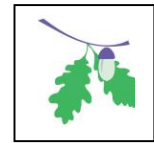


# Oak Hill First School

Pupil Premium Impact Report 2015



Provision	Impact
<p><b>Part fund a Learning Support Teacher</b> for 3 days a week to support small groups and identified children on a 1:1 basis with varying needs including speech and language. Within her role, she also supported teachers with strategies to support vulnerable children within the classroom.</p> <p><b>Fund additional TA time</b> to support the work of the Learning Support Teacher with speech and language intervention as well as targeted Learning Support for identified children</p>	<p>A trained communication link TA ran individual and personalised communication programmes created by the speech and language therapy service (SALT). Listening skills, talking workshops and small group work throughout school sharing impact of individual work into whole classes.</p> <p>40 children on caseload of SALT - monitored and supported by therapist and SENCO in 5 meetings through the year. All children made good progress towards individual targets or discharged from the service because of significant progress.</p>
<p><b>0.6 Support Teacher FS &amp; KS1</b></p> <p>To monitor provision for our vulnerable children and its impact.</p> <p>To provide targeted intervention throughout KS1 to identified children.</p> <p>To monitor intervention provision provided by additional adults.</p> <p>Provide additional Pastoral Care for Vulnerable pupils.</p>	<p>New Curriculum: Epiphany Assessment</p> <p>Y1 Reading increase in end of year expectations from 0 to 47% progress 2.8 strides</p> <p>Y1 Writing increase in end of year expectations from 0 to 31% progress 2.7 strides</p> <p>Y1 Maths increase in end of year expectations from 7 to 44% Progress 2.8 strides</p> <p>National Curriculum Levels</p> <p>Y2 Reading increase in end of year expectations from 56 to 67% progress 5.3APS</p> <p>Y2 Writing increase in end of year expectations from 56 to 62% progress 4.8APS</p> <p>Y2 Maths increase in end of year expectations from 67 to 92% progress 5.5APS</p> <p>Gap between PP children and non PP is better than the national attainment gap.</p>

<p><b>0.6 Support Teacher KS2</b>  To monitor provision for our vulnerable children and its impact.  To provide targeted intervention throughout KS2 to identified children.  To monitor intervention provision provided by additional adults.  Provide additional Pastoral Care for Vulnerable pupils.  To provide cover for teachers to have Pupil Conferences with all children twice each half term - discussing progress made and setting new targets  <b>Provide TA targeted interventions for small groups and on a 1:1</b> - Better Reading, Rapid Reading, Rapid Phonics, Social Skills, Fine and Gross Motor skills, Emotional Literacy.  Plus in class TA support for: Reading, Writing, Numeracy,</p>	<p>New Curriculum: Epiphany Assessment  Y3 Reading slight decrease in end of year expectations from 44 to 37% progress- 2.7 strides  Y3 Writing increase in end of year expectations from 4 to 15% progress- 2.7 strides  Y3 Maths slight decrease in end of year expectations from 59 to 52% Progress- 2.7 strides (pupils who are no longer working at expectations have other factors that have contributed to this e.g SEN/EAL/LAC)</p> <p>New Curriculum: Epiphany Assessment  Y4 Reading increase in end of year expectations from 0 to 47% progress 2.8 strides  Y4 Writing increase in end of year expectations from 0 to 31% progress 2.7 strides  Y4 Maths increase in end of year expectations from 7 to 44% Progress 2.8 strides</p>
<p><b>Curriculum enrichment</b> Support the cost of educational visits, Residential trip, visitors</p>	<p>We ensure a wide range of educational visits and visitors are planned for each year group. This supports children's engagement in the classroom which is evident through lesson observations where knowledge gained from trips and visitors is used in an interesting and practical way - bringing learning to life. Evidence from pupil conversations indicate that educational visits and visitors are positive and memorable experiences for the children.</p> <p>1 visit per year group is entirely funded(Safari Park Yr R, Bishopswood Yr 1, Sea Life Centre Yr 2, Bishopswood Yr 3 and Botanical Gardens Yr 4)</p> <p>Year groups also had 50% of trip cost paid - e.g. Birmingham Museum Year 1 and Alcester Museum Yr 3.</p> <p>Year 4 Residential visit - deposit paid.</p>
<p><b>Train lunchtime supervisors,</b> Playground Play Leaders and Playground Buddies to support behaviour management during lunchtimes</p>	<p>Lunch club - Pupil voice feedback demonstrates positive impact as children state that they are more able to manage their behaviour themselves.</p> <p>There was a noticeable decrease in the number of play time incidents being escalated to class teachers and AHT so there is more on task time during afternoon lessons.</p>

