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| 1. **Summary information** | | | | | |
| **Academy** | Oakwell Rise Academy | | | | |
| **Academic Year** | 2018/19 | **Total PP budget** | Forecast £163,560.00 (£9,822 school top up) | **Date of most recent PP Review** | October 2018 |
| **Total number of pupils** | 228 | **Number of pupils eligible for PP** | 115 (50.4%) | **Date for next internal review of this strategy** | October 2019 |

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| 1. **Attainment KS2 2018/19 (reported July 2019)** | | | | | | | |
|  | | | | | *Pupils eligible for PP (your school)* | | *Pupils* ***not*** *eligible for PP (national average)* |
| **Proportion achieving expected attainment or above in reading, writing & maths** | | | | |  | |  |
| **Average progress score in reading** | | | | |  | |  |
| **Average progress score in writing (TA)** | | | | |  | |  |
| **Average progress score in maths** | | | | |  | |  |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | | **Success criteria** | | |
|  | * Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, wave 2 and 3 interventions * To continue to develop effective interventions programs in Literacy and Maths | | | | * QFT * Phase approach to wave 2 and 3 interventions * End of KS2 data on or above national | | |
|  | * Continued interventions and targeted support lead to accelerated outcomes for Children in receipt of PPG and SEND **in all year groups**. | | | | * Assessment Lead and Phase Leaders track and plan for pupil progress half termly * RAP Plans highlight PPG children * led by skilled TAs and Teachers * CPD for TAs * Same day intervention * Lexia subscription, trained TAs and measure of impact ½ termly. * SENCO Training * SNAP assessments to improve | | |
|  | * Children developing learning behaviours to support in the classroom and at social times. | | | | * Inclusion support worker and Family Support Worker to target key children – supporting with strategies to help the most vulnerable families. * SENCO/HOS/Phase Leaders monitoring behaviour incidents rigorously * Increased levels of play and interaction on the playground – playground play training for children * Breakfast club in place – food costings (ch ready to learn – basic needs met) * Wave 2/ 3 intervention * Thrive subscription and training * BESST * Family work – EHAs/Parenting classes/referrals and partnership working with external professionals. * Quality resources in place (books, dinners, digital technology). | | |
|  | * Family support for nurture, behaviour and inclusion is effective in enabling children to access school and achieve aspirational outcomes | | | | * Pupils identified for SEMH support through effective assessment * SEMH Interventions in place and enhanced through a wider range of skillsets to meet the needs of the Oakwell Rise children. * Structured support at play/lunchtimes (support staff). * Targeted support * Positive links with families * Sessions to enable parents to support children with home learning * Translators * Delivery of Solihull Parenting course * Weekly parent drop-in sessions (sensory play, messy play, treasure baskets) | | |
|  | * Family support for nurture, behaviour and inclusion is effective in improving attendance and punctuality, including a reduced number of children recorded as persistent absentees | | | | * Attendance is at least 96% and increasing to a target of 97% * Punctuality of children overall is improved with many cases of changed behaviours through supportive and formal procedures. * EWO support * Rigorous tracking of attendance * Targeted children * Increased parental engagement in parent sessions to strengthen support offered to vulnerable families * Breakfast club provision * Thrive approach training * Training for Family Support Worker, Attendance Officer and Inclusion Worker. | | |
|  | * Positive choices for learning and life promoted leading to a reduction in behaviour incidents at playtimes | | | | * Increased playtime adult ratio * Inclusion team/Phase Leaders monitoring behaviour incidents rigorously * Playworkers trained and supporting target children at unstructured times * Increased levels of play and interaction on the playground * Breakfast club in place – food costings (ch ready to learn – basic needs met) * Quality playground resources available | | |
|  | * Positive choices for learning and life promoted | | | | * Attendance awards * Investment in rewards system * Educational Visits * Reward passport trips | | |
| 1. **Expenditure and Evaluation (Impact)** | | | | | | | |
| * **Academic year** | | | **2018/19** | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **Costing** | **Positive impact and evaluation** | |
| Children in receipt of pupil premium funding (PP) meet or exceed national standards through QFT and, when needed, wave 2 and 3 interventions | | * QFT – CPD * Phase leaders to lead on pupil progress meetings to target support where needed through quality assessments * Digital Technology | | QFT is widely acknowledged as having the greatest impact on outcomes for all pupils including those in receipt of pupil premium funding (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4 months– EEF) | CPD £5,000  Additional uplift of one TLR - £2721  Appointment of SLT to lead PPG - £8,000  Digital Technology annually £14,000  O Track - £937  **Total: £30,658** |  | |
