

## Number of pupils & pupil premium grant (PPG) received 2017-2018

Total number of pupils on role	798
Total number of pupils eligible for PPG (2017-2018)	171
Amount PPG received per pupil	£1,154
Total amount of PPG received	£197,260 (Financial year 2017/18)

### What is pupil premium funding?

Legislation lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year 2017-2018. PPG provides funding to address the current underlying inequalities in attainment and progress between disadvantaged children and their peers.

### Pupil premium provides funding for pupils in the following categories:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after for the past six months
- Who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (Post LAC)
- Those children whose parents are currently serving in the armed forces or were eligible for funding in the last 4 years

### Our Vision

At Ocklynge we are determined that all children will achieve the very best that they can in our welcoming, creative, inclusive community.

#### Aims:

- To ensure that teaching and learning opportunities meet the needs of all of our pupils by improving the quality of inclusive first teaching in classrooms and ensuring that the interventions are appropriate.
- To raise the achievement of our disadvantaged pupils, to narrow the gap in their attainment compared to their peers.
- To ensure that they have equal opportunities and access to the wide range of curriculum enrichment activities that we offer through our school
- To take care of their pastoral needs, in order to maximise their learning in the classroom.
- To ensure there are clear expectations of outcomes established for every pupil premium child.
- To identify priority classes, groups or individuals, through a needs analysis, in order to allocate Pupil premium funding accordingly.
- To ensure that all pupils who are eligible will receive extra support over time in order to boost their attainment and progress, although with limited funding and resources this means that not all children who are eligible for funding will be in receipt of pupil premium interventions at one time

### Principal barriers to achievement for pupils receiving PP funding 2017-2018

- Access to focused differentiated curriculum entitlement and appropriate challenge which children receiving PP funding must receive through Quality First Teaching and support
- The attendance and punctuality of the children receiving PP funding.
- The engagement of the parents of the children receiving PP funding.
- Emotional and behavioral challenges that some children receiving PP funding may have.
- Safeguarding issues that may affect PP children
- Access of the children receiving PP funding to extra-curricular activities including the Year 6 residential weeks.
- Lack of access of reading materials and resources at home

Objectives and actions to address Key Issues	Success Criteria, Milestones and Practice Indicators (dated)	Monitoring (Implementation- who, what, when)	Evaluation (who and how is the impact evaluated)	Outcomes 2017-2018
<p>a) <b>Class teachers need to take responsibility for the pupil premium children that they are teaching. This should be recognised in planning explicitly for their needs and built into performance management and accountability.</b></p> <ul style="list-style-type: none"> <li>• Planning format introduced across the whole school to include a focus on PP children</li> <li>• Teachers to visit CPS and others to observe how PP children are catered for,</li> <li>• Drop in surgeries are used to support identified individual teachers with subject leaders and heads of year.</li> <li>• PP champion to liaise with subject leaders and heads of year to ensure that disadvantaged pupils are focussed upon and catered for.</li> </ul> <p><b>Cost (in £s) : £22,500</b></p>	<p><u>By end of T1</u> On planning sheets PP children are identified and planned for. Activities are focussed on PP children's needs Performance management reflects that there is accountability for PP children in each teacher's class.</p> <p><u>By end of T2</u> Secure planning is in place – individual needs of children are identified and planned for. QFT observed in maths and English. Progress has been identified in books and demonstrate that it is accelerated. Visits to other schools has been made and the impact of their visits seen in the teaching within the classroom</p> <p><u>By end of T3</u> Monitoring completed and evaluation feedback to SLT Identified individuals teacher's practice improves as shown through monitoring</p> <p><u>By end of T4</u> Review planning formats to evaluate impact. Adapt or change if needed. QFT is observed frequently with a focus on how PP children in the class are learning and how teachers are adapting planning and teaching accordingly. Progress has been identified in books and</p>	<p>PP champion to monitor planning completion and quality</p> <p>PP champion track individual progress in Maths and English</p> <p>SLT and PP champion monitor T&amp;L as training and support delivered</p> <p>SLT involved in the performance management cycle ensuring that teachers are accountable for the PP children in their class.</p>	<p>External reviewer through a review of the adviser's reports and mins of FGB. At termly meetings in school.</p> <p>Headteacher to hold weekly meetings with the PP champion to evaluate impact.</p> <p>School governors to hold the school to account and analyse impact of strategies made.</p> <p>Executive Headteacher to review and monitor progress made and impact.</p>	<p>All planning sheets complete and evidence of teaching and learning strategies identified. The progress of PP children is built into the appraisal of all teaching staff.</p> <p>QFT documents demonstrate that teaching has improved over time.</p> <p>Learning walks took place and feedback given to teachers. c/f monitoring timetable.</p> <p>In Yrs 4,5 and 6 children are making the 80% expected progress. In Year</p>

