



Ocklynge Junior School

South Downs Learning Trust



Raising Achievement Development Plan

2020-21

Responsibility – Resilience – Reflection – Respect

PUPIL PREMIUM



Our Learning Journey is to Restoration and Recovery

The priorities for the year 2020-21 are:

- *To secure a restoration and recovery curriculum that is inclusive to PP children, creative, broad and balanced.*
- *To develop and embed distributed leadership across the school, to impact PP children.*
- *To improve the quality of Teaching, Learning and Assessment for PP children across the school.*
- *To improve outcomes for all PP pupils in all subjects and in all year groups.*
- *To develop whole school approaches to Behaviour, Values, Attendance & Punctuality and SEMH that positively impacts on PP learning.*

OCKLYNGE PUPIL PREMIUM PLAN

Number of pupils & pupil premium grant (PPG) 2020-2021	
Total number of pupils on roll	803
Total number of pupils eligible for PPG (2020-2021)	177
Amount of PPG per pupil	£1447
Total amount of PPG budgeted	£256, 190

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 2020 -2021. 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:

- Those who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Those who have been continuously look after for the past six months (LAC)
- Those who are adopted from care under the Adoption and Children Act 202, 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 high quality teaching is consistently delivered in the all classrooms.
- To ensure that interventions are relevant and are high impact
- To raise achievement of our disadvantaged pupils and to reduce the difference in their attainment and progress in comparison to their peers.
- To create opportunities that give disadvantaged students access to the wide range of curriculum enrichment activities.
- To ensure a high level of pastoral care and emotional support to support student well-being.
- To ensure that all teaching staff are aware of who their disadvantaged pupils are and what their needs are in order for them to make academic progress.
- To make effective use of data to identify needs, to track progress and to measure the impact of interventions
- To allocate additional targeted support appropriately and effectively, to support the identified needs of each child.

PUPIL PREMIUM						
Actions (including staff responsible)	Overall Success criteria	Resources (£)	Monitoring. (Who & How)	Terms 1&2 milestones & interim success criteria	Terms 3&4 milestones & interim success criteria	Terms 5&6 milestones & interim success criteria
<p>To secure a restoration and recovery curriculum that is inclusive to PP children, creative, broad and balanced. (Ofsted: Quality of Education)</p> <p style="text-align: center;"><u>Sandra Denton</u></p>						
<p>a. To develop a recovery curriculum to support the PP children returning from lockdown, ensuring emotional needs are met (SDe, HOYs, PP lead)</p> <ul style="list-style-type: none"> - Book looks. - Learning walks. - Monitor curriculum overview. - Monitor previous year's missed objectives. - Monitor behaviour incidents. 	<ul style="list-style-type: none"> • PP attainment is in line with PP national 2021, whilst we continue to aspire to the FFT20 targets • SEMH issues in line with pre lockdown levels 	<p>Year team time for curriculum development time.</p>	<p>HT, EXHT through link meetings, LGC monit. reports</p>	<ul style="list-style-type: none"> • PP learning and attainment gaps reduced so that attainment is on track to be in line with PP national 2021 whilst we continue to aspire to the FFT20 targets • SEMH issues reducing and on track to be in line with pre lockdown levels. • Recovery curriculum underway and evident in books. • PP interventions underway and reviewed after each half term. (writing legends, Forest School, counselling etc.) • Introduce Therapeutic Thinking/