

The Oaks Community Primary School

3 Year Pupil Premium Strategy and Policy



Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity,

independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

3-year long-term pupil premium strategy

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Barriers to future attainment

| Academic barriers to attainment | Non-academic barriers to attainment |
|--|--|
| Low levels of literacy | Poor attendance |
| Poor language and communication skills | Lack of parental engagement |
| Lack of targeted support | Lack of focus and confidence due to poor mental health and wellbeing |
| Lack of school readiness | |
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Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.

Quality of teaching

1. Ensure that creative learning opportunities provide coverage of the National Curriculum 2014 (breadth); demonstrate progression of learning across school (depth); takes account of the unique Oaks community and the catch-up required from the impact of covid-19 and are underpinned by the school's shared values.

2. Further accelerate the rates of progress and raise attainment in reading (including phonics) for all groups of children from their starting points (particularly boys, SEND and disadvantaged children).
3. Rapidly improve the rates of progress and raise attainment in maths for all groups of children from their starting points (particularly girls, SEND and disadvantaged children).

Targeted academic support

1. Structured interventions: quality published interventions to be used with a strong focus on reading and phonics
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations
3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Teaching Assistants while still accessing QFT

Wider strategies

1. The school makes the most of extra-curricular opportunities and activities in order to support the most disadvantaged children to catch-up with their peers through its excellent links with the wider community and stakeholders.
2. Improve children & parents awareness of mental health and wellbeing through whole class strategies and targeted support.
3. Improve attendance and further improve attitudes to learning with a focus on developing the shared responsibility and ownership of all stake holders.

Our review process

Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. This also allows for pupil premium strategy to link directly to the School Development Plan.

During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions. These are recorded on the intervention record sheets.

The progress of pupils in receipt of the PPG is regularly discussed with subject teachers and leaders within school. This is also reported to Governors during full governing body meetings.

Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to

any new guidance and evidence of best practice that becomes available. The pupil premium lead, Mrs S Price, is responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.

The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

The school publishes its strategy for using the pupil premium on the school website.

The school publishes a link to the [school and college performance tables](#) and the schools' performance tables page on the school website.

Our funding

| Funding summary: Year 1 | | | | | |
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| Total number of pupils | 169 | PPG received per pupil | £1,345 | Indicative PPG as advised in School Budget Statement | £103,185 |
| | | Number of pupils eligible for PPG | 77 | Actual PPG budget | £103,185 |
| Funding estimate: Year 2 | | | | | |
| Estimated pupil numbers | 168 | | | | |
| Estimated number of pupils eligible for PPG | 77 | | | | |
| Estimated funding | £87,485 (based on 2020-21 ever 6 £1345 x 77 = £103,565) | | | | |
| Funding estimate: Year 3 | | | | | |
| Estimated pupil numbers | 166 | | | | |
| Estimated number of pupils eligible for PPG | 76 | | | | |
| Estimated funding | £87,485 (based on 2020-21 ever 6 £1345 x 76 = £102,220) | | | | |

Intervention planning in full

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| Intervention: | Ensure that creative learning opportunities provide coverage of the National Curriculum 2014 (breadth); demonstrate progression of learning across school (depth); takes account of the unique Oaks community and the catch-up required from the impact of covid-19 and are underpinned by the school's shared values. | | |
| Category: | Quality of teaching | | |
| Intended outcomes: | Improve the quality of teaching and have an 'outstanding' teacher in every classroom by the end of year 3 | Success criteria: | Every teacher has been judged 'outstanding' by internal assessment |
| Staff lead: | All subject leaders | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <p>(INTENT AND IMPLEMENTATION): Establish The Oaks curriculum intent, underpinned by reading and communication, and define this through the implementation (curriculum sequencing, teaching and assessment) with a specific focus on progression of children's knowledge, skills and understanding across the curriculum.</p> <p>1. All subject leaders to have an ambitious design for their subject linked to whole school intent and consistent application of sequenced knowledge and skills across all subjects</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Embed curriculum model ensuring that all KS1 learners are ready for the broad and balance curriculum offer in KS2</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Review curriculum model at the end of the first 2 years cycle in July 2023</p> |

