



Pupil Premium Plan

2017-2018



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Pupil Premium Overview

Pupil Premium is a grant that is allocated to children from low-income families who are currently known (this is checked via the Local Authority) to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings. It is also applicable to children who have been looked after continuously for more than six months. In 2017 – 2018 this will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Each School has the responsibility for allocating Pupil Premium funding to support pupils or groups of pupils legitimately identified as being socially disadvantaged. We have to set our own criteria for how the money is best allocated in order to meet the needs of the greatest number of disadvantaged pupils.

Oak Hill Academy's priority in this Academic year is to focus on 'narrowing the gap' for those pupils not on track to achieve the national age related expectations (ARE) at the end of Key Stage 2.

Each school is required to publish online information about how it intends to use the Pupil Premium Grant. This ensures that parents/carers and other stakeholders are made fully aware of the plans in place to support the attainment of the pupils covered by the Pupil Premium Grant.

We work to ensure that the teaching and learning opportunities afforded by the Pupil Premium funding meet the largest possible number of pupils in order to ensure the maximum benefit.

To maximise the benefit our pupils' gain from the limited resources available to us we first assess the needs of all vulnerable groups with the School. Pupil premium funding like any other funding is then allocated to those who are eligible for it based on priority of need. It is used to support classes, groups or individuals based on the careful analysis of pupil progress tracking, identified special educational needs (SEN) or social need. It is also used to support more able children for whom deprivation is preventing them from realizing their full potential.

Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time, but all pupils who are eligible will receive benefits derived from the allocation of pupil premium either direct or indirect to support their learning. It will be for the school to decide how the Pupil Premium is spent since we are best placed to assess what additional provision should be made for the individual pupils within our responsibility.

About our School

Oak Hill Academy West London is a member of the Aspirations Academy Trust. It is a four form entry Junior school located in Feltham Middlesex and provides KS2 education to 7 to 11 year olds.

At Oak Hill Academy, we want our children to fulfil their aspirations and achieve their full potential in learning and life skills in order to become responsible and confident members of our society. All members of our OHA family are valued as individuals and feel a sense of belonging. Our skills and talents are nurtured, developed and celebrated.

All of our staff are heroes for our children and instil a sense of leadership and the ability to make responsible decisions. We thoroughly enjoy working with our children each day. We value them as individuals and take every opportunity to celebrate their strengths and successes, be it in their relationships with others, in sporting, creative or musical activities or in their learning. Children thrive in our caring, supportive and sensitive environment and we offer each child security, happiness and pride in their achievements.

At OHA we aim to foster a sense of fun and excitement and curiosity and creativity in all we do. This ensures that all our children have the confidence to set themselves goals and attempt new challenges, therefore feeling a sense of accomplishment when goals are met.

We are very proud of our School and our children. We focus on the development of the whole child; addressing academic, personal and social needs to ensure high academic and behaviour standards are achieved. We always expect children to do their best both in their learning and in their social interactions in the playground and around the school. It is our aim that every single one of our children leaves us with increased confidence, resilience and skills to tackle the next stage of their education effectively.

We put the community at the heart of the school, promoting a sense of neighbourliness and community spirit. We welcome the many members of the community who assist us in our work and value the opportunities offered by the locality. We believe that parents have a vital role to play in their child's education and we build strong partnerships between home and School.

Our school's deprivation indicator is also greater than the national average (0.3 compared to 0.24).

Objectives of Pupil Premium Spending

When making decisions about using Pupil Premium funding it is important to consider the context of the School and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing. The challenges are varied and there is no “one size fits all”

At Oak Hill Academy, our key objective in using our Pupil Premium Grant is to narrow the gap between pupil groups. As a School we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM and this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start our School with low attainment, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the School.

We have, as we do at the end of each year, assessed the impact of each intervention, strategy etc. which we have put in place and analysed our data thoroughly to determine whether it has been cost effective and whether sufficient levels of attainment have been achieved.

Main internal and external barriers:

- Our School is located in an area where the proportion of pupils with FSM is greater than national average (30.3% compared to 26%)
- The proportion of pupils from minority ethnic groups is greater than national average (62% compared to 30.7%)
- The proportion of pupils for whom English is an additional language is greater than national average (36.1% compared to 19.5%)
- The proportion of pupils with SEN which is greater than national average (19.4% compared to 13.0%)
- Pupils' attainment on entry is generally significantly above national average, however, there is a vast range of abilities within each cohort

- We are seeing an increase in the number of pupils admitted after the start of the year and in all year groups. Many of these pupils are new to the UK

Desired outcomes to diminish the difference between Pupil Premium funded pupils and 'Other' pupils:

Our objective is to raise standards and further close the progress gap between Pupil Premium children and other children in Reading, Writing and Mathematics.