<p><b><i>Fund two structured play leaders</i></b> to support with social skills during lunchtimes with targeted children in Years 3 &amp; 4</p>	<p>Pupil conversations gave extremely positive feedback for structured play. All children involved said they would recommend it to others and several other children in the key stage asked if they could join. The children involved recognised that it has helped them when playing with other children on the playground and said that the structured play sessions have helped them to get to know each other better.</p> <p>Teachers have reported that it has helped the children develop their social skills and work better as part of a small group. Teachers have seen an increase in confidence and independence in those children taking part.</p> <p>There was a noticeable decrease in the number of play time incidents being escalated to class teachers and AHT.</p>
<p><b><i>Fund Family Support Worker</i></b> time to work with families</p>	<p>An increase in Early Help referrals (from 4 in 2013-2014, to 13 in 2014 - 2015) demonstrate staff member's commitment to safeguarding, early intervention and a culture of vigilance in the school.</p> <p>Our proactivity has prevented escalation and supported families so that children are safe, happy and making progress in the classroom.</p>
<p><b><i>Fund support from Educational Psychology Service CPA</i></b></p>	<p>The Educational Psychologist and the learning support teacher from CPA have maintained a high level of input visiting weekly.</p> <p>Direct involvement planning interventions for children on SEN support maintaining the statutory requirement for external service.</p> <p>Support and challenge for SENCO.</p> <p>Specialist assessment and diagnostic work supporting early identification and intervention of needs - specific focus on reading / children with dyslexic tendencies.</p> <p>Input into school-wide behaviour initiatives and training for all staff.</p> <p>Support for families of children on SEN register.</p> <p>37/118 children entitled to PP also on SEN / additional needs register.</p> <p>SEN children in key stage 1 made 'good' progress in reading, writing and maths. In key stage 2 SEN children made 'expected' progress in reading and maths but not writing.</p>

<p><b><i>Achievement for All programme</i></b> Fund our involvement and participation in this national initiative to improve outcomes for disadvantaged pupils Extending this to Pupils in Year 2/3 &amp; 4.</p>	<p>Oak Hill presented with the Achievement for All Quality Mark - national recognition of the improved outcomes for pupils. -Year 2 AfA cohort achieved 4.4/ 4.4/ 4.7APS in R/W/M -Year 3 AfA cohort achieved 2.45/ 2.3/ 2.45 STRIDES USING EPIPHANY TRACKING SYSTEM in R/W/M -Year 4 AfA cohort achieved 2.3/ 2.2/ 2.3 STRIDES USING EPIPHANY TRACKING SYSTEM in R/W/M</p> <p>Oak Hill presented with the Achievement for All Quality Mark - national recognition of the improved outcomes for pupils.</p> <p>100% attendance at structured conversations in Years 4 and 2 and 80% in Year 3 for longer Structured Conversations designed to support parents to work with their child at home. Increase in % of parents being more actively involved in their child's education through the consistent implementation of ideas shared at home from these meetings: Year 2 67%- this is a 51% increase since the start of the program in September 2014 and Year 3 40%- this % has been maintained during the academic year. Year 4 64%- this is a 13% over the academic year.</p>
<p>Positive Behaviour Team</p>	<p>6 children were intensively supported and teachers were also up skilled in dealing more effectively with challenging behaviour. There were no exclusions for these pupils. These pupils also demonstrated increased social skills with other pupils resulting in fewer incidents of escalating inappropriate behaviour.</p>
<p>Pupil Teacher Conversations</p>	<p>Teachers gain valuable insights into the individual, pupil voice allows an opportunity to share their needs as they see them. As a result progress is good (see above data) as individual needs can be supported.</p>
<p>School Uniform/Equipment</p>	<p>Pupils are dressed appropriately.</p>
<p>Pupil Premium Co-ordination &amp; Training</p>	<p>Pupil Premium is given a high profile in school with all staff members and governors. Co-ordinator is appropriately trained and has a good understanding of the strategies/practices that are used in order to derive more positive outcomes for PP pupils.</p>