

1. Summary information					
<b>School</b>	Oak Hill Academy West London				
<b>Academic Year</b>	2019 - 2020	<b>Total PP budget</b>	£195,360	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	475	<b>Number of pupils eligible for PP</b>	148	<b>Date for next internal review of this strategy</b>	February 2020

2. Current attainment (most recent End KS2 results )		
	<i>Pupils eligible for PP at OHA Academy</i>	<i>Pupils not eligible for PP (national average)</i>
% meeting the expected standard in reading, writing and maths combined	57%	57%
% meeting the higher standard in reading, writing and maths combined	6%	19%
% meeting the expected standard in reading	63%	63%
% meeting above the expected standard in reading	8%	21%
% meeting the expected standard in writing	65%	56%
% meeting above the expected standard in writing	12%	23%
% meeting the expected standard in maths	53%	60%
% meeting above the expected standard in maths	14%	20%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Pupils who are entitled to pupil premium face challenges such as poorer speech and language skills
<b>B.</b>	Fewer PP children achieve greater depth

<b>C.</b>	Special Educational Needs and Disabilities (SEND) Pupil Premium Children – clear differentiation for all pupils to reach their full potential	
<b>C.</b>	Reading & Reading comprehension	
<b>Additional barriers</b> (including issues to be addressed outside of school, such as low attendance rates)		
<b>D.</b>	Attendance issues – pupils do not attend or are late for school	
<b>E.</b>	Lower self-esteem and self-confidence affecting learning behaviour	
<b>F.</b>	Low parental aspirations/engagement/involvement in learning and school life	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		
	<i>Measure</i>	<i>Success criteria</i>
<b>A.</b>	Attainment and progress in reading, writing and maths combined for pupil premium children to be in line with their peers due to acceleration in progress.	Identification of pupils gaps in achievement, with clear strategies and support to close gaps and improve understanding. End of year KS2 SATs results for reading, writing and maths for PP children to be at least in line with those of their peers
<b>B.</b>	To increase percentage of PP children working at greater depth	In school data and test outcomes demonstrates an increased percentage of children working at greater depth in Maths and English. Increasing whole staff awareness and responsibility for the attainment and progress of Pupil Premium children. There is a less than 9% gap between disadvantaged and other learners combined R/W/M
<b>C.</b>	Promote pedagogical approaches that support the learning needs for Pupil Premium pupils (who are also SEND) so that teachers and TAs feel confident in supporting the learning across the curriculum	A higher proportion of Pupil Premium pupils who are also SEND will make expected progress. Evidence of success will be seen in academic attainment and progress. Improvements in classroom pedagogy will be seen in learning walks, book scrutinies, and learning walks. Further assessment and identification of needs to be supported by outside agencies – target setting and training of staff to develop practice.
<b>D.</b>	PP children's reading improves in line with non-PP children	PP children make better progress in reading so that their writing is influenced by this PP children achieve in line with non-PP children.

		Children enjoy reading and can talk enthusiastically about a book they are enjoying
<b>E.</b>	Children's emotional well-being is supported to ensure a positive and confident attitude to learning	In all years, across the curriculum, teacher assessments show that PP children are making progress at least in line with their peers
<b>F.</b>	Attendance to be in line with peers and National PP attendance expectations	Attendance of PP children to be at least 96+% Overall attendance among pupils eligible for Pupil Premium improves in line with whole school target figures and non-Pupil Premium pupils
<b>G.</b>	Children to be completing homework and reading at home or in school homework club	Homework and reading record are completed to at least the same percentage as their peers. More PP children attend homework club. Parental workshops support parents with homework

5. Planned expenditure					
Academic year					
i. Quality of Education for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Quality of Education</b></p> <p>To ensure that all pupils receive challenging and engaging lessons through quality first teaching that is good or above</p>	<p>CPD Inset evenings/days Pupil progress meetings Learning walks reinforce this message CPD for all staff to ensure high quality teaching and provision for all with a focus on PP pupils ITT and NQT programmes Targeted pre and post teaching of children highlighted at risk Performance management meetings Extended programme of coaching for all teachers, including new teachers, NQTs and support staff</p>	<p>Offering high quality teaching to all pupils as part of a whole-school commitment enables each pupil reach their full potential, regardless of their background.</p> <p>Continuing professional development (CPD) has a significant role to play in improving the quality of teaching and raising academic standards for all pupils.</p> <p>EEF identify coaching as a high impact activity. Staff who are new to teaching or the school, and those who are struggling to teach consistently good lessons should be developed through effective coaching programmes.</p> <p>These things are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>SLT will draw evidence about curriculum implementation from discussions with curriculum and subject leaders and teachers, observations of and interviews with pupils or classes, scrutiny of the pupils' work, and reviews of schemes of work or other long-term planning.</p> <p>An ongoing cycle of learning walks/triangulation visits (with a focus on NQTs and new teachers to OHA), data analysis by staff, SLMT and subject leads to have a clear picture of the progress of PP pupils (evident during pupil progress meetings &amp; subsequent progress discussions).</p>	<p>SLT VP Teaching and Learning Lead Curriculum Teaching and Learning team YTL's All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle</p>