- PP attainment tracking and monitoring is robust and used to inform subsequent provision (Leaders at all levels)
- PP pupils make rapid progress to catch up to their peers
- More Able PP pupils 'on track' to exceed Expected Standard
- Address low baseline on entry to school in Y3 so pupils quickly catch up to their peers
- Increase reading and writing achievement
- Provide personalised learning support e.g. bespoke interventions/EAL support
- To support and improve parental involvement in their child's education
- Improve School readiness and pupils' enjoyment through providing before and after school clubs, subsidising trips

In addition we will continue to strengthen parental engagement in learning, through increasing the support and communication on offer to parents (targeted parents' meetings and information evenings on the curriculum)

2017 – 2018

Objective	Action	Approx. Cost	Desired outcome	Impact	Next Steps
To improve attendance and engage pupils in their learning to raise attainment of PP children with poor attendance, poor punctuality, with a particular focus on persistent absentees	To provide support for pupils and families led by: Attendance Manager, Principal, Inclusion Lead and Welfare Home support To ensure systems are in place to identify issues and take action at the earliest possible opportunity; To support children struggling with attendance, particularly those children within vulnerable groups; To engage and collaborate across education and other relevant services to improve regular school attendance	£18,951.05	Ensuring that all children are engaged and involved in education to invest in future success. Children attending school regularly will improve attainment outcomes		
To provide a breakfast club provision for identified pupils to improve health and well-being, attendance and punctuality	To offer free hot and cold breakfast to identified whole-school pupils, such as PP pupils, other vulnerable pupils and those with poor attendance	£864.93	Pupils' attendance and punctuality improves, as well as their well-being and readiness to learn		
To ensure that all disadvantaged pupils make at least expected progress in Maths and English For the MAPP at KS1 to reach Greater Depth	To provide small group Focus teaching by fully qualified teachers, for identified pupils Support from outside agencies supports teacher identification of gaps and additional needs that need to be addressed (SALT, Behaviour Specialists, EP etc.)	£46,143.70	Small group learning closes the gap in attainment and ensures identified children make at least expected progress		
To deliver ICT based Spelling and Reading intervention programme to improve attainment in spelling and writing– Nessy Reading and Writing Programme	To provide an independent perspective on potential pupil achievement and to identify where extra support or challenge is needed Working closely with students, parents and staff to make the provision as successful as it can be	£495	Individual phonics based learning programme bespoke to the needs of the individual pupils supports progress in reading and writing		

<p>To buy in and implement diagnostic CAT4 reporting in Y3</p>	<p>To provide and support teachers when identifying groups of pupils in relation to category of need e.g. MA, SEND, PP etc.</p>	<p>£1,000</p>	<p>CAT4 testing will identify pupils who fall in to categories of learning, this will inform future provision or support for individualstoensurethat theymakeprogressfrom September</p>		
<p>To deliver additional teaching support to ensure that all disadvantaged pupils make expected progress across the curriculum For the MA PP at KS1 to reach Greater Depth</p>	<p>To provide additional adult support for all year groups from trained Teaching Assistants supporting reading, writing and maths. To deliver highly targeted bespoke interventions (including phonics, reading and spelling)</p>	<p>£46,193.70</p>	<p>Accelerated learning for targeted children to narrow the gap of PPG pupils and other Pupils Effective deployment of TAs by the CT Interventions matched to the specific needs of the pupils</p>		

To deliver specific teaching support for new arrival pupils, pupils with English as an additional language	To receive small group/1:1 teaching for new arrivals or pupils with English as an additional language	£25,000.00	New arrivals receive effective induction, support into school and interventions to accelerate acquisition of English to enable pupils to make progress in line with their peers		
To deliver additional SATs booster classes after school and during the Easter holidays to identified pupils	To provide additional support delivered by teachers during the Spring term to accelerate pupil progress and increase attainment Particular focus are pupils identified as disadvantaged and have involvement from Social Care	£8000	Pupils receive targeted interventions/support to enable children to achieve in line with their peers		
To support identified pupils' self-esteem, attitudes to behaviour and learning, sense of well-being and enjoyment of school	To provide access for children and families to a Welfare Home Support member of staff To provide social skills groups to identified pupils	£27,884.98	Children feel supported and confident and better equipped to succeed at school.		
To support vulnerable families and their pupils to develop and improve home school links and improved life chances.	To provide access to a Welfare Home Support member of staff. To provide curriculum workshops, reading mornings, work with your child opportunities and volunteering. Ensure parent's evening sign up Transition meetings with teachers	£30,194.55	Parental engagement will be improved and developed across school life and school events. Leading to an improved home and life chances of children.		
Change for Life - to support pupils attitudes and behaviour relating to diet and activity	To provide informed support to identified pupils regarding their health and well-being To create incentives for better health To promote healthy food choices To promote and participate in physical activity	£785	Pupils will be taught how to make explicit connections between health and activity, enabling them to make well informed choices related to their diet and exercise		
To ensure identified children are able to take part on school enrichment trips and to give them the opportunity to experience new and challenging activities	To fund places on school trips for disadvantaged pupils	£1000	Children are able to participate fully in school life which in turn enriches their learning		

