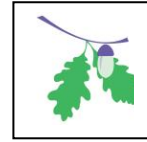


Oak Hill First School

Pupil Premium Impact Report July 2016



Provision

0.4 Support Teacher in all key stages

To monitor provision for our vulnerable children and its impact.

To provide targeted intervention for identified children.

To monitor intervention provision provided by additional adults.

Provide additional Pastoral Care for Vulnerable pupils.

Provide TA targeted interventions for small groups and on a 1:1 - Better Reading, Rapid Reading, Rapid Phonics, Social Skills, Fine and Gross Motor skills, Emotional Literacy. Plus in class TA support for: Reading, Writing, Numeracy,

Provide 0.4 "Catch Up" maths teacher to support pupils in Y2

Impact

New Curriculum: Epiphany Assessment

Progress in Reception 4 is deemed to be good

Progress in Y1-Y4 good progress is broadly 3.

Reading

	% of pupils on track to attain expectations at the start of the year	% of pupils on track to attain expectations at the end of the year	Progress
YR	0%	75%	4.3
Y1	0%	56%	3.1
Y2	53%	53%	2.9
Y3	15%	54%	3.2
Y4	38%	55%	3.2

The gap between pupil premium children and non pupil premium children has **NARROWED** in all year groups.

Writing

	% of pupils on track to attain expectations at the start of the year	% of pupils on track to attain expectations at the end of the year	Progress
YR	0%	75%	4.3
Y1	11%	56%	2.9
Y2	37%	37%	2.9
Y3	0%	8%	3.2
Y4	14%	21%	2.8

The gap between pupil premium children and non pupil premium children has **NARROWED** with exception of Y2 where this has been maintained.

Maths

	% of pupils on track to attain expectations at the start of the year	% of pupils on track to attain expectations at the end of the year	Progress
YR	0%	75%	4.6
Y1	0%	56%	2.9
Y2	53%	53%	2.9
Y3	23%	46%	2.9
Y4	48%	38%	2.7

The gap between pupil premium children and non pupil premium children has **NARROWED** in all year groups.

<p>Curriculum enrichment 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>Each Year group had 50% of a trip cost paid - e.g. Birmingham Town Hall Theatre Reception, Lower Smite Farm Year 3, and a trip to the cinema for the Film Festival for Years 1 & 2.</p> <p>Year 4 Residential visit had their deposit paid as well as a trip to London to visit parliament.</p> <p>Each year group has had their curriculum provision enriched by 3 visitors during the year, e.g. Butterfly Zoo Lab, Lego workshops, Professor McGinty and a Roman soldier.</p>
<p>Provide engaging staff/activities and equipment to support pupil behaviour at lunchtimes.</p>	<p>The external sports coach has provided lunch time support twice a week which has enabled the children to learn new sports skills and make new friendships across their year group. Pupil conversations were extremely positive about the structured play sessions, with pupils saying that they now feel more confident to try new things and that they had learnt how to work more co-operatively as a team player.</p> <p>Purchase play equipment</p>
<p>Provide staff to run a KS1 & KS2 lunchtime club for identified pupils with social and emotional needs</p>	<p>This intervention is provided for 9 children who attend regularly and a larger group of children who attend on a short term basis. One child with significant SEN (medical needs) requires constant supervision. Overwhelmingly the children talk positively about their experiences of lunch club. Data from behaviour monitoring shows a significant decrease of incidents of inappropriate behaviour being reported to Assistant Head Teachers. Reduction of 75% demonstrates that intervention is effective and class teachers are managing behaviour using the new systems well.</p> <p>Examples of what the children say about lunch club:</p> <p>'I try to be really good and I am. It keeps me safe.'</p> <p>'I like the activities and I like eating with the other children. My behaviour has got better so that I'm not going down the zone board any more.'</p> <p>'When I'm on the playground I can get rough and get into trouble. Now I'm in lunch club it doesn't happen as often as it used to do.'</p> <p>'I have some friends who don't come to lunch club and I'm still friends with them.'</p> <p>'Sometimes we want some peace and quiet - We don't always want to be social - sometimes we like to just sit and be.'</p>

