



OAK HILL ACADEMY Pupil Premium Strategy Statement

1. Summary information					
School	Oak Hill Academy West London				
Academic Year	2020 - 2021	Total PP budget	£177,540	Date of most recent PP Review	July 2020
Total number of pupils	472	Number of pupils eligible for PP	132	Date for next internal review of this strategy	January 2021
2. Current attainment					
			Pupils eligible for PP at OHA Academy	Pupils not eligible for PP (national average)	
% meeting the expected standard in reading, writing and maths combined			57%	71%	
% meeting the higher standard in reading, writing and maths combined			6%	13%	
% meeting the expected standard in reading			63%	78%	
% meeting above the expected standard in reading			8%	31%	
% meeting the expected standard in writing			65%	83%	
% meeting above the expected standard in writing			12%	24%	
% meeting the expected standard in maths			53%	84%	
% meeting above the expected standard in maths			14%	31%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					

Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils have missed a significant period of schooling due to the impact of the Covid-19 Pandemic, there have been disparities in engagement, as a consequence a number of pupils have fallen behind during lockdown	
B.	Pupils who are entitled to pupil premium face challenges such as poorer speech and language skills	
C.	Fewer PP children achieve greater depth	
D.	Special Educational Needs and Disabilities (SEND) Pupil Premium Children – clear differentiation for all pupils to reach their full potential	
C.	Reading & Reading comprehension	
Additional barriers (<i>including issues to be addressed outside of school, such as low attendance rates</i>)		
D.	Attendance issues – pupils do not attend or are late for school	
E.	Lower self-esteem and self-confidence affecting learning behaviour	
F.	Low parental aspirations/engagement/involvement in learning and school life	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		
	<i>Measure</i>	<i>Success criteria</i>
A.	A recovery curriculum is designed to re-engage pupils, support their emotional health and wellbeing and transition back to school	Pupils receive a focused Recovering Curriculum and intervention programmes personalised to their needs Children rebuild their resilience and mental health, so that their aspirations for the future can be a reality once more The skills for learning are made explicit to pupils who reskill and rebuild their confidence as learners
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. 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

C.	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.
D.	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
E.	Children's emotional well-being, resilience and regulation techniques are 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
F.	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
G.	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?
A Recovery Curriculum is effectively delivered across the school. As a consequence, pupils are re-engaged with school and learning, they are happy, emotionally secure, feel safe and enjoy being back at school	<p>A Recovery Curriculum is designed to support pupils and their parents' experiences during the pandemic</p> <p>Children receive a personalised response to the lived experience of the child and their needs</p> <p>All pupils receive the appropriate emotional wellbeing support to enable them to verbalise their anxieties to ensure they are able to enter school, the classroom and are ready to learn</p> <p>Webinars/open mornings/workshops are held with parents to engage in information and to fully understand the impact of the last few months</p>	<p>Many pupils will have gaps in their knowledge and understanding after an extended period of absence from school or remote education</p> <p>According to the schools, students and teachers' network (SSAT), each school must fill it with the content they believe is best for the children of their school community, informed by its inherent understanding of the children within</p> <p>The loss the children experienced during this pandemic will have caused different degrees of emotional trauma or anxiety</p>	<p>The Principal and SLT ensure that the importance of pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school</p> <p>SLT and the Principal work closely with teachers to identify the emotional needs of the school and its community</p> <p>The Principal, SLT, teachers and Curriculum Leads monitor the progress of pupils' personal needs and share outcomes regularly with school staff</p> <p>The Principal, SLT and Year Team Leaders monitor pupil progress in lessons to identify key areas and gaps in pupils' understanding to improve pupil outcomes</p> <p>The Mental Health and Safeguarding Policy reflects and helps to establish rules and procedures to meet the personal</p>	<p>Principal SLT All Staff</p>	<p>Principal Senior Leaders All teaching and non-teaching staff The Academy Trust as part of its continual monitoring</p>