To provide correct school uniform for disadvantaged pupils in order to aid inclusion and support well-being	Purchase and provide school uniform where required	£1000	All children have correct uniform and feel fully included in school life		
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Funding Allocation

Financial Year	Amount of Pupil Premium funding
2015 – 2016	£158,400
2016 – 2017	£167,820
2017 - 2018	£207,240

School Context	
Total number of pupils (as of Census date)	472 pupils
Total number of pupils eligible for PPG	157
Total number of LAC	1
Total amount of PPG expected	£207,240

After careful consideration Oak Hill Academy West London has decide to use the 2017 - 2018 funding in the following ways:

This table provides a summary of the impact of the interventions and strategies put in place to support disadvantaged pupils in 2016 - 2017

2016 - 2017					
Objective	Action	Approx. Cost	Desired outcome	Impact	Next Steps
To improve attendance and engage pupils in their learning to raise attainment of PP children with poor attendance, poor punctuality, with a particular focus on persistent absentees	To provide support for pupils and families led by : Attendance Manager, Principal, Inclusion Lead and Welfare Home support To ensure systems are in place to identify issues and take action at the earliest possible opportunity; To support children struggling with attendance, particularly those children within vulnerable groups; To engage and collaborate across education and other relevant services to improve regular school attendance.	£18,951.05	Ensuring that all children are engaged and involved in education to invest in future success. Children attending school regularly will improve attainment outcomes.	School refusal pupils attendance improved –pupils more confident to attend school without the need to be brought in by a member of staff Attendance closely scrutinised fortnightly with low levels shared with SLT & JC Meetings with Principal on high absentees with -action taken with Standard 95 giving targets – Referrals including 3 or more days holiday (without permission) 50. meetings with parents and where necessary referrals to LA Relationships with parents improved through regular meetings to support with pupils absences –TAFs created to support further	Continue rigorous scrutiny of attendance figures and late Absence percentages & lates to be sent to team leader to place on e-mails Monitor attendance of pupils with medical issues
To provide a breakfast club provision for identified pupils to improve health and well-being, attendance and punctuality	To offer free hot and cold breakfast to identified whole-school pupils, such as PP pupils, other vulnerable pupils and those with poor attendance	£828.93	Pupils' attendance and punctuality improves, as well as their well-being and readiness to learn	Pupils who attendance and punctuality was low before was vastly improved Pupils eating habits in the morning were improved setting them up for the day ahead High take up of places across the year group	Offer club to newly returned to work parents to support transition back to work
To ensure that all disadvantaged pupils make at least expected progress in Maths and English For the MA PP at KS1 to reach Greater Depth	To provide small group Focus teaching by fully qualified teachers, for identified pupils	£36,143.70	Small group learning closes the gap in attainment and ensures identified children make at least expected progress	Most pupils made progress in line with targets, for those who did not teacher assessment showed that against KS1 results these pupils were not working at greater depth	Impact of interventions shown on PA SENCO to introduce CAT4 testing to identify level of learning cognitively to support teacher assessment and to identify those truly working at greater depth.

<p>To deliver additional teaching support to ensure that all disadvantaged pupils make expected progress across the curriculum For the MAPP at KS1 to reach Greater Depth</p>	<p>To provide additional adult support for all year groups from trained Teaching Assistants supporting reading, writing and maths. To deliver highly targeted bespoke interventions (including phonics, reading and spelling)</p>	<p>£36,143.70</p>	<p>Accelerated learning for targeted children to narrow the gap of PPG pupils and other Pupils Effective deployment of TAs by the CT Interventions matched to the specific needs of the pupils</p>	<p>This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.</p>	<p>CT to complete intervention sheet outlining intervention focus and targets TA to be held more accountable on the impact of the interventions they run – discussed during the</p>
<p>To deliver specific teaching support for new arrival pupils, pupils with English as an additional language</p>	<p>To receive small group/1:1 teaching for new arrivals or pupils with English as an additional language</p>	<p>£35,408.78</p>	<p>New arrivals receive effective induction, support into school and additional 1:1 interventions out of class and additional support within, to accelerate acquisition of English to enable pupils to make progress in line with their peers</p>	<p>EAL teacher ran whole school inset to explain different levels of EAL English acquisition Newly arrival pupils settled into the school quicker due to the extensive support they received an additional 1:1 interventions offered The before morning sessions were a success, as they did not impact on the inclusion of the pupil during the morning working sessions that meant that collaboration of EAL pupils and others was not compromised, thus supporting their understanding and use of English</p>	<p>EAL teacher to provide training to NQTs & to gather resources to support teaching staff</p>
<p>To deliver additional SATs booster classes after school and during the Easter holidays to identified pupils</p>	<p>To provide additional support delivered by teachers during the Spring term to accelerate pupil progress and increase attainment Particular focus are pupils identified as disadvantaged and have involvement from Social Care</p>	<p>£2,500</p>	<p>Pupils receive targeted interventions/support to enable children to achieve in line with their peers</p>	<p>Pupils identified attended regular booster lessons and the majority of these passed the expected grade for SATs results in R/W/M Pupils confidence and self-esteem (as well as knowledge) raised All apart from one pupil offered a place took part with enhanced parental engagement and pupil focus</p>	<p>Teachers to identify pupils at risk early to provide booster classes from Spring 1</p>