	<p>demonstrate that it is accelerated. Data shows that the gap between PP children and non PP children is closing across all year groups. PP champion to have liaised with subject leaders and heads of year <u>By the end of T5</u> QFT and planning are monitored regularly and show that PP children are making progress and the gap is closing. Children who are not making the necessary progress identified so teachers adapt their teaching accordingly. <u>By the end of T6</u> PP children have made accelerated progress and are in line with their peers. Performance management reviews clearly show that teachers have taken responsibility for the PP children and have planned and taught accordingly.</p>			<p>5 there has been accelerated progress in all areas. In Years 4 and 6 there are still gaps but these gaps are diminishing. In Year 3 there are larger gaps but this is due to a discrepancy in the initial data.</p>
<p><b>b) Individual data sheets will be set up and maintained by class teachers detailing all aspects of the dis-advantaged children.</b></p> <p><b>Cost (in £s) : No Cost</b></p>	<p><u>By end of T1</u> TT used effectively to monitor progress of PP children WAC/MAC/RAC sheets are used effectively to inform planning and teaching of PP children Sheets have been filled in by teachers identifying specific needs of children and steps forward. <u>By end of T2</u> Pupil progress meetings are robust with a focus on PP children and monitoring how teachers are assessing the PP children and feeding this back into teaching. Individual needs of the PP children are</p>	<p>PP champion to monitor data sheets maintained by classteachers.</p> <p>PP champion to be involved with Pupil progress meetings and holding teachers to account for progress made by PP children.</p> <p>Analysis of data shows that there has been rapid</p>	<p>External reviewer through a review of the adviser's reports and mins of FGB. At termly meetings in school.</p> <p>Headteacher to hold weekly meetings with the PP champion to evaluate impact</p> <p>School governors</p>	<p>Individual records of PP children have been set up and embedded across the school. C/F individual PP records.</p> <p>TT and other assessments sheets have been used for tracking progress of PP children and fed back to staff.</p>

	<p>identified and focussed upon in assessments and teaching and learning  <u>By end of T4</u>  Pupil progress meetings continue to focus on PP children and monitoring how teachers are assessing the PP children and feeding this back into teaching. Any necessary changes/adaptations to be made in regards to assessing PP children or teaching practice.  Progress of PP children has been rapid and in line with non-pupil premium children. This is clearly shown in the data.  <u>By end of T6</u>  Pupil progress meetings continue to focus on PP children and monitoring how teachers are assessing the PP children and feeding back into teaching.  Data shows that the gap between PP children and non-PP children has closed</p>	<p>progress made by PP children</p>	<p>to hold the school to account and analyse impact of strategies made.   Executive Headteacher to review and monitor progress made and impact.</p>	<p>Some success with the use of TT but there still needs more training on this. Pupil progress meetings have taken place termly with a focus on PP children – any necessary interventions have been put in place.   The gap in the Year 5 has diminished across the year group. In years 4 and 6 it is diminishing. In Year 3 there has been a discrepancy in the data. C/f Progress data sheet.</p>
<p>c) <b>Ensure that the progress of disadvantaged children is greater than that of the non-disadvantaged children</b></p> <ul style="list-style-type: none"> <li>• Hold a parent’s evening for disadvantaged children’s parents to inform them of the importance of homework and support where possible at</li> </ul>	<p><u>By end of T1</u>  Focus on QFT in English and maths with a focus on PP children  Planning of English and maths is focussed on PP children’s identified needs.  Support staff deployment, Intervention programmes (booster groups, SPAG</p>	<p>PP champion to monitor planning completion and quality   PP champion track individual progress in Maths and English</p>	<p>External reviewer through a review of the adviser’s reports and mins of FGB. At termly meetings in school.</p>	