	<p>All staff receive CPD training that includes delivery of the Recovery Curriculum/trauma informed training and where appropriate Mental Health 1st Aid training. As a consequence, staff know how to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), they are able to recognise and identify risk factors and know the appropriate measures to follow in relation to reporting to concerns.</p> <p>Personalised support is privately sourced from a Behaviour Specialist and Educational Psychologist to support teachers understanding of individual needs</p> <p>The PHSCE Lead leads on mental health topics delivered within the PSHCE curriculum</p> <p>Pupils are taught through the PHSCE Curriculum and in class activities how to understand trauma, self-regulation and resilience</p>	<p>and learning needs of pupils following the Covid-19 Pandemic</p> <p>All children needing targeted individualised support will have an Individual plan drawn up setting out</p> <ul style="list-style-type: none"> • The needs of the children • How the pupil will be supported Actions to provide that support • Any special requirement • Children and parents/carers will be involved in the plan. <p>The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided</p>	
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	<p>to support their emotional health and wellbeing</p>				
Quality of Education To ensure that all pupils receive challenging and engaging lessons through quality first teaching that is good or above	<p>Curriculum design Curriculum Leads work through curriculum coverage and progression documents to identify curriculum coverage not formally taught due to the pandemic and create an abridged curriculum to address this</p> <p>Teachers/Curriculum Leads identifying topics and concepts that pupils typically find more challenging, these become the foundations of a new 'blended learning' curriculum</p> <p>The implementation of the No Limits Curriculum across the whole school is monitored and outcomes addressed</p> <p>The Maths Mastery programme will be rolled out in Year 6. The Mastery Lead will work closely with the Yr6 team and SLT on its effective implementation</p>	<p>Many pupils will have gaps in their knowledge and understanding after an extended period of absence from school or remote education</p> <p>Offering high quality teaching to all pupils as part of a whole-school commitment enables each pupil to 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>Curriculum leads and SLT monitor the design and implementation of the abridged curricula and its impact on learning</p> <p>SLT will draw evidence about the design and implementation of the No Limits Curriculum from discussions with curriculum and subject leaders and teachers, observations of teaching and learning, interviews with pupils or classes, scrutiny of the pupils' work, and reviews of schemes of work or other long-term planning.</p> <p>The Maths Mastery Lead and SLT will monitor the impact of the programme in year 6</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 & subsequent progress discussions).</p> <p>This will highlight gaps in performance between pupils who are eligible for Pupil Premium</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>CPD</p> <p>Inset evenings/days</p> <p>Pupil progress meetings</p> <p>Learning walks reinforce this message</p> <p>CPD for all staff to ensure high quality teaching and provision for all with a focus on PP pupils</p> <p>ITT and NQT programmes</p> <p>Whole school priorities led CPD</p> <p>Audit of skills to inform personalised individual CPD</p> <p>Staff (teachers and TAs) will be trained in using Formal and informal assessments are rigorous to identify the individual needs of the pupils</p> <p>DCPRO & PIXL is used to assess, monitor and track pupils' achievement of each objective in RWM and foundations subjects to ensure that prior knowledge is built on, next steps are identified, progress is made, and accurate judgements are formed</p> <p>Targeted pre and post teaching of children highlighted at risk</p> <p>Performance management meetings</p>	<p>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> <p>Release time for YTLs and curriculum leaders to evaluate provision for pupils eligible for the PPG within their year group and subject</p> <p>Teachers to lead on interventions and support for pupils eligible for the PPG.</p>	
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	Extended programme of coaching for all teachers, including new teachers, NQTs and support staff				
To ensure all work is suitably differentiated and challenging to meet the needs of all learners	<p>Clear differentiated lessons across the school</p> <p>Information shared with class teachers at the beginning of the year (including Infant school transitioning) so that barriers to learning are addressed in school</p> <p>In class support from highly trained Teachers and effective deployment of TAs delivering targeted interventions</p> <p>Use of PiXL Primary to identify gaps in pupils learning and putting therapies into place to ensure the gap is closing</p> <p>SENCO support</p> <p>Additional resourcing to support pupil understanding and progress in lessons</p> <p>Effective deployment of staff during lessons</p> <p>Whole school CPD training e.g. SEND 4 categories of need, challenging and engagement, questioning (Blooms), higher ability</p>	<p>Many pupils will have gaps in their knowledge and understanding after an extended period of absence from school or remote education</p> <p>“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.”</p> <p>(Paragraph 6.37 SEND Code of Practice)</p> <p>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.</p> <p>Teachers should use appropriate assessment to set targets which are deliberately ambitious</p>	<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 & subsequent progress discussions).</p>	<p>AP Teaching and Learning Lead practitioners</p> <p>AP for Inclusion/SEN CO</p> <p>Teaching and Learning team</p> <p>CTL's</p> <p>All Teaching Staff</p>	On-going, as part of the Academy monitoring cycle