<p>Provide funds to support Educational Psychologist Service and Positive Behaviour Team</p>	<p>The Educational Psychologist and the learning support teacher have maintained a high level of input visiting weekly.</p> <p>Direct involvement planning interventions for children with SEN maintaining the statutory requirement for external service.</p> <p>Input into application for Education, Health, Care Plans.</p> <p>Support and challenge for SENCO and Senior Leadership Team.</p> <p>Specialist assessment and diagnostic work supporting early identification and intervention of needs - specific focus on diagnosis of children's specific learning difficulties.</p> <p>Input into school-wide behaviour initiatives, resulting in a fresh approach to behaviour management which is proving successful in improving learning behaviours and reducing low level distraction in classes. The Educational Psychologist reported a marked increase in the positive and calm atmosphere in school.</p> <p>Behaviour monitoring across the school, including pupil voice is judged to be good.</p> <p>Training and support for teacher and teaching assistants providing a 'conquering literacy' intervention for children with significant needs.</p> <p>Support for families of children on SEN register.</p> <p>The vast majority of children with SEN who are also entitled to PP made consistently strong progress from their starting points. Children in year 1 made accelerated progress in reading, writing and maths.</p> <p>PBT</p> <p>5 children were supported and teachers were also up skilled in dealing more effectively with challenging behaviour. Planning, support and monitoring of extremely intensive support for children with very complex needs ensured that they continued to be included and learn in our school with high quality intervention.</p>
<p>Achievement for All programme Fund our involvement and participation in this national initiative to improve outcomes for disadvantaged pupils extending this to all pupils.</p>	<p>-Year 2 AfA cohort achieved 3.2/ 3.0/ 3.3 STRIDES USING EPIPHANY TRACKING SYSTEM in R/W/M which is Good progress.</p> <p>-Year 3 AfA cohort achieved 2.8/ 2.2/ 2.7 STRIDES USING EPIPHANY TRACKING SYSTEM in R/W/M which is Good progress based on their EOY targets.</p> <p>Year 4 AfA cohort achieved 2.9/ 2.9/ 2.6 STRIDES USING EPIPHANY TRACKING SYSTEM in R/W/M which is Good progress based on their EOY targets.</p> <p>We continued to maintain 100% attendance at our structured conversations with our Year 3 families and also with our new Year 2 families which are designed to support parents to work with their child at home. Year 4: increase of 20% to 100% attendance at structured conversations.</p> <p>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:</p> <p>Year 2- we have 75% of our families who are engaging with the program- 25% who engage fully with the other 50% starting to develop their confidence to try out strategies and ideas suggested.</p>

	<p>Year 3: Of the 11 families involved 3 families have engaged so positively that they are now leaving the program and feel confident that they have a wide range of strategies and ideas to support their child and are clear as to how to access support if required in the future. This allows us to offer 3 more families in the new Year 4 cohort the opportunity for support.</p> <p>We have 7 other families who are engaging more with both the structured conversations and with our Lending Library of games/activities to play together at home.</p> <p>Year 4: Due to significant staff changes we ended the project for this cohort in the Spring term though access to the Lending Library was available all year and was enjoyed by 4 of the 8 families on a regular basis.</p> <p>2016-17 DB/FS/HM to finish AfA as families engaging well with school. Attendance for the Year 2 cohort is 93% which is slightly below the cohort average of 95% however 3 children who had significantly poorer attendance in 2014-15- average 85% have now on average 93% due in part to the focussed discussions around attendance during structured conversations.</p> <p>Year 3 is 96% which is on par with the whole cohort %.</p> <p>Oak Hill was also invited to join a pilot group for Achieving Early which focuses on support for identified families in Early Years. These Reception pupils will be moving into Year 1 2016-17.</p>
School Uniform/Equipment	Pupils whose families have experience financial hardship, are dressed appropriately.
<p>Learning Support Teaching Assistant:</p> <p>Fund additional TA time 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).</p> <p>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>The quality of learning support for a group of children in year 1 has been praised highly by a range of professionals including the autism team, a complex communication teacher and the speech and language therapist. Because of this intensive support the children made strong or accelerated progress.</p>