			<p>This will highlight gaps in performance between pupils who are eligible for Pupil Premium funding and those who are not across the year groups</p> <p>Where data analysis reveals a pattern of low achievement in particular cohorts and classes, these will be closely monitored and appropriate support put in place to ensure progress is made in line with peers</p> <p>For senior leaders to deliver clear and robust performance management systems for all staff, that includes a focus on training, discussions surrounding Pupil Premium pupils, their progress and systems in place to support</p>		
To ensure all work is suitably differentiated and challenging to meet the needs of all learners	Clear differentiated lessons across the school SENCO support Additional resourcing to support pupil understanding and progress in lessons	“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.”	SLT will draw evidence about curriculum design, provision and implementation from discussions with curriculum and subject leaders and teachers, observations of and interviews with pupils or classes, scrutiny of the pupils’	AP Teaching and Learning Lead practitioners AP for Inclusion/SE NCO	On-going, as part of the Academy monitoring cycle

	<p>Effective deployment of staff during lessons CPD training e.g. SEND 4 categories of need, challenging and engagement, questioning (Blooms) Trained teaching assistant provision extended to enable specific interventions Inside/outside of the school day for identified disadvantaged pupils.</p>	<p>(Paragraph 6.37 SEND Code of Practice) Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious</p>	<p>work, and reviews of schemes of work or other long-term planning.</p> <p>An ongoing cycle of lesson observations, learning walks/triangulation visits, data analysis by staff, SLMT and subject leads to have a clear picture of the progress of PP pupils (evident during pupil progress meetings &amp; subsequent progress discussions).</p>	<p>Teaching and Learning team CTL's All Teaching Staff</p>																																																																																											
<p>To accelerate disadvantaged pupil's progress in RWM combined</p>	<p>Small group intervention for years 3 to 6 before school (providing breakfast club) and during school day. Year leaders &amp; TAs will continue interventions with key identified pupils in their year groups To reduce size of teaching groups/ classes in Year 6 for English and Year 5 and 6 Maths by having a third experienced teacher.</p>	<p>The strategy of smaller group's intervention had a positive outcome on outcome for 2019. The current Year 6 children's attainment requires additional support to ensure the children achieve Greater Depth at least in line with their peers.</p> <p>Pupil Premium/Non Pupil Premium 2019</p> <table border="1" data-bbox="736 962 1234 1134"> <thead> <tr> <th>Year 2019</th> <th>Expected</th> <th>Just Above Exp</th> <th>Greater Depth</th> <th>Greater Depth Plus</th> </tr> </thead> <tbody> <tr> <td>PP Combined</td> <td>43%</td> <td>14%</td> <td>6%</td> <td></td> </tr> <tr> <td>Non PP Combined</td> <td>40%</td> <td>17%</td> <td>19%</td> <td></td> </tr> <tr> <td>PP NC Maths</td> <td>33%</td> <td>20%</td> <td>14%</td> <td></td> </tr> <tr> <td>Non PP NC Maths</td> <td>34%</td> <td>26%</td> <td>20%</td> <td>1%</td> </tr> <tr> <td>PP NC Reading</td> <td>41%</td> <td>22%</td> <td>8%</td> <td></td> </tr> <tr> <td>Non PP NC Reading</td> <td>30%</td> <td>20%</td> <td>27%</td> <td></td> </tr> <tr> <td>PP NC Writing</td> <td>49%</td> <td>16%</td> <td>12%</td> <td></td> </tr> <tr> <td>Non PP NC Writing</td> <td>37%</td> <td>19%</td> <td>23%</td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="736 1161 1234 1334"> <thead> <tr> <th>Sep 2019 Current</th> <th>Expected</th> <th>Just Above Exp</th> <th>Greater Depth</th> <th>Greater Depth Plus</th> </tr> </thead> <tbody> <tr> <td>PP Combined</td> <td>45%</td> <td>38%</td> <td>7%</td> <td></td> </tr> <tr> <td>Non PP Combined</td> <td>34%</td> <td>9%</td> <td>21%</td> <td></td> </tr> <tr> <td>PP NC Maths</td> <td>44%</td> <td>18%</td> <td>18%</td> <td></td> </tr> <tr> <td>Non PP NC Maths</td> <td>34%</td> <td>16%</td> <td>32%</td> <td></td> </tr> <tr> <td>PP NC Reading</td> <td>47%</td> <td>7%</td> <td>22%</td> <td></td> </tr> <tr> <td>Non PP NC Reading</td> <td>39%</td> <td>13%</td> <td>30%</td> <td></td> </tr> <tr> <td>PP NC Writing</td> <td>38%</td> <td>18%</td> <td>18%</td> <td></td> </tr> <tr> <td>Non PP NC Writing</td> <td>35%</td> <td>17%</td> <td>28%</td> <td></td> </tr> </tbody> </table>	Year 2019	Expected	Just Above Exp	Greater Depth	Greater Depth Plus	PP Combined	43%	14%	6%		Non PP Combined	40%	17%	19%		PP NC Maths	33%	20%	14%		Non PP NC Maths	34%	26%	20%	1%	PP NC Reading	41%	22%	8%		Non PP NC Reading	30%	20%	27%		PP NC Writing	49%	16%	12%		Non PP NC Writing	37%	19%	23%		Sep 2019 Current	Expected	Just Above Exp	Greater Depth	Greater Depth Plus	PP Combined	45%	38%	7%		Non PP Combined	34%	9%	21%		PP NC Maths	44%	18%	18%		Non PP NC Maths	34%	16%	32%		PP NC Reading	47%	7%	22%		Non PP NC Reading	39%	13%	30%		PP NC Writing	38%	18%	18%		Non PP NC Writing	35%	17%	28%		<p>SLT will draw evidence about curriculum design, provision and implementation from discussions with curriculum and subject leaders and teachers, observations of and interviews with pupils or classes, scrutiny of the pupils' work, and reviews of schemes of work or other long-term planning.</p> <p>An ongoing cycle of lesson observations, learning walks/triangulation visits, data analysis by staff, SLMT and subject leads to have a clear picture of the progress of PP pupils (evident during pupil progress meetings &amp; subsequent progress discussions).</p>	<p>SLT VP Teaching and Learning Lead Curriculum Teaching and Learning team YTL's All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle</p>
