020: After lockdown this work became even more important and each family were contacted regularly and supported remotely and for some parents learning packs were delivered.

- **To close the gap for pupils, providing them with increased opportunities whilst supporting families financially.**

Evaluation Feb 2020: We continued to support families financially providing money for trips, emergency funds for basic necessities, and free places at clubs. July 2020: We ensured that the families received FSM vouchers throughout the lockdown and during the summer break.