	Trained teaching assistant provision extended to enable specific interventions within an extended school day for identified pupils with a focus on disadvantaged pupils.				
To accelerate disadvantaged pupil's progress in RWM combined	<p>Small group intervention for years 3 to 6 before school (providing breakfast club) and during school day. Year leaders & TAs will continue interventions with key identified pupils in their year groups</p> <p>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>Accelerated Reader programme being used to support pupils progress in reading</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>SLT will draw evidence about the No Limits 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 & subsequent progress discussions)</p> <p>Senior Leaders communicate successes and concerns in teaching practice as soon as observed so that appropriate support can be put into place</p> <p>Timetables are organised to ensure staff delivering provision have sufficient preparation and delivery time.</p>	<p>SLT VP Teaching and Learning Lead Curriculum Teaching and Learning team YTL's All Teaching Staff</p>	On-going, as part of the Academy monitoring cycle

			<p>Teachers and/or the SENCO will engage with parents and pupils before an intervention begins to address any concerns or questions about the additional sessions.</p> <p>Pupil Voice questionnaires children can articulate their learning and next steps</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 & how to ask appropriate questions relating to texts. 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 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</p>	<p>When children read daily their reading improves and this is tracked through reading ages. Any areas of difficulty can be addressed (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)</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 assessments and therapies will be delivered and monitored for impact</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>Accelerated reading programme will be used to monitor and manage independent reading practice</p> <p>Bespoke Phonic sessions will be delivered to appropriate pupils following initial assessments</p> <p>Nessy Reading and Spelling Programme to develop phonic knowledge, reading and spelling</p>			
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Inclusion To target pupils who have speech and language issues and accelerate their progress.	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 Specific training delivered to teachers and TAs by the SALT to support the delivery of target-based support following assessments Parents will receive support from teachers to enable them to best support their child at home	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.	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	SLT AP Inclusion/SEN CO SALT YTL's All Teaching Staff	On-going, as part of the Academy monitoring cycle
To accelerate academic progress by giving all pupils the opportunity to complete their homework/revision in an appropriately, supportive environment.	Homework club ran by teaching staff	PP fund allocation enabled universal homework club for all pupils across Years 3 – 6. Participation rates were high during 2019/2020. 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 (planned Easter provision 2020 was expected to be equally as high) and supported achievement for the children that attend	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	SLT YTL's All Teaching Staff	On-going, as part of the Academy monitoring cycle