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| | <ol style="list-style-type: none"> 2. All Monitoring conducted by senior and middle leaders to ensure consistency of breadth, balance, sequencing and progression of knowledge, skills and understanding in all subjects in Key Stage 2 and in all areas. 3. In Key Stage 1 define our intent which reflects the needs of all our children to master key skills and clearly-defined end points (i.e. reading, writing, arithmetic, times tables) so they are prepared to access the full curriculum in Key Stage 2. 4. All teachers to ensure SEND pupils access a broad curriculum and cultural capital, including personalised intervention. 5. The SENCO will monitor the impact of SEND provision so that waves of support are successful in enabling all SEND children to achieve their defined end points, across curriculum and personalised to the needs of each child. 6. All teachers to demonstrate high expectations and understanding of agreed teaching strategies to support all SEND children to achieve their clearly-defined personalised targets through My Child's Learning Plans or EHCP's. 7. Drive consistency in all teacher/ TA subject knowledge across all curriculum areas through CPD and ensure mathematics and all foundation subjects are resourced and planned to meet our newly defined intent. 8. Ensure that all children are fluent readers and communicators by the end of KS1 so that they are fully prepared to access reading opportunities across the broad & balanced curriculum in KS2. (Pupils in KS2 who are not fluent readers are provided with targeted support to catch up & keep up, with a particular focus on boys, SEND and the disadvantaged). 9. Secure teaching approaches in all classes to develop pupils' long-term memory across the curriculum through high quality CPD linked to teaching pedagogy to promote the 'teach less/ practice more' principles towards clearly defined end points (across | | |
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| | <p>the curriculum) each term/year.</p> <ol style="list-style-type: none"> 10. All practices relating to the on-going use of clear and direct feedback from all teacher/ TAs is routinely addressing misconceptions and moving learning forward, securing good & better progress over time for all pupils. 11. All adults maximise on opportunities to model, promote and expand language and vocabulary development to improve outcomes and secure cultural capital. 12. Clear endpoints define the school's curriculum in all year groups and by the end of each Key Stage - what pupils need to know and understand in order to reach those endpoints. (Balance objectives for maths and TAF statement for reading & writing) <p>All leaders have an accurate understanding of current curriculum practice and have identified next steps within a sharply focused action plan for development in the next academic year.</p> | | |
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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> | <p>Annual review notes:</p> | <p>Final review notes:</p> |
| <p>Light-touch review overall assessment</p> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> |

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| Anticipated expenditure | Year 1 | £6280 Educational materials - £366 Release time - £605 autumn Hired and contracted services (MGL) - £605 Computer software - £1200 | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
| | | Educational resources - £2899 Hired and contracted services - £155 Staff recruitment - £50 Supply costs - £400 | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> |
| | Total actual | £ | | | | |

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| | expenditure: | |
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| Intervention: | MyOn, Steps to Read and Phonics. | | |
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| Category: | Quality of teaching | | |
| Intended outcomes: | Further accelerate the rates of progress and raise attainment in reading (including phonics) for all groups of children from their starting points (particularly boys, SEND and disadvantaged children). | Success criteria: | All children meet national expectations in reading at the end of EYFS, KS1 and KS2 and are ready for the next step in their educational journey. |
| Staff lead: | Miss L McIntosh (Phonics Lead), Ms J Millington (Reading Lead) Mrs S Price (SENCo and PP lead) | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <ol style="list-style-type: none"> All teaching of shared reading via Steps to Read is at least good by October 2020 Raise attainment for all children through daily phonics sessions where children are in groups matched to their ability across KS1. Additional 1:1 RWI sessions for children who are classed as slow movers and for KS2 children who are not yet secure in their phonetic ability. Phonic groups reviewed half termly so phonics is matched to children's individual needs. All phonic assessments conducted by the phonics lead to ensure consistency. Staff are supported and phonics teaching is strengthened by the phonics lead through coaching. Phonics lead to continue to access leadership development through a RWI consultant and the local Phonics Hub. Ongoing CPD coordinated by phonics lead through RMT portal Intervention used to support fluency and language comprehension when reading. | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Embed Steps to Read to ensure that our shared reading strategies continue to develop. Staff are highly skilled in the delivery of Read, Write Inc. and all children read by the age of six.</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Review the curriculum offer and the Steps to Read cross curricular links. Further embed RWI through coaching and train any potential new staff in RWI.</p> |

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| | <p>Children identified by class teacher.</p> <ol style="list-style-type: none">7. All staff are strong role models in language and vocabulary development – speaking and listening, reading and writing.8. All children in KS1 and children who cannot access Accelerated Reader in KS2 are benchmarked half termly9. Further develop the use of Accelerated reader in conjunction with MyOn reading including 2 hours CPD for all staff10. Summative assessment for reading via Balance half termly11. TAF statements for steps to read in front of shared reading books (years 2-6) | | |
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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> | <p>Annual review notes:</p> | <p>Final review notes:</p> |
| <p>Light-touch review overall assessment</p> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> |