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<p>To improve PP children's reading outcomes in line with Non-PP children</p>	<p>Inset evenings/days focusing on tracking and teaching reading  Reading workshops will be run for parents with explicit advice on reading with pupils &amp; how to ask appropriate questions relating to txts.  Pupil progress meetings  learning walks to reinforce this message  CPD for all staff to ensure high quality teaching and reading provision with a focus on PP pupils  Children will receive extra daily reading with an LSA.  Phonics knowledge will be assessed and pupils receive focused interventions who are not meeting the expected standards  Pupils will be addressed in pupil progress meetings if it is a barrier to progress in reading  Speech and language  SALT assessments will be carried out to assess, support and</p>	<p>When children read daily their reading improves and this is tracked through reading ages.  Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed.  Phonics will be encouraged as a strategy to reading in the classroom when necessary.  Studies highlight the benefits of reading to children before they are able to read themselves, and—when they do begin to read—the value of parents reading with them. (EEF Guidance shared reading tips)  Books will be on display in the classrooms and work on the walls will show the children's interest in books.  Additional reading resources will be purchased to extend the more able children.  Model texts/books will be used as stimulus during English writing sessions  Pupil who have previously used the Nesy programme made progress and accessed the programme at home on a regular basis  A Patron of Reading (Author) will visit the school regularly to run workshops</p>	<p>Pupil progress meetings will review intervention given (daily readers) and progress made.  Drop ins will show books are celebrated and phonics is being used as a spelling strategy.  Pupil voice children will be able to talk confidently about reading and the authors they know.  Data will be closely monitored and tracked  PIXL therapies will be monitored</p>	<p>SLT  VP Teaching and Learning Lead  English Lead  YTL's  All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle</p>
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	<p>offer advice on language ability etc. Books will be celebrated and enjoyed in school An author will be celebrated and children will be encouraged to read Accelerated reading programme will be used to monitor and manage independent reading practice Nessy Reading and Spelling Programme to develop phonic knowledge, reading and spelling</p>				
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<p><b>Inclusion</b> To target pupils who have speech and language issues and accelerate their progress.</p>	<p>A privately sourced speech and language therapist will assess, create targets, deliver interventions and train staff to deliver interventions to pupils with specific speech, language and communication problems to enable them to communicate to the best of their ability</p>	<p>There are an increased number of pupils who come into Year 3 with additional needs linked to speech and language. The allocation of support we get from the NHS Is not adequate for the needs of our pupils.</p>	<p>Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment) Tracking of interventions delivered following targets outlined by the SALT Speech and language assessment outcomes against targets</p>	<p>SLT AP Inclusion/SE NCO SALT YTL's All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle</p>
<p>To accelerate academic progress by giving all pupils the opportunity to complete their homework/revision in an appropriately, supportive environment.</p>	<p>Homework club ran by teaching staff Easter school for year 6 pupils</p>	<p>PP fund allocation enabled universal homework club for all pupils across Years 3 – 6. Participation rates were high during 2018/19. Pupil and parent voice shared that they felt more confident completing homework at school to access support when needed. Class teachers shared that the pupils who attended handed in their homework on time. This and Easter school provision led to good progress during 2018 -19 and supported achievement for the children that attend:</p>	<p>Attendance registers Homework book checks Pupil, staff and parent surveys Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment strategy</p>	<p>SLT YTL's All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle</p>
<p>To remove barriers to learning for identified disadvantaged pupils –emotional/ or behaviour issues</p>	<p>To provide therapeutic support to individuals children ( mentoring, sensory room, lego/art therapy, nurture and social skills groups) Advice and provision provided by privately</p>	<p>This is an on-gong area for development. Even though our pastoral care has been graded as outstanding by Ofsted we constantly want to improve and continue to remove as many barriers as possible.</p>	<p>Behaviour log data Termly report from therapists Internal data Nurture group attendance Boxhill profiles Pupil, parent and teacher voice</p>	<p>SLT AP Inclusion/SE NCO Welfare Officer Specialist Providers</p>	<p>On-going, as part of the Academy monitoring cycle</p>