<p>home – parental engagement</p> <ul style="list-style-type: none"> <li>• Homework club set up for PP children specifically during lunchtime</li> <li>• PP children who are not making progress or who are not in line to achieve their FFT target grade identified</li> <li>• Intervention groups set up with identified children who are not making progress in English and maths.</li> <li>• To support pupils in reaching their full potential in Reading, Writing and maths through small group work designed by teachers and implemented by support staff</li> <li>• AEN teacher employed to support intervention groups and Read, write inc.</li> </ul> <p><b>Cost (in £s) :</b>  <b>Cost of interventions: £84,579</b>  <b>HW club: £9816</b></p>	<p>support, within class TA support for PP, Read, write inc)</p> <p>Small group booster tuition set up during the school day for targeted children (in danger of falling behind), targeting those children with the greatest gap in Y 5 &amp; 6</p> <p><u>By end of T2</u></p> <p>Parent’s evening held and parents engaged with children’s learning at home and giving support</p> <p>PP children identified who have not met targets or making enough progress</p> <p>Read, write inc groups set up and running effectively to support PP children and their learning.</p> <p>Homework club set up with PP children</p> <p>PP children are making accelerated progress</p> <p><u>By end of T3</u></p> <p>Intervention groups set up – either during school time or after school</p> <p>PP children given individual work books on SPAG and Maths to access at home.</p> <p>Read, write inc groups set up and running effectively to support PP children and their learning.</p> <p><u>By end of T4</u></p> <p>An analysis of the FFT targets to ensure that the PP children are in line to achieve their FFt target grade. – especially in Y6</p> <p>Intervention groups evaluated for impact as a result of Pupil progress meetings, any children not making progress to be part of intervention groups.</p> <p>Lunchtime and before school homework</p>	<p>DSL to hold parent’s evenings and seminars</p> <p>PP champion monitors progress of children in intervention groups</p>	<p>Headteacher to hold weekly meetings with the PP champion to evaluate impact</p> <p>School governors to hold the school to account and analyse impact of strategies made.</p> <p>Executive Headteacher to review and monitor progress made and impact.</p>	<p>A parent’s evening was held for Y6 parents – high attendance rate from PP families. 80%</p> <p>Planning sheets for PP children are in place for core subjects identifying specific teaching and learning strategies for PP children.</p> <p>Intervention groups are set up and implemented C/f year group intervention grids.</p> <p>RWI set up across Yr 3 and 4 – children were assessed and programme set up with a focus on PP children.</p> <p>HW club set up in Yr 6 for PP children. Extra</p>
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	<p>club set up for PP children especially in Y6 Read, write inc groups evaluated for impact in effectively to support PP children and their learning.</p> <p><u>By end of T5 &amp; 6</u> Rigorous monitoring of children's FFT targets and progress to ensure that the appropriate intervention groups are set up. Read, write inc groups are evaluated in impact shown. PP children have made good progress.</p>			<p>lessons run before and after school. Other teachers chase up children individually</p> <p>Regular Pupil Progress meetings highlighted PP children who didn't made progress and further interventions given. <u>RWI results</u> In Y3 21% of PP children moved up one level in books. 57% moved up 2 levels, 14% moved up 3 levels. In Yr 4 75% moved up one level and 25 % moved up 2 levels</p>
<p><b>d) Ensure PP children's welfare, behaviour and attendance is supported so that it does not affect learning</b></p> <ul style="list-style-type: none"> <li>Deployment of specialist Learning and behaviour mentors to support</li> </ul>	<p><u>By end of T1</u> Coffee mornings and parenting workshops set up and targeted parents invited. Learning and behavior mentors to work</p>	<p>DSL to organise and evaluate effectiveness on parental engagement of coffee mornings and seminars</p>	<p>External reviewer through a review of the adviser's reports and mins of FGB. At</p>	<p>Monthly coffee mornings set up for parents – focussing on different areas</p>