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| Anticipated expenditure | Year 1 | £7,604 English Lead Training - £132 MyOn - £1500 Bug Club - £473 Steps to Read - £2940 Guided reading training for Year 2 class team - £420 Additional TA in Year 2 for 2 afternoons to support guided reading (A1) £1040 - Ruth Miskin Portal £473 Full day cover for Y2 (Phonics lead) £170 x 2 A1 RWI Resources replenishment for A1 - £286 | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease X Remain the same <input type="checkbox"/> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
| | | Year 2 | £ | Year 3 | £ | |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | Did expenditure increase, decrease or remain the same? Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | |

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| | Total actual expenditure: | £ |
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| Intervention: | White Rose Premium Resources to support quality first teaching and any potential home learning needs, online learning platforms used to support in class and home learning. | | |
| Category: | Quality of teaching | | |
| Intended outcomes: | Rapidly improve the rates of progress and raise attainment in maths for all groups of children from their starting points (particularly girls, SEND and disadvantaged children). | Success criteria: | <p>All pupils are making good progress from starting points as a result of highly effective teaching and intervention programmes.</p> <p>In year 6, in R, W & M, all pupils make good progress from starting points and achieve the challenging attainment targets set for them.</p> <p>At the end of KS2 in 2021 the R, W & M combined score is improved from 38% to 65%.</p> <p>All vulnerable pupils, from their starting points (including disadvantaged pupils), will make at least good progress by July 2021.</p> |
| Staff lead: | Mrs L Roberts (Maths lead), Mrs S Price (SENCo and PP lead) | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <ol style="list-style-type: none"> 1. Senior leadership team to select an established mastery programme through research and collaboration with other schools July 2020. 2. Maths lead to carefully select CPD for all staff throughout autumn term to ensure that staff subject knowledge and skill in teaching through a mastery approach is at least good by January 2021. 3. All staff to have initial training on the chosen mastery programme for the teaching of maths ready for implementation January 2021. 4. Ongoing CPD programme to support staff with the implementation of mastery schemes of work across the academic year. 5. Robust assessment systems put in place to | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Embed Power Maths and staff to be supported by the subject lead to deliver outstanding maths lessons.</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>Review power maths to ensure it is meeting the needs of our learners (end of 5 terms) July 2023.</p> |

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| | <p>measure attainment and progress as well as identify gaps in learning. Using low stake testing at the end of a unit and formative assessment via Balance on a daily basis.</p> <ol style="list-style-type: none"><li data-bbox="436 215 929 295">6. All teaching supports knowledge development and ensures connections in long term memory.<li data-bbox="436 295 929 343">7. High quality resources reflect ambition and support curriculum intent. | | |
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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> | <p>Annual review notes:</p> | <p>Final review notes:</p> |
| <p>Light-touch review overall assessment</p> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> |

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| Anticipated expenditure | Year 1 | £3,535 £201 - TT Rockstars £735 – Mathletics £99 -Whiterose Premium Subscription £2500 - Whiterose Home learning booklets Power maths from Jan | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> X Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | RWI, BRP and Steps to Read | | |
| Category: | Targeted academic support | | |
| Intended outcomes: | Structured interventions: quality published interventions to be used with a strong focus on reading and phonics. | Success criteria: | All teaching of shared reading via Steps to Read is at least good by October 2020. Raise attainment for all children through daily phonics sessions where children are in groups matched to their ability across KS1. Additional 1:1 RWI sessions for children who are classed as slow movers and for KS2 children who are not yet secure in their phonetic ability. Phonic groups reviewed half termly so phonics is matched to children's individual needs. All phonic assessments conducted by the phonics lead to ensure consistency. Staff are supported and phonics teaching is strengthened by the phonics lead through coaching. Phonics lead to continue to access leadership development through a RWI consultant and the local Phonics Hub . |
| Staff lead: | Miss L McIntosh (Phonics lead) Mrs S Price (SENCO) Ms Jo Millington (Reading Lead) | | |
| Implementation | Year 1 | Year 2 | Year 3 |