	sourced Behaviour Therapist, SALT and Play Therapist	There is support from the AP for Inclusion & Welfare Officer to continue to support our most vulnerable children and their families to secure on-going progress.		YTL's All Teaching Staff	
<b>Total budgeted cost</b>					£147,151.11
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Reduction in disadvantaged children behaviour incidents	Mentors allocated to students who require support/guidance for their behaviour or academic achievement. Selected students receive alternative provision by outside providers to support SIMS behaviour report logged and shared with Principal, Welfare Officer & AP inclusion Highlighted pupils to be monitored Targeted Nurture/friendship groups to be delivered Lunchtime sports club ran by staff for more vulnerable pupils to provide focus during free time	The pupils who attended the lunch time sports club had fewer behaviour incidents in the Summer term compared to the Spring term.  Reports created by outside specialists provided additional advice and strategies to support teachers and parents. When applied they mostly had a positive effect on behaviour.  All students to achieve and develop their learning and life skills. To develop a positive attitude and growth mind-set. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use pastoral support to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement points to be a focus through teachers, leading to raised achievement points.	SLT AP Inclusion/SE NCO Welfare Officer Attendance Officer EWO	On-going, as part of the Academy monitoring cycle

To ensure equal access to a clean, uniform that is in good condition and access to visits and trips – in line with academy policy and home/school agreement	To provide uniform and support with the costs of visits and trips to those that need it. This goes some way towards masking some of the inequalities that exist and can enhance self-esteem. This has a direct positive impact on the individual's capacity to access learning and to achieve.	Last year 10 disadvantaged pupils were provided with school uniform (including PE kit) due to the PP fund allocation. Due to this, equalities were addressed; each pupil was able to wear the OHA uniform with pride, in line with our policy and to meet the requirements set out in our home school agreement. The same requirements were given to the various visits, trips and residential. This will continue in 2019/20. PP families participated in a fully funded trip to the beach 2019, this was a huge success and will continue 2020	Liaise with class teachers, Welfare Office, SENCO and admin staff. Pupil, staff and parent surveys Monitoring impact of teaching on learning attitudes Triangulation & Aspiration reviews	SLT AP Inclusion/SE NCO Welfare Officer Attendance Officer	On-going, as part of the Academy monitoring cycle
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
High levels of support and engagement is delivered to children and families facing the most challenging circumstances e.g.: abuse, poverty, domestic violence and to ensure vulnerable pupils' personal development and welfare needs are met.	Parental welfare support Learning Mentors Nurture groups to provide continuous provision for children and their families Termly coffee mornings designed to reach out to vulnerable families that includes talks from outside agencies	OAC believes that children cannot learn unless they feel safe and valued and the nurture provision is butyl with this end in mind  Children growing up in poorer families tend to leave school with lower levels of educational attainment. This can have a significant impact on social mobility and poverty.  The school have a high number of families who face challenging circumstances	Pupil, staff and parent surveys Monitoring impact of teaching on learning attitudes Data logs Triangulation & Aspiration reviews Foodbank referrals CIN/CP meetings CIN referrals	SLT AP Inclusion/SE NCO Welfare Officer Outside Agencies	On-going, as part of the Academy monitoring cycle

	<p>Play, Lego, Nurture and Art Therapy groups available for pupils as a mode of expression and communication</p> <p>Strong links with local police</p> <p>Assemblies to raise awareness</p> <p>Strong partnerships built with children, families and outside agencies</p> <p>Change for Life – promoting healthy eating and life choices programme delivered to identified pupils</p> <p>Work with your child mornings</p> <p>Learning awareness programmes delivered to parents to build parents' and pupils' learning capacities</p>	<p>Delivering high level of support to vulnerable pupils and families has led to good outcomes in previous years</p> <p>More families have received referrals to the local foodbank in the past</p> <p>Activities and events that allow parents to see their children in the school setting can help parents better understand their children's education</p> <p>Poor literacy is an intergenerational phenomenon (Swain et al 2009), and children of parents who have the poorest grasp of literacy and numeracy are at substantial disadvantage in relation to their own reading and maths development compared to children who have parents with good literacy and numeracy</p>			
To increase the attendance rates of PP pupils	<p>Tracking of attendance</p> <p>Inclusion AP &amp; Welfare Officer to target identified re-offenders on their first day of absence</p> <p>Close links with families of regular non attenders</p>	<p>Evidence shows a strong relationship between social exclusion and truancy, and between truancy and low academic attainment, so SUPPORTING VULNERABLE FAMILIES supporting low-income families at critical transition points in their schooling can be a powerful intervention</p>	<p>Attendance lead, Inclusion AP and student welfare to meet Principal weekly to discuss attendance issues and ensure school systems run smoothly. Same day visits/calls to ensure that attendance is addressed immediately. Transition event are also provided throughout the year to ensure a smooth</p>	<p>SLT AP Inclusion/SE NCO Welfare Officer Attendance Officer EWO</p>	<p>On-going, as part of the Academy monitoring cycle</p>