<p>To remove barriers to learning for all pupils with a particular focus on mental health and well-being, building resilience and self-regulation</p>	<p>A whole school focus on delivering the Recovery Curriculum to all pupils To offer additional focused training to all staff in the light of COVID-19 – to become a Trauma and mental health informed school Co-construction of experiences – children receive a Recovery curriculum that supports their experiences during the pandemic All pupils receive the appropriate emotional wellbeing support to enable them to verbalise their anxieties to ensure they are able to enter school, the classroom and are ready to learn Webinars/open mornings/workshops are held with parents to engage in information and to fully understand the impact of the last few months 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>The loss the children experienced during this pandemic will have caused different degrees of emotional trauma or anxiety The ACE study found that adverse childhood experiences are a leading determinant of most common forms of physical illness, mental illness and early death. The impact of the pandemic has meant that children have experienced higher levels of vulnerability, anxiety and uncertainty, therefore need support to enable them to access school and learning once again. Support provided by the AP for Inclusion and Welfare Officer has been a success over the past year when supporting our most vulnerable children and their families.</p>	<p>The Principal and SLT ensure that the importance of pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school SLT and the Principal work closely with teachers to identify the emotional needs of the school and its community The Principal, SLT, teachers and Curriculum Leads monitor the progress of pupils' personal needs and share outcomes regularly with school staff The Principal, SLT and Year Team Leaders monitor pupil progress in lessons to identify key areas and gaps in pupils' understanding to improve pupil outcomes The Mental Health and Safeguarding Policy reflects and helps to establish rules and procedures to meet the personal and learning needs of pupils following the Covid-19 Pandemic Behaviour log data Termly report from therapists Internal data Nurture group attendance Boxhill profiles Pupil, parent and teacher voice</p>	<p>SLT AP Inclusion/SEN CO Welfare Officer Specialist Providers YTL's All Teaching Staff</p>	<p>On-going, as part of the Academy monitoring cycle</p>
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	sourced Behaviour Therapist, SALT, EP and Play Therapist				
					Total budgeted cost £125,242.75
ii. Targeted support					
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?
Reduction in disadvantaged children behaviour Incidents .	<p>Children receive a personalised response to the lived experience of the child and their needs</p> <p>All pupils receive the appropriate emotional wellbeing support to enable them to verbalise their anxieties to ensure they are able to enter school, the classroom and are ready to learn</p> <p>Mentors allocated to students who require support/guidance for their behaviour or academic achievement.</p> <p>Selected students receive alternative provision by outside providers to support SIMS behaviour report logged and shared with Principal, Welfare Officer & AP inclusion</p> <p>Highlighted pupils to be monitored</p>	<p>Children who experience trauma can present in different ways and can act out as part of a defence mechanism due to their exposure to adverse experiences (ACES, COVID-19)</p> <p>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.</p>	<p>The Principal and VPS ensure that the importance of pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school</p> <p>VPS and the Principal work closely with teachers to identify the emotional needs of the school and its community</p> <p>The Principal, VPS, teachers and Curriculum Leads monitor the progress of pupils' personal needs and share outcomes regularly with school staff</p> <p>Staff ensure identification of pupils is fair, transparent and properly recorded.</p> <p>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,</p>	SLT AP Inclusion/SEN CO Welfare Officer Attendance Officer EWO	On-going, as part of the Academy monitoring cycle

	<p>Targeted Nurture/friendship groups to be delivered Lunchtime sports club ran by staff for more vulnerable pupils to provide focus during free time</p>		<p>leading to raised achievement points.</p>		
To provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning	<p>The school office, SENCO and Home School Link Worker take responsibility for ensuring that all parents of Pupil Premium pupils remain well informed about their entitlement to financial & other support in order for pupils to access the full range of school opportunities including clubs, breakfast club, school uniform, after school clubs and trips. Parents utilise the skills of the Welfare Officer (Jane Cooper) when support vulnerable families.</p> <p>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.</p>	<p>The school office, SENCO and Welfare Officer take responsibility for ensuring that all parents of Pupil Premium pupils remain well informed about their entitlement to financial & other support in order for pupils to access the full range of school opportunities including clubs, breakfast club, school uniform, after school clubs and trips. Parents utilise the skills of the Welfare Officer (Jane Cooper) when support vulnerable families.</p>	<p>SLT to review use of Pupil Premium funding to maximise access and participation at regular half-termly meetings. Letters and information re-sent to all parents at key points during the school year.</p> <p>Office staff to monitor breakfast club /extra-curricular / enrichment participation for Pupil Premium pupils</p> <p>Tracking of Pupil Premium pupils applying for financial support</p> <p>Weekly briefing meetings ensure Pupil Premium children are a priority and all staff know who they are</p> <p>Tracking of breakfast club, after school clubs and wrap around care participation level</p>	<p>SLT AP Inclusion/SEN CO Welfare Officer Attendance Officer</p>	<p>On-going, as part of the Academy monitoring cycle</p>
Total budgeted cost					£30,656.49