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| | <p>How we will implement this intervention in year 1:</p> <ol style="list-style-type: none"> 1. All subject leaders to have an ambitious design for their subject linked to whole school intent and consistent application of sequenced knowledge and skills across all subjects 2. All Monitoring conducted by senior and middle leaders to ensure consistency of breadth, balance, sequencing and progression of knowledge, skills and understanding in all subjects in Key Stage 2 and in all areas. 3. In Key Stage 1 define our intent which reflects the needs of all our children to master key skills and clearly-defined end points (i.e. reading, writing, arithmetic, times tables) so they are prepared to access the full curriculum in Key Stage 2. 4. All teachers to ensure SEND pupils access a broad curriculum and cultural capital, including personalised intervention. 5. The SENCO will monitor the impact of SEND provision so that waves of support are successful in enabling all SEND children to achieve their defined end points, across curriculum and personalised to the needs of each child. 6. All teachers to demonstrate high expectations and understanding of agreed teaching strategies to support all SEND children to achieve their clearly-defined personalised targets through My Child's Learning Plans or EHCP's. 7. Drive consistency in all teacher/ TA subject knowledge across all curriculum areas through CPD and ensure mathematics and all foundation subjects are resourced and planned to meet our newly defined intent. 8. Ensure that all children are fluent readers and communicators by the end of KS1 so that they are fully prepared to access reading opportunities across the broad & balanced curriculum in KS2. (Pupils in KS2 | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>All leaders have an accurate understanding of current curriculum practice and have identified next steps within a sharply focused action plan for development in year 2.</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> |
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| | <p>who are not fluent readers are provided with targeted support to catch up & keep up, with a particular focus on boys, SEND and the disadvantaged).</p> <ol style="list-style-type: none">9. Secure teaching approaches in all classes to develop pupils' long-term memory across the curriculum through high quality CPD linked to teaching pedagogy to promote the 'teach less/ practice more' principles towards clearly defined end points (across the curriculum) each term/year.10. All practices relating to the on-going use of clear and direct feedback from all teacher/ TAs is routinely addressing misconceptions and moving learning forward, securing good & better progress over time for all pupils.11. All adults maximise on opportunities to model, promote and expand language and vocabulary development to improve outcomes and secure cultural capital.12. Clear endpoints define the school's curriculum in all year groups and by the end of each Key Stage - what pupils need to know and understand in order to reach those endpoints. (Balance objectives for maths and TAF statement for reading & writing) | | |
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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> | <p>Annual review notes:</p> | <p>Final review notes:</p> |
| <p>Light-touch review overall assessment</p> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> |

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| Anticipated expenditure | Year 1 | <p>£4,320</p> <p>£4320 - TA time for BRP (4 afternoons).</p> <p><i>Steps to Read and Phonics accounted for in Quality Teaching.</i></p> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Targeted interventions in the afternoon. 'Catch up' breakfast club and Tuesday Tuition afterschool for targeted pupils. | | |
| Category: | Targeted academic support | | |
| Intended outcomes: | Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations. | Success criteria: | <p>The school operates a 'catch-up breakfast' with a view to exposing the children to extra reading outside of the school day and to provide 1:1 coaching for reading strategies. The use of teaching assistants is maximised through targeted intervention including small group tuition after school once per week. School seek out opportunities to work collaboratively with local charities and support groups to offer the most disadvantaged children access to activities and resources during school holidays. School proactively engage with local charities and MP's to secure funding to support the most disadvantaged pupils to access the internet and device on which they can access learning on line</p> <p>School provides rich experiences that promote personal development and encourage children's talents and interests</p> <p>Extra-curricular activities are financially subsidised to support disadvantaged pupils and ensure access for all. The most is made of Google Classroom and Class Dojo to support home learning from the first day of absence and for regular homework.</p> |
| Staff lead: | Mrs S Price (SENCo and PP lead) | | |

| | Year 1 | Year 2 | Year 3 |
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| Implementation | <p>How we will implement this intervention in year 1:</p> <ol style="list-style-type: none"> 1. One to one reading during breakfast club is recorded in the SEND file to monitor the children accessing the support. 2. Tuesday catch-up is planned and focused towards gaps in learning. This is focused on a cohorts needs. 3. SENCO to create an intervention register which links with 'My Child's Learning Plans' this is to also include disadvantages children identified during baseline assessments. 4. Pupil Premium strategy to include additional support for children to access extra curricular activities. 5. Online training guides, videos and live meetings with parents to support access to online learning platforms. 6. SENCO to liaise with external agencies to support individual pupils. | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> |