	Breakfast club allocation Clubs allocation Mentoring to increase mind-set and reignite their enthusiasm for school		transition between primary and secondary		
To ensure Year 6 pupils have had breakfast during SATs week and are all in school on time	To ensure that all Year 6 pupils have had a healthy breakfast before they sit their SATs tests and that they come into school in a calm manner.	In 2018/19 there was 100% attendance for breakfast club. Pupil and parent feedback was that they felt calm and relaxed. High adult ratio allowed us to focus on supporting vulnerable and disadvantaged pupils. This provision will be continued in 2019/20	To continue offering this provision for SATs week.	SLT AP Inclusion/SE NCO Welfare Officer Teachers All staff	May
<b>Total budgeted cost</b>					48,208.89

6.Review of expenditure 2018 - 2019				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost

<p>To sustain the high profile in closing educational gaps for students in receipt of pupil premium amongst all staff</p>	<p>All staff will be reminded of the importance of ensuring that Pupil Premium students are securing appropriate progress in line with all students.</p> <p>Embed all school systems in place - (Teaching &amp; Learning, marking &amp; feedback, knowing students, extra-curricular enrichment activities, parental contact, resources and additional focused interventions).</p> <p>Targeted CPD for staff PPG staff meeting Pupil Progress meetings Resources CPD PIXL CAT4 testing</p>	<p>Increased whole staff awareness, CPD opportunities and raised responsibility and accountability for the attainment and progress of Pupil Premium children.</p> <p>Staff are more confident in assessing both the scale and nature of individual's educational gaps, as well as the factors most likely to help close it.</p> <p>Most pupils who received bespoke interventions made progress and supported pupils in closing the gaps amongst their peers.</p> <p>Effective 'live marking' feedback during lessons improved attainment and progress.</p> <p><b>Performance % of pupil premium against Non PP July 2018 – 2019</b> Disadvantaged Pupils 2019: Attainment (Reading, maths and writing) Expected <b>57%</b> (National <b>51%</b>)</p> <p>Disadvantaged Pupils 2019: Attainment (Reading, maths and writing) Higher standards <b>5%</b> (National <b>6%</b>)</p> <p>Pupil Premium/Non Pupil Premium 2019</p> <table border="1" data-bbox="904 1002 1413 1177"> <thead> <tr> <th>Year 2019</th> <th>Expected</th> <th>Just Above Exp</th> <th>Greater Depth</th> <th>Greater Depth Plus</th> </tr> </thead> <tbody> <tr> <td>PP Combined</td> <td>43%</td> <td>14%</td> <td>6%</td> <td></td> </tr> <tr> <td>Non PP Combined</td> <td>40%</td> <td>17%</td> <td>19%</td> <td></td> </tr> <tr> <td>PP NC Maths</td> <td>33%</td> <td>20%</td> <td>14%</td> <td></td> </tr> <tr> <td>Non PP NC Maths</td> <td>34%</td> <td>26%</td> <td>20%</td> <td>1%</td> </tr> <tr> <td>PP NC Reading</td> <td>41%</td> <td>22%</td> <td>8%</td> <td></td> </tr> <tr> <td>Non PP NC Reading</td> <td>30%</td> <td>20%</td> <td>27%</td> <td></td> </tr> <tr> <td>PP NC Writing</td> <td>49%</td> <td>16%</td> <td>12%</td> <td></td> </tr> <tr> <td>Non PP NC Writing</td> <td>37%</td> <td>19%</td> <td>23%</td> <td></td> </tr> </tbody> </table>	Year 2019	Expected	Just Above Exp	Greater Depth	Greater Depth Plus	PP Combined	43%	14%	6%		Non PP Combined	40%	17%	19%		PP NC Maths	33%	20%	14%		Non PP NC Maths	34%	26%	20%	1%	PP NC Reading	41%	22%	8%		Non PP NC Reading	30%	20%	27%		PP NC Writing	49%	16%	12%		Non PP NC Writing	37%	19%	23%		<p>Whilst teaching across the school is at least good, the emphasis now needs to shift to ensuring student challenge.</p> <p>This will lead to more reflective and resourceful learners. Students who have been exposed to good teaching for the whole of their time at OHA are making better progress. When embedding whole school strategies, these have the potential to impact positively on all pupils</p> <p>Ensuring all staff know which pupils are eligible for the Pupil Premium enables responsibility for accelerating their progress.</p>	<p>Plus staff cover for training days. £10,050</p> <p>Additional teaching support £51,000</p> <p>Additional Teacher Assistant support £60,000</p> <p>SALT: £12,090</p> <p>EP:£2000 CAT4 £800</p> <p>CPD for teaching assistants £2000 Reading support £1000 Curriculum &amp; interventions / resources £4500</p>
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<p>To increase the percentage of PP pupils achieving above age related expectations and to make better than expected progress.</p>	<p>Cross Academy and year team planning and discussion re PPG children every 6 weeks</p> <p>PPG staff meeting Pupil Progress meetings Resources CPD INSET</p> <p>Introduction of PIXL therapies for supporting our most able vulnerable students across year groups.</p> <p>Delivering CAT4 cognitive abilities tests in Y3 to support teacher assessment (baseline), as well as provide an independent perspective on potential pupil achievement and to identify where extra support or challenge is needed</p> <p>Additional teacher to deliver focus teaching groups and targeted interventions</p> <p>Delivering quality interventions and booster classes to improve performance and attainment</p> <p>Working closely with students, parents and staff to make the provision as successful as it can be.</p> <p>More able disadvantaged pupils participate in Trust and LA MAP events Delivering CAT4 cognitive abilities tests in Y3 to support teacher assessment (baseline), as well as</p>	<p>Staff are aware of the achievement data surrounding disadvantaged pupils and as a result, staff know their pupils well and have a greater understanding of their needs</p> <p>Implementing PIXL across the school supported teachers in identifying educational gaps and supported teachers in delivering well-resourced therapies, this helped to improve rates of progress through quality interventions</p> <p>Verbal feedback to pupils was very skilful and really helped to move their learning on.</p> <p>Holding formal discussions with senior leaders and teaching staff about pupils' progress every six weeks to identified pupils who needed additional support.</p> <p>This drove the deployment of teaching assistants and informed the most appropriate support strategy.</p> <p><b>SATS Progress data for</b></p> <p><b>Year 6 PP (FSM6) was +0.2</b></p> <p>Year 6 NON PP chn was +2.1</p> <p>PP chn did not fare as well as their non PP peers between KS1 &amp; KS2</p>	<p>Staff were positive about the training and their own CPD and professional capabilities. Additional training opportunities to continue next academic year, as well as coaching opportunities amongst staff.</p> <p>School will continue with frequent reflection of and use of achievement data support staff in checking whether interventions or techniques are working, allowing for adjustments to be made accordingly, rather than just using the data retrospectively to see if something had worked</p> <p>Staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. Senior staff will continue to monitor this.</p> <p>Just aiming for pupils to reach 'age-related expectations' is not aspirational enough, particularly for some of the more-able pupils, hence the need to take a wider perspective on pupils' achievement.</p>	