<p>the emotional and behavioral development of disadvantaged children (and others) so they are ready to learn.</p> <ul style="list-style-type: none"> <li>• Set up coffee mornings and parental work shops to discuss how to support with reading, online safety, resilience, behaviour etc</li> <li>• Parent Support Advisor to work with specific families to give support and advice.</li> <li>• Encourage children who have poor attendance to go to breakfast club</li> <li>• To continue to develop the THRIVE curriculum, training, resources and approach across the school.</li> </ul> <p><b>Cost (in £s) :</b>  <b>Cost of behaviour and learning mentors:</b>  <b>£15, 702</b></p> <p><b>Cost of PSA:</b>  <b>£19,148</b></p> <p><b>Cost of seminars/parenting:</b>  <b>£4400</b></p> <p><b>Cost of THRIVE:</b>  <b>£3500</b></p>	<p>with teachers and heads of year with PP children who have behavioral and learning difficulties to ensure that the disadvantaged children</p> <p>Weekly meetings set up with the Learning and behavior mentors to discuss difficulties and barriers to learning that disadvantaged children face in order to discuss strategies to aid them.</p> <p>INSET given to staff about THRIVE and how it can be used across the school as a resource to support the emotional development of children.</p> <p><u>By end of T2</u></p> <p>PSA to work with specific families giving support with behaviour and welfare</p> <p>Timetable for Thrive set up and support with specific disadvantaged children undertaken</p> <p>Continue with weekly meetings with mentors to discussing difficulties and barriers to learning and discuss strategies to aid them.</p> <p><u>By end of T3 &amp; 4</u></p> <p>Evaluate the impact of the use of Learning and behaviour mentors, working with PP children and readjust timetables etc if needed.</p> <p>Continue with weekly meetings with mentors to discussing difficulties and barriers to learning and discuss strategies to aid them.</p> <p>Timetable for Thrive evaluated and support with specific disadvantaged children continued.</p>	<p>DSL to monitor progress of children working specifically with the PSA</p> <p>IM and DSL to monitor attendance of specific children and evaluate impact on learning and progress.</p> <p>DSL and IM to liaise with Learning and behaviour mentors.</p> <p>IM to give staff training and support in THRIVE</p> <p>DSL to monitor and support work with PSA</p>	<p>termly meetings in school.</p> <p>Headteacher to hold weekly meetings with the PP champion to evaluate impact</p> <p>School governors to hold the school to account and analyse impact of strategies made.</p> <p>Executive Headteacher to review and monitor progress made and impact.</p>	<p>i.e. supporting children with reading, online safety. C/F Parenting surveys and timetables. Average 20 parents attending Parents more engaged in school</p> <p>L &amp; B mentors work across school with disadvantaged children – timetables in place, meetings held regularly to discuss strategies and impact.</p> <p>THRIVE training given in INSET c/f training log.</p> <p>Specific families identified and given emotional and behavioural support by PSA C/F PSA logs</p> <p>C/F progress data for PP children</p>
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	<p><u>By the end of T 5 &amp; 6</u> Regular seminars, workshops and coffee mornings set up for parents. Continue with weekly meetings with mentors to discussing difficulties and barriers to learning and discuss strategies to aid them. Evaluate impact. Evaluate impact of THRIVE and train another THRIVE practitioner.</p>			<p>who also have safeguarding concerns.</p> <p>Another THRIVE practitioner has been trained.</p>
<p><b>e) To improve attendance (those who fall below 90%) and punctuality of pupil premium children by:</b></p> <ul style="list-style-type: none"> <li>• deploying the school mini bus to pick up in the mornings.</li> <li>• Employ a driver and escort.</li> <li>• Encouraging children with poor attendance to join the breakfast club.</li> <li>• Setting up administrative staff to support PP support work, attendance etc.</li> </ul> <p><b>Cost (in £s):</b> <b>Cost of use of minibus, driver and breakfast club.:</b> <b>£10,943</b></p> <p><b>Administrative staff:</b> <b>£14989</b></p>	<p><u>By end of T1</u> Children identified with poor attendance to be invited to breakfast club or to go on the school mini-bus A member of the office staff given the role of monitoring and following up any children who have attendance issues and to liaise with the school minibus in picking children up who would otherwise be late for school and therefore affect their learning and progress. Also to be responsible for reporting concerns to the DSL and Inclusion Manager and write reports for the headteacher.</p> <p><u>By end of T2</u> Monitor the use of the mini bus – who is using it and how often Evaluate the impact minibus has on attendance Encourage/pay for children to attend breakfast club who still have poor attendance.</p> <p><u>By end of T3 &amp; 4</u> Families who have poor attendance have been targeted to work with ESBAS and the IM</p>	<p>IM/DSL to identify children with poor attendance and liaise with the school minibus</p> <p>IM/DSL to monitor impact of minibus on attendance and use of breakfast club.</p>	<p>External reviewer through a review of the adviser's reports and mins of FGB. At termly meetings in school.</p> <p>Headteacher to hold weekly meetings with the PP champion to evaluate impact</p> <p>School governors to hold the school to account and analyse impact of strategies made.</p> <p>Executive Headteacher to review and monitor progress made and impact.</p>	<p>School mini-bus runs every day and PP children are picked up who are identified as needing help with their attendance.</p> <p>EWO employed to talk to families and chase up any attendance concerns.</p> <p>Attendance for PP children is now 93.77% which is – 1.33%. This is due to illness and a child who a persistent absence.</p>