| To continue to develop effective interventions programs in Literacy and Maths | | * Pre and post teaching led by skilled Tas and Teachers * Same Day Intervention * Phase Leaders pupil progress half termly | | * Taken from EEF ‘using teaching assistants well EFF research for same day intervention and Mastery Maths approaches (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4– EEF) | Additional TAs in FS2, Y1/2, Y3/4 and Y5/6 - £55369  **Total: £55, 369** |  | |
| Continued interventions and targeted support lead to accelerated outcomes for Children in receipt of PPG and SEND **in all year groups**. | | * Assessment Lead and Phase Leaders track and plan for pupil progress half termly * RAP Plans highlight PPG children planning to close the gap. * Interventions led by skilled TAs and Teachers * CPD for TAs * Same day intervention allocation of time * Lexia subscription, trained TAs and measure of impact ½ termly. * SENCO Training * SNAP assessments to improve | | * Taken from EEF ‘using teaching assistants well * EFF research for same day intervention and Mastery Maths approaches (instant feedback +8 months, reading comprehension strategies +6 months, mastery maths +5months, phonics +4– EEF) | Lexia Subscription  £ 1470  Training and coaching of Lexia £ 750.00  SENCO training of specific interventions  SNAP assessments - £288  Lucid - £248  **Total: £2,756** |  | |
|  | | | | | **Total budgeted cost: £88,738** | | |
| 1. **Pastoral Support** | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **Costing** | **Positive impact and evaluation** | |
| Children developing learning behaviours to support in the classroom and at social times. | | * Inclusion support worker and Family Support Worker to target key children – supporting with strategies to help the most vulnerable families. * SENCO/HOS/Phase Leaders monitoring behaviour incidents rigorously * Increased levels of play and interaction on the playground – playground play training for children * Wave 2/ 3 intervention * Thrive subscription and training * BESST * Family work – EHAs/Parenting classes/referrals and partnership working with external professionals. * Quality resources in place (books, dinners, digital technology). * Mental Health First Aid | | * A need identified by staff and children to encourage positive learning behaviours * Research by Thrive regarding attachment, social and emotional issues linked to intervention and a whole school approach * Analysis of behaviours of children. | Pastoral Team: £35,000  Staff Training & Development: £2,000  IT licensing & subscriptions £3150  Curriculum development / resources: £7000  Play/lunch equipment: £4000  BESST package and professional Partners (50%) £7000  **Total: £58,150** |  | |
| Family support for nurture, behaviour and inclusion is effective in enabling children to access school and achieve aspirational outcomes | | * Targeted support for pupils identified for SEMH support * Positive links with families * Sessions to enable parents to support children with home learning * Translators to enable clear communication * Delivery of Solihull course / development of a family learning space. * Increased parental engagement in parent sessions to strengthen support offered to vulnerable families | | * Information gathered from leaders shows that there is a need for a family approach to inclusion (parental engagement +3 months – EEF) * Learning from best practice and research released by EEF and case studies for improving behaviour for learning (SEMH ed +4 months – EEF) | Interpreter services - £150  Holiday Clubs Staffing - £828  Holiday Club Resources - £500  New Den Kitchen spend - £400  **Total: £1,878** |  | |
|  | | | | | **Total budgeted cost: £60,028** | | |
| 1. **Other approaches** | | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **Costing** | **Positive impact and evaluation** | |
| Family support for nurture, behaviour and inclusion is effective in improving attendance and punctuality, including a reduced number of children recorded as persistent absentees | | * Attendance is at least 96% and increasing to a target of 97% * Punctuality of children overall is improved with many cases of changed behaviours through supportive and formal procedures. * EWO support ensures pupil safeguarding * Rigorous tracking of attendance * Breakfast club provision in place and well attended | | * Information gathered from leaders shows that there is a need for improved attendance * Learning from best practice and research released by EEF and case studies for improving attendance in schools | Attendance / EWO service £12,942  Breakfast club staffing - £11,274  Breakfast club food - £400  **Total: £24,616** |  | |
| Positive choices for learning and life promoted leading to a reduction in behaviour incidents at playtimes | | * Increased playtime adult ratio Inclusion team/Phase Leaders monitoring behaviour incidents rigorously * Support staff trained and supporting target children at unstructured times * Increased levels of play and interaction on the playground * Breakfast club in place – food costings (ch ready to learn – basic needs met) * Quality playground resources available | | * Pupil voice in previous years has indicated a need to update the reward system * Parent and pupil voice in previous years have acknowledged the value that is placed in trips and visits (outdoor adventure learning +4 months EEF) | Cost of staff above ratio (included in previous staff costings) |  | |
|  | | | | | **Total budgeted cost: £24,616** | | |

**Total Planned Expenditure**

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| 1. Quality Teaching for all | **£88,738** |
| 1. Pastoral Support | **£60,028** |
| 1. Other approaches | **£24,616** |
| Total | **£173,382** |