iii. Other approaches					
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?
High levels of support and engagement is delivered to children and families facing the most challenging circumstances e.g. financial and health implications of COVID-19 pandemic, 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 Play, Lego, Nurture and Art Therapy groups available for pupils as a mode of expression and communication Strong links with local police Assemblies to raise awareness Strong partnerships built with children, families and outside agencies Change for Life – promoting healthy eating and life choices programme delivered to identified pupils Work with your child mornings Learning awareness programmes delivered to parents to build parents' and pupils' learning capacities	<p>The impact of COVID-19 has seen a higher number of families experiencing financial difficulties, severe illness (including bereavement) and recorded higher levels of domestic violence</p> <p>OAC believes that children cannot learn unless they feel safe and valued and the nurture provision is butyl with this end in mind</p> <p>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.</p> <p>The school have a high number of families who face challenging circumstances</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</p>	The Principal and SLT ensures that the importance of family and pupil wellbeing and emotional resilience is a key priority to re-integration and learning success across the school Pupil, staff and parent surveys Monitoring impact of teaching on learning attitudes Data logs Triangulation & Aspiration reviews Foodbank referrals CIN/CP meetings CIN referrals Workshops for parents – CAMHs sessions, maths across the school, teaching of early reading etc) Home School Link Worker will work holistically and preventatively with families and pupils to improve children's well-being and attainment, providing support for families and pupils at times of change and stress Pastoral support for pupils and families will have a significant impact on engaging the family and the child with school life	SLT AP Inclusion/SENCO Welfare Officer Outside Agencies Curriculum Leads	On-going, as part of the Academy monitoring cycle

		development compared to children who have parents with good literacy and numeracy			
To increase the attendance rates of PP pupils	<p>Tracking of attendance</p> <p>Inclusion AP & Welfare Officer to target identified re-offenders on their first day of absence</p> <p>Parents will be taught to understand the difference between minor ailments and the kind of illnesses that warrant a day off school</p> <p>Regular reporting to parents during Parent Consultations, mid-year and end-of-year reports and termly letters for poor attendance. This will keep parents fully informed about their child's attendance in order to rectify issues or celebrate achievements.</p> <p>Individuals will be offered free of charge or with financial support, using the Pupil Premium, to those who find it difficult to get to school on time or attend school. Breakfast will be available to these children, taking one pressure away from the morning routine.</p> <p>After school provision will be offered to children free-of-charge</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 transition between primary and secondary</p>	<p>SLT AP Inclusion/SEN CO Welfare Officer Attendance Officer EWO</p>	<p>On-going, as part of the Academy monitoring cycle</p>

	<p>or with support, if paying for childcare means that the family are in financial difficulty or if paying for childcare has a financial implication on other aspects of their childhood development (e.g. housing issues, food etc.).</p> <p>Extra-curricular clubs will be offered, free of charge using the Pupil Premium, so that all children have the opportunity to experience these activities and develop related skills and so that parents have another option for childcare.</p> <p>Children will enjoy these clubs and attend school to take part</p> <p>Interventions will take place for those children who often miss out first thing in the morning due to being late for school</p> <p>Teachers will ensure that work can be, where possible, caught up (by those who have missed it) without requiring additional adult support if this was not planned to be used for the original task. This may involve creating additional resources to enable the child to catch up independently</p>			
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			Total budgeted cost	£20,743.65

6. Review of expenditure and Impact in July 2021				
Previous Academic Year		2020 - 2021		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost
ii. Targeted support				
iii. Other approaches				
7. Additional detail				