	<p><u>By end of T5 &amp; 6</u> School attendance for PP children across the school is at least 95%</p>			
<p>f) <b>To ensure that PP children are fully engaged in school life and their learning and to raise their self-esteem, confidence and enjoyment of learning new and different skills by:</b></p> <ul style="list-style-type: none"> <li>• Subsidies for East Sussex music service peripatetic lessons for PP children</li> <li>• Helping children to develop cooperation and team work and leadership skills and a sense of belonging, including support for disadvantaged children attending the 4D experience</li> <li>• To provide extra-curricular opportunities for Pupil premium children</li> </ul> <p><b>Cost (in £s):</b>  <b>Music service: £800</b>  <b>4D experience: £8450</b>  <b>Cost of extra curricular activities: £600</b></p>	<p><u>By the end of T1,2,3,4</u> Teachers to identify any children whom they feel would benefit from having extra-curricular opportunities in order to enhance their learning, their engagement in school and widen their life experiences. Teachers to identify children who may benefit from having music lessons to enhance their love of learning and to engage more fully with school. To widen children's experiences and give opportunities for children who may have a gift in music so that they have a chance to develop their skills.</p> <p><u>By the end of T 5 &amp; 6</u> Ensure that all pupils have equal opportunities and access to a wide range of curriculum enrichment activities that we offer across the school.</p>	<p>PP champion to identify children who would benefit in discussion with class teachers.</p> <p>PP champion to identify children who would benefit from extra music in discussion with the music teacher.</p>	<p>External reviewer through a review of the adviser's reports and mins of FGB. At termly meetings in school.</p> <p>Headteacher to hold weekly meetings with the PP champion to evaluate impact</p> <p>School governors to hold the school to account and analyse impact of strategies made.</p> <p>Executive Headteacher to review and monitor progress made and impact.</p>	<p>All PP children are given one free club a week.</p> <p>All trips and activities – financial support is given to PP children.</p> <p>Two children who were identified in need of extra musical tuition has been given.</p> <p>Any activity that is set up that involves money PP children are identified and given a 'free' pass c/f/Easter egg hunt, inflatable day etc.</p>