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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> | <p>Annual review notes:</p> | <p>Final review notes:</p> |
| <p>Light-touch review overall assessment</p> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> |

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| Anticipated expenditure | Year 1 | <p>£7,370</p> <p>£2000 – Breakfast catch up club staffing for Autumn Term</p> <p>£3,120 – ‘Tuesday Tuition’ staffing</p> <p>£2250- SENCo time (Supply cover 2 days Autumn term)</p> | Is expenditure anticipated to increase, decrease or remain the same? | <p>Increase X</p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p> | Is expenditure anticipated to increase, decrease or remain the same? | <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | <p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p> | Did expenditure increase, decrease or remain the same? | <p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p> |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Targeted support for PP children who are identified on the whole school interventions provision map with a focus on reading. | | |
| Category: | Targeted academic support | | |
| Intended outcomes: | <p>One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Teaching Assistants while still accessing QFT during lesson times.</p> | Success criteria: | <p>All teachers reshape tasks and explanations within all lessons, so that all pupils are able to demonstrate a deeper understanding of new concepts, across the curriculum. The levels of challenge and expectations in all learning in all year groups is leading to at least good progress for all pupils, from their starting points. Opportunities for pupils to apply their learning across the curriculum which leads to at least good levels of engagement and enjoyment, for all pupils.</p> <p>All teachers have the highest expectations for closing the pupil premium gap, particularly the White British pupils, and this results in accelerated progress for all these pupils and is leading to all the pupils achieving the challenging attainment targets set for them for the end of the year.</p> <p>All monitoring activities gather evidence of the degree to which pupils' learning is deepening and the impact of this is seen in the higher proportions of pupils achieving at the Expected or Greater Depth levels across the school (as seen in the school's high expectations targets set for each year group).</p> <p>Teaching Assistants to provide high quality reading interventions in dedicated intervention afternoons.</p> |

| Staff lead: | Mrs S Price (PP lead) and Ms J Millington (Reading lead) | | |
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| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <ol style="list-style-type: none"> 1. Staff questionnaire to be distributed via google forms to establish confidence and training needs of teachers. 2. Training for teaching assistants on the use of published interventions (Addacus, Precision teaching, Plus one, Power of two) 3. PP register to be updated and distributed to include September new starters in EYFS. 4. Intervention register to be amended to include PP children and gaps in learning. Staff meetings to be held half termly to support staff in teaching children with PP and more able PP children. 5. Pupil premium strategy to be created with current guidance and to be a working 3-year plan for PP children. 6. Ensure that we are effective in our use of PP funding via consultation | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> |

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| | <p>with external agency.</p> <p>7. Ensure that the PP Lead has a sound understanding of the needs of disadvantaged pupils, knowledge of the national position and expectations and access to research.</p> | | |
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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> | <p>Annual review notes:</p> | <p>Final review notes:</p> |
| <p>Light-touch review overall assessment</p> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> |

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| Anticipated expenditure | Year 1 | £- TA time accounted for in BRP intervention time. | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> |
| | Total actual expenditure: | £ | | | | |

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| Intervention: | Elsa Provision and 123 magic courses for parents. | | |
| Category: | Wider strategies | | |
| Intended outcomes: | <p>Improve children & parents awareness of mental health and wellbeing through whole class strategies and targeted support.</p> | Success criteria: | <p>All pupils demonstrate that they are developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>All pupils have opportunities to develop 'character' through PSICHE and Citizenship sessions, so that they reflect wisely, behave with integrity and cooperate consistently well with others.</p> <p>All staff consistently promote high-quality teaching and learning to support all children's mental health and well-being, as defined in our progressive curriculum map.</p> <p>An excellent package of pastoral support is available to support teachers and pupils. All interventions are in place for a selected period of time and impact is measure through pre and post questionnaires Where a child requires further support this is tailored to meet their ongoing needs and may focus on a specific skill that needs development.</p> <p>The school make that most out of NHS and other outside agencies available support to enhance their pastoral offer.</p> <p>Parents are supported through regular in-house parenting support and this is available every every half term.</p> <p>In the most urgent cases TAF is encouraged and the school uses it's strong family relationships to support parents in accessing available support in a trauma-informed way.</p> |

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| Staff lead: | Pastoral Manager | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>Staff build upon the expertise gained via the Attachment Award gained in 2020 and subsequently educate children to tackle situations with a trauma-informed approach.</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>A peer coaching model is developed to support children to solve problems and facilitate construction discussions. Children develop resilience with regards to constructive criticism.</p> |