<p>To provide support for parents and pupils from disadvantaged backgrounds to make expected progress in relation to their peers</p>	<p>To provide support from the Welfare Support and class teachers to parents to engage with their pupils learning To provide educational chances for parents within school Pupils to receive mentoring from class teachers to improve behaviour, attendance and attainment</p>	<p>£30,144.55</p>	<p>Pupils are more likely to attend school and to be on time after receiving 1:1 mentoring from adults Parents will become more engaged with their child's learning raising attainment and pupil well-being Parents will receive support and teaching in areas of the curriculum that they struggle with in order to support their child at home</p>	<p>Parental engagement was enhanced with greater support offered to two of the families Identification of parents in need of additional learning support was intensified during the meetings with school staff Behaviour of pupils was improved and strategies in place with parents to support home strategies Additional bespoke homework was created and shared with parents to enhance pupil progress AfL – not running next year what next? See next steps</p>	<p>Curriculum support afternoons will be offered to parents – reading, writing and maths Pupils identified will receive 1:1 mentoring from Welfare Support and particular teaching staff to support pupils Regular meetings with parents to engage with pupils learning and to keep them regularly up to date with progress</p>
<p>To support identified pupils' self-esteem, attitudes to behaviour and learning, sense of well-being and enjoyment of school</p> <p>To support vulnerable families and their pupils to develop and improve home school links and improved life chances.</p>	<p>To provide access for children and families to a Welfare Home Support member of staff To provide social skills groups to identified pupils</p> <p>To provide access to a Welfare Home Support member of staff.</p> <p>To provide curriculum workshops, reading mornings, work with your child opportunities and volunteering.</p>	<p>£58,029.53</p>	<p>Children feel supported and confident and better equipped to succeed at school Parental engagement will be improved and developed across school life and school events. Leading to an improved home and life chances of children.</p>	<p>Pupils received 1:1 support from themselves and families through mentoring regular meetings Links established with hard to reach parents Lunch time clubs provided for pupils struggling with the demands of playground life Social skills groups ran weekly to enhance speaking, listening and turn taking Additional resources made to support pupils behaviour and choices Food bank referrals for more vulnerable families Thorough transition information/arrangements in place for pupils coming to and leaving OHA</p>	<p>To make regular referrals to the foodbank to offer support for families during difficult times Follow up lists for parents who did not attend parents evenings to be shared with SLT Parents to complete surveys at parents evening using laptops</p>

	<p>Ensure parent's evening sign up</p> <p>Transition meetings with teachers</p>				
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Change for Life - to support pupils attitudes and behaviour relating to diet and activity	To provide informed support to identified pupils regarding their health and well-being To create incentives for better health To promote healthy food choices To promote and participate in physical activity	£3,022	Pupils will be taught how to make explicit connections between health and activity, enabling them to make well informed choices related to their diet and exercise	Pupils actively interacted during discussions regarding healthy eating Pupils created their own lunches using healthy ingredients Pupils engaged in physical activities raising their fitness levels	To continue with the group – Sport Impact to lead
To ensure identified children are able to take part on school enrichment trips and to give them the opportunity to experience new and challenging activities	To fund places on school trips for disadvantaged pupils	£500	Children are able to participate fully in school life which in turn enriches their learning	Pupils who would not have attended trips due to personal financial circumstances were offered funding via the school This had a positive impact on the social well-being of the pupils who felt that they were included in the activities with their peers More educational visits meant that pupils enhanced their learning and knowledge of particular concepts e.g. scientific – Science Museum Pupils who had never been on a trip to the beach had the opportunity to experience a day at the beach and a paddle in the sea – further enhancing their life experiences and participation with their peers Continue next year	Opportunities for pupils unable to pay for trips to be offered the financial support for their families Overnight stay at Bournemouth no longer running in Y3 – book a day at the beach for pupils to experience this
To provide correct school uniform for disadvantaged pupils in order to aid inclusion and support well-being	Purchase and provide school uniform where required	£300	All children have correct uniform and feel fully included in school life		

For previous Academic Years funding please see the policies on our website.