	<p>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</p> <p>To receive outside agency support with identification, advice and support for SEND pupils</p> <p>To work closely with feeder first school with regard to SEND and PP</p> <p>To ensure targeted training is given to all adults working with disadvantaged SEND pupils</p>			
<p>To improve attainment and progress for SEN disadvantaged pupils in R/W/M</p>	<p>Early identification of pupils with SEN</p> <p>Regular Assessment of pupil progress and identification of barriers to learning following graduated response Support from outside agencies (SALT, EP, Behaviour support, VI, OT etc.) to identify and work with key staff in delivering additional bespoke support/interventions CAT4 testing to support assessment of pupil ability</p> <p>Introduction of PIXL therapies for supporting our SEND disadvantaged pupils across year groups.</p> <p>Delivering CAT4 cognitive abilities tests in Y3 to support teacher assessment (baseline), as well as provide an independent perspective on potential pupil achievement and to identify where extra support or challenge is needed</p>	<p>In spite of high quality teaching and differentiated teaching, support and resourcing, it became evident that some students needed increased levels of provision and support. Students who made less than expected progress, despite support and intervention, received additional involvement of specialists, both in-house and from outside agencies. Outcomes from subsequent reports were implemented and progress towards targets was evident.</p> <p>Following support and CPD from the SENCO many teachers use, or have expanded their use of, the principles and practices of differentiation. To make sure these practices are consistent across the school, particularly considering newly qualified teachers and new teachers joining in September, continual CPD and support will need to be delivered to ensure that teachers are responding to learner's needs.</p>	<p>The importance of ensuring that all day- to-day teaching and differentiation within the class meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good</p> <p>As there are a significant numbers of pupils with ASD, additional nurture programmes will be adapted to meet the needs of these children.</p> <p>Nurture lunchtimes will be introduced during the autumn term 2019.</p>	

	<p>Working closely with students, parents and staff to make the provision as successful as it can be</p> <p>To receive outside agency support with identification, advice and support for SEND pupils</p> <p>To work closely with feeder first school with regard to SEND and PP</p> <p>To ensure targeted training is given to all adults working with disadvantaged SEND pupils</p>	<p>The CAT4 assessments in year 3, provided a rounded profile of pupil ability enabling teachers to target support, provide the right level of challenge and make informed decisions about individual pupils' progress</p> <p>11 Year 6 children in academic year 2018 to 2019 were identified as disadvantaged PP and SEN. 3 of these were discounted from the SATS tests. Two operated at pre key stage levels one was a low attainer. A variety of bespoke interventions were delivered to these children all year, but due to their complex SEN needs, they did not reach national expectations.</p> <p>SEN 2019: Attainment (Reading, maths and writing) Expected <b>32%</b> National  NOT SEN 2019: Attainment (Reading, maths and writing) Expected <b>62%</b> National</p> <p>SEN 2018: Attainment (Reading, maths and writing) Expected <b>21%</b> National  NOT SEN 2018: Attainment (Reading, maths and writing) Expected <b>68%</b></p>		
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
Improved reading and spelling skills	Regular Assessment of pupil progress and identification of barriers to learning following graduated response	A strong focus on basic skills meant that pupils were able to gain the important mathematical skills and knowledge that they needed to reach higher levels, even	Engagement with parents to promote the use of Nessy at home is important to promote outcomes for pupils	Phonics support incl £2000