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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> | <p>Annual review notes:</p> | <p>Final review notes:</p> |
| <p>Light-touch review overall assessment</p> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> |

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| Anticipated expenditure | Year 1 | <p>£4,553</p> <p>£2,160 – ELSA staffing time</p> <p>£525 – ELSA supervision with an Educational Psychologist</p> <p>£1,000 – staff 123 magic trainer course</p> <p>£868 – Course running cost for parents to access via zoom and resources.</p> | Is expenditure anticipated to increase, decrease or remain the same? | <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same X</p> | Is expenditure anticipated to increase, decrease or remain the same? | <p>Increase <input type="checkbox"/></p> <p>Decrease <input type="checkbox"/></p> <p>Remain the same <input type="checkbox"/></p> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | <p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p> | Did expenditure increase, decrease or remain the same? | <p>Increased <input type="checkbox"/></p> <p>Decreased <input type="checkbox"/></p> <p>Remained the same <input type="checkbox"/></p> |
| | Total actual expenditure: | £ | | | | |

| Intervention: | Attendance officer | | |
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| Category: | Wider strategies | | |
| Intended outcomes: | Improve attendance and further improve attitudes to learning with a focus on developing the shared responsibility and ownership of all stake holders. | Success criteria: | |
| Staff lead: | Mrs C Roberts (Pastoral Manager) | | |
| Implementation | Year 1 | Year 2 | Year 3 |
| | <p>How we will implement this intervention in year 1:</p> <ol style="list-style-type: none"> 1. All staff are clear about and fully implement the systems, procedures and policies related to increasing attendance and reducing negative behaviour seen within and beyond the classroom. 2. Raise the percentage of attendance to in line with national at 96%. 3. All staff to take ownership and are active in identifying strategies to reduce absence in their class. 4. Reduce the rate persistent absenteeism and lateness to X%. 5. All staff to take ownership and are active in identifying strategies to reduce lateness in their class. 6. All staff routinely record behavioural incidents on CPOMS 7. All class teachers and key stage | <p>How we will implement this intervention in year 2 (in light of the year 1 annual light-touch review):</p> <p>The attendance officer uses New Ways of Working to facilitate improvement of persistent absenteeism. Learning Conversations and Multi-Agency Group Supervision is accessed whereby a TAF has become stagnant</p> | <p>How we will implement this intervention in year 3 (in light of the year 2 light-touch annual review):</p> <p>123 Magic is delivered to all new Reception parents as part of how we do things at The Oaks. Parents rate this as a valuable, practical experience when their child starts school.</p> |

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| | <p>leaders take full responsibility for and further strengthened safeguarding practices, behaviour and attendance, as evidenced by the tracking of children's profiles on CPOMS.</p> <ol style="list-style-type: none"> 8. All staff to take ownership of all children's behaviour both within and outside the classroom and in doing so always adopt the school's hierarchy of approaches and de-escalation strategies. 9. All staff are consistent in their expectations and approaches to behaviour management, ensuring that no learning time is lost in almost all cases. 10. All pupils will have a clear understanding of what constitutes bullying in all its forms following the implementation of an age-appropriate, knowledge and skills-focused PSHE curriculum. 11. Most parents (80%) tell us that bullying is dealt with swiftly and appropriately and there are no well-founded complaints related to how the school addresses these matters. 12. All pupils demonstrate resilience in their learning through application of the principles of growth mind-set, mindfulness and character development (confidence, resilience and independence). 13. All staff demonstrate high expectations of children's achievement irrespective of their starting point, including SEND and disadvantaged children. | | |
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| <p>Light-touch review notes</p> | <p>Annual review notes:</p> | <p>Annual review notes:</p> | <p>Final review notes:</p> |
| <p>Light-touch review overall assessment</p> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> | <p>The intervention is performing:</p> <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> |

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| Anticipated expenditure | Year 1 | £ | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> | Is expenditure anticipated to increase, decrease or remain the same? | Increase <input type="checkbox"/> Decrease <input type="checkbox"/> Remain the same <input type="checkbox"/> |
| | | | Year 2 | £ | Year 3 | £ |
| | Total anticipated expenditure: | £ | | | | |
| Actual expenditure | Year 1 | £ | Year 2 | £ | Year 3 | £ |
| | | | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> | Did expenditure increase, decrease or remain the same? | Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Remained the same <input type="checkbox"/> |
| | Total actual expenditure: | £ | | | | |