

1. Summary Information					
School	Olive Hackney				
Academic Year	2019-20	Total PP Budget	£283 140	Date of Most Recent PP Review	July 2019
Total number of pupils	621	Number of pupils eligible for PP	215	Date for next internal review of this strategy	Dec 2019
2. Current Attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing & maths			80%		
% making expected progress in reading (as measured in the school)			85%		
% making expected progress in writing (as measured in the school)			95%		
% making expected progress in mathematics (as measured in the school)			85%		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic Barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Poor reading and spelling skills, inference and contextualisation				
B.	Poor oral language skills				
C.	Achievement – children unable to access teaching and learning thus not achieving the expected standard or the greater depth standard				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Support from parents with regards to homework				
E.	Attendance –children do not attend regularly so miss out on essential learning				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success Criteria	
A.	Inference skills will have been developed enabling the children to read in more depth, measured through reading tests and teacher assessment			Higher order reading skills developed	
B.	Language skills developed enabling children to use a higher level of vocabulary to explain concepts and reasoning, measured through mastery activities in books and through assessments.			Children can reason, explain and justify their answers in maths	
C.	Attainment in English and Maths – to improve outcomes for pupil premium children so that they reach their intended target of the expected or the greater depth standard, measured through their assessments			The % of children working at the expected standard in reading, writing and maths will increase. The attainment gap between pupil premium and non-pupil premium children will diminish.	

<b>D.</b>	Homework is used as a tool to reinforce the week's learning, measured through the children's depth of understanding and ability to retain key knowledge and skills.	Both children and parents work together to enhance the children's learning.
<b>E</b>	Attendance for pupil premium children in line with non-pupil premium, measure through weekly analysis	Pupil premium children attend school 97% or more of the time.

### 5. Review of Expenditure

#### Previous Academic Year

#### Quality of teaching for all

Action	Intended Outcome	Estimated Impact: Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate).	Lessons Learned (and whether you will continue with this approach)	Cost
Enrich the curriculum	Disadvantaged pupils have aspirations for and knowledge of career options; raised awareness of the qualifications and training needed to achieve them; the desire and motivation to achieve personal academic goals	The children had a full range of experience over the past year which resulted in them having gained cultural capital	Plan more in depth experiences that are linked to enriching vocabulary.	£15000
Additional Teacher in Reception and Year 6	Smaller class sizes	Having smaller class sizes enabled the children to have targeted support which was planned specifically to their needs and enabled the children to make progress.	Continue with this approach	£70 000
One additional Learning coach in each KS2 class	Targeted support given to underperforming children in each class	Children were able to have their needs met and supported, helping them to make good progress.	Continue with this approach	£80 000
Enrichment Clubs	Children to have a plethora of opportunities and experiences	The children had their horizons broadened and the skills enhanced through a variety of clubs and enrichment opportunities	Continue with this approach	£12 000
Contributions towards trips, visits, workshops, club attendance and residential	Children to have a breadth of experiences that enable them to contextualise their learning.	Experiences enthuse and motivate the children and inspire them to learn at every opportunity.	Continue with this approach	£37 000

#### Targeted support

<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated Impact:</b> Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate).	<b>Lessons Learned</b> (and whether you will continue with this approach)	<b>Cost</b>
School counsellor provision	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	This has been invaluable support which has enabled children who had social and behavioural barriers to learning, access the curriculum.	Continue with this approach	£18 000
Interventions and challenge teaching	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	Children received interventions which helped them to make progress from their starting points	Continue this approach	£48 000
Staffing to facilitate initiatives to improve the rates of attendance and reduce the persistent absenteeism	Attendance is above the national expectations	Children's absence is reduced thereby enabling the children to achieve the highest standards by attending all sessions.	Continue this approach as attendance has increased	£7000
Free school uniform	Children feel proud to be part of the school – increase the sense of belonging and self-esteem	All children wear the same clothes, alleviating the stress of buying personal clothes worn to school. This enables children to focus on their learning.	Continue this approach	£6000
Breakfast Club	Children have a warm breakfast	Children are ready to learn	To continue	£10 000
<b>Other approaches</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated Impact:</b> Did you meet the success criteria? (include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Intervention Resources	Interventions can be resources appropriately	Children make rapid progress	Continue this approach	£15 000
Booster Group	Targeted children are able to access curriculum	Targeted children attain in line with or above national expectations.	Continue this approach	£5000

	and make steps towards their expected attainment			
CPD to support staff	To improve the quality of support given to pupils and increase quality first teaching	Teachers and learning coaches understand their role in enabling children to progress.	Continue this approach	£15 000

## 6. Planned Expenditure

Academic Year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
CPD for teaching staff to improve the quality of teaching in all three keys stages.	Every child receives teaching which is good and frequently outstanding in every classroom every day.	CPD for Quality First Teaching / mentoring and coaching support – see research finding of John Dunford ‘using the pupil premium effectively: an evidence based approach to closing the gap’.	Evaluate the impact – lesson observations, planning, book looks	Sheerin Ramjan Anna Nou	Half termly
Additional Teacher in Reception and Year 6	Smaller class sizes	EEF research	All lessons are planned well to close the gaps in learning. Evaluated and assessment data analysed	Anna Nou Sheerin Ramjan	Half termly

**Total budgeted cost**

### Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
School counsellor provision	Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated – families are also supported.	Provision of a range of support staff to remove or alleviate individual social, emotional and health barriers including provision of ‘Time to Talk’ sessions weekly see <a href="http://www.Gov.uk/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully">www.Gov.uk/publications/the-pupil-premium-howschools-are-spending-the-funding-successfully</a> .	Families confidentially feedback that they feel well supported during social care issues. Families on support plan are reduced to CIN stage Families actively seek support from school to reduce need for social care agency involvement. Standards of attainment improve in KS2 SATS	Anisa Alibhai	Half termly

			in all 3 subjects for PP pupils in 2019 tests Pupil voice questionnaire will show that children feel more supported through mentoring programme.		
Interventions and challenge teaching	Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year and key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	EEF research <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>	Half termly book looks by and termly assessment data analysis shows disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated progress to improve on the previous year/KS1 position as this was low.	Dorothy Fadairo	Half termly
<b>Total budgeted cost</b>					
<b>Other approaches</b>					
<b>Action</b>	<b>Intended outcome</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>
Extra Staffing: 2 extra teachers deployed in specific targeted year groups 1 extra LC employed for each KS2 year group	Pupil premium children are targeted through the use of quality first teaching with the aid of highly trained staff members	Smaller class and group sizes that benefit the children's progress and learning	Rigorous tracking of pupil premium children	Sheerin Ramjan and Anna Nou	Each half term
Intervention Resources	Interventions are well planned and resourced	EEF research <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully</a>	Value for money against impact analysed	Dorothy Fadairo	Half termly

Targeted aspirational experiences	For both children and parents to understand that everyone can achieve. To increase self-belief An increase in social mobility	Pupil questionnaires	Planned events/speakers and experiences. Member of SLT to organise and support	Sheerin Ramjan and Anna Nou	Half termly
Increase parental engagement	Parents work in partnership with the school in order to increase the children's progress in all areas	Evidence from EEF LPPA award evidence	Principal to lead Evaluated each half term	Caterina Park	Half termly

**Total budgeted cost**

### 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.