	<p>Support from outside agencies (SALT, EP, Behaviour support, VI, OT etc.) to identify and work with key staff in delivering additional bespoke support/interventions</p> <p>Delivering CAT4 cognitive abilities tests in Y3 to support teacher assessment (baseline), as well as provide an independent perspective on potential pupil achievement and to identify where extra support or challenge is needed</p> <p>Targeted bespoke phonics interventions</p> <p>Use of accelerated reader to track home reading and progress</p> <p>Nessy Reading and Writing Intervention on-line package is accessed by pupils</p>	<p>where they had found this difficult in their main lessons.</p> <p>Pupil's achievement was more effective when teaching assistants were deployed to maximise their strengths in subject areas and age groups</p> <p>Carefully focused interventions led by the teaching assistants, combined with their highly focused work in class, has made a contribution to these improvements.</p> <p>Software that tests students reading ability and encourages development in reading age. It also highlighted those pupils who needed reading intervention.</p> <p>Reading</p>	<p>Some parents actively engaged with their children to encourage the use of the programme at home, some did not. It was obvious that for the intervention to be fully effective that it had to be accessed at home as well as school.</p> <p>Reading is a school priority next year and will be closely monitored by the English Lead using PIXL and Accelerated Reader.</p> <p>Well deployed, teaching assistants can be effective in helping to raise standards</p> <p>Pre learning of vocab to be part of daily guided reading sessions including vocabulary relating to science / history and geography.</p> <p>Staff have received further training on spoken language and this needs to become embedded as part of normal good practice Data analysis and monitoring indicates that this remains an area for further development to ensure improvements in reading.</p>	<p>Nessy Reading &amp; Spelling</p> <p>£800</p>
<p>Ensuring provision for the Year 6 pupils is focused and effective in securing good outcomes</p>	<p>Staff involved have a clear academic vision and action plan in place to ensure that provision is effective in preparing disadvantaged pupils for the next stage of their education</p> <p>Pupils gaps in learning are quickly identified and acted upon through additional support and targeted interventions</p> <p>PIXL is implemented across the year group and additional targeted support and interventions are in place</p>	<p>Pupils gaps were quickly identified, and pupils allocated to appropriate interventions designed to close gaps</p> <p>Additional support was tailored to individual needs, the Focus Group Teacher and class teacher worked closely together. Pupils were able to explain what they had learnt in these sessions and how this had helped their skills and their confidence in class.</p> <p>Close scrutiny of previous attainment figures enabled teachers to design bespoke booster classes and to give pupils a clear</p>	<p>Further encouragement and the parental support of those students who are less likely to engage in additional provision is needed Keeping children motivated and giving them opportunities to practise at home what they have learnt.</p> <p>The importance of Year 6 teachers to plan booster programmes, as they know the pupils' strengths and weaknesses, have good subject knowledge and understand the English, SPaG and numeracy curriculum.</p> <p>Implementing PIXL across the school supported teachers in identifying educational</p>	<p>Easter school £2,500 Booster sessions provided by teachers £1747</p>

	Continuous work scrutiny and cross academy moderation of work and ability	<p>indication of what areas they needed to improve</p> <p>Employing an additional teacher in Year 6, meant that the class could be organised into smaller ability groups for English and mathematics to help underachievers to catch up with specific aspects of their learning while enabling more-able pupils to reach their potential.</p> <p>Higher levels of attendance during Easter camp compared to the previous year</p> <p><u>OHAWL is above national for Expected &amp; GD (SATS 2019)</u>  RWM Expected Combined PP: 59% compared to PP Nationally 51%  RWM Higher Standard (GD) PP: 10% compared to Nationally 5%</p>	gaps and supported teachers in delivering well-resourced therapies, this helped to improve rates of progress through quality interventions	
To improve parents/carers awareness of funding and eligibility	<p>Letters to be sent out to parents outlining information on Pupil Premium funding and how to sign up</p> <p>Parent/career sign up is monitored</p>	<p>Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</p> <p>During parent consultation evenings and Y2 meetings, parents received support to sign up using the schools ICT systems. During this time those who were not already highlighted as eligible for funding were located and signed up.</p>	The high profile of disadvantaged pupils among staff, pupils, and parents and carers ensures that all are aware of their needs and of the support that is available.	£200
To improve attendance and engage pupils in their learning to raise attainment of PP	<p>Monitoring of school attendance via Attendance Officer &amp; followed up by the Inclusion team</p> <p>Attendance targets to be shared when pupils fall under 95% attendance</p>	Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement	Providing well-targeted support helps to improve attendance, behaviour and links with families where these were barriers to a pupil's learning	<p>Welfare Officer £31,695</p> <p>Attendance support</p>

<p>children with poor attendance, punctuality, with a particular focus on persistent absentees</p>	<p>Breakfast Club/After school club  Parent meetings to discuss attendance</p>	<p>The AP for Inclusion and the Welfare Officer helped prevent school refusal, they supported families with identified pupils who were school refusers. The support received resulted in school refusers becoming more confident in attending school without home intervention.</p> <p>Interventions from adults (above), as well as outside agency specialists supported those with emotional/ anger issues and provided students with activities and programmes to remain motivated.</p> <p>More parents supported their pupils on school trips and a number of PP families were taken on a day out to the beach. This enabled families to enjoy a funded day out that they would not have had the opportunity to make and helped to increase emotional well-being.</p> <p><i>One parent shared, "We can't afford a holiday this year and the beach trip will be the only time we will leave Feltham. We have had a brilliant time –thank you!"</i></p>	<p>Practical <b>working with families</b> to help them to get their children to school every day on time, improved information about the importance of attendance and more motivating rewards.</p> <p>School will continue to enhance the curriculum with well-planned visits and visitors in line with whole school overview</p> <p>The school will identify families who would benefit from family days out facilitated by the school</p>	<p>£2000  Breakfast club &amp; after school club £3000</p>
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### iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
<p>To support identified pupils' self-esteem, attitudes to behaviour and learning, sense of well-being and enjoyment of school</p>	<p>Daily breakfast club is available to pupils to support attendance and readiness to learn  To ensure identified pupils attend the Change for Life programme</p>	<p>A programme of one-to- one support from a learning mentor was specifically focused on a small group of pupils who lacked confidence or social skills, at the end of the programme it was found that their self-esteem increased, and they were more</p>	<p>The school will continue to offer mentors to help pupils overcome behavioural, social or emotional problems that can affect learning</p>	<p>Mentoring £3,000  Change 4 Life £3000</p>

	<p>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</p> <p>Access to Family Liaison Officer &amp; 1:1 Mentor support offered to pupils</p> <p>To have the correct school uniform and PE kit for lessons</p> <p>Play Therapist support</p> <p>Identified pupils attend nurture groups and art therapy groups to support children's awareness of themselves as individuals</p>	<p>likely to interact during class based discussions.</p> <p>Mentors helped pupils develop coping strategies, enhance motivation and encourage pupils to re-engage in learning</p> <p>All pupils identified, engaged with the change for life programme. Pupils could articulate what a healthy diet looks like and how they can stay fit and healthy</p> <p>The Play Therapist played a significant part in supporting vulnerable families and pupils during focused sessions. Pupils were able to discuss past experiences and were able apply strategies to deal with emotions and feelings.</p> <p>Behaviour improved, pupils become more confident and would seek out adult mentors during vulnerable times. Pupils became more tolerant of other pupils</p> <p>Art Therapy groups were a success, pupils were more confident to share their emotions and applied strategies taught. Teachers noticed that most pupils were more confident and in some instances, behaviour improved</p> <p>Children received access to the full school uniform and felt part of the school</p>	<p>Funding used to ensure that all pupils take part in all school events, demonstrates the school's commitment to equal opportunities.</p> <p>Special events or visits help to stimulate pupil's imaginations. Pupils in year 6, for example, visited London and the Imperial War Museum to help them understand more about the First and Second World War. Designing a lively curriculum makes a strong contribution to the pupils' spiritual, moral, social and cultural development</p> <p>Resourcing support from outside agencies such as a play therapist, has a positive impact on the emotional well-being of pupils and delivers quality support to them and families.</p> <p>Additional school uniform needs to be accessible for vulnerable pupils</p>	<p>Play Therapist £4000</p> <p>Behaviour support £2000</p> <p>Trip support/uniform £4000</p> <p>Nurture/therapy groups £1000</p>
<p>Improved parenting skills in identified families so that children are ready to learn when at school</p>	<p>Family support to help achieve family stability and encourage home learning Parent consultation evening sign-up attendance Transition meetings Work with your child mornings</p>	<p>The parents with whom the family support team had worked with, had a more positive relationship with the school.</p>	<p>The support offered to families is crucial to building strong relationships and has an impact on the family's view of the school and makes parents more engaged with their child's learning. This support will continue next year.</p>	<p>£1000</p>

	<p>Half-termly coffee mornings Access to outside help or early interventions e.g. TAF, foodbank,</p>	<p>Parents were more trusting of accepting support from outside agencies and as a consequence more attended support groups ran in school by agencies such as CAMHS</p> <p>Hard to reach parents were targeted to attend parent evening consultation evenings, as a consequence more parents attended</p> <p>Pastoral support for pupils and families has a significant impact on engaging the family and the child with school life.</p> <p>A higher number of foodbank referrals were made during 2018 – 2019 than the previous year</p> <p>Parents of pupils who received additional involvement with family reported that their children were happier, and their behaviour was more settled</p> <p>Hard to reach parents were more willing to offer their support during school functions e.g. helping staff to cook during BBQ event</p>	<p>Thinking about each pupil in the context of their home circumstances and working closely with parents or supporting parents can ensure that the pupil could succeed in school</p>	
<p>Transition to next year group and new school</p>	<p>Clear transition plan in place to support pupils in the summer term Move-up days are delivered Secondary links are established with Secondary schools and plans in place to support pupils Detailed handover meetings take place between KS1, KS3 and within year groups to establish a thorough handover of pupils academic achievements, behaviour and family background Key role support staff in place to support and mentor pupils and their</p>	<p>Additional transition support and school visits during the summer term, ensured that <b>Both children and their parents became more familiar with the secondary</b></p> <p>Evaluation showed that pupils felt confident when they joined the school</p>		<p>£500</p>

	families in choosing new schools and the move up			
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6. Review of expenditure and Impact in July 2020				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

7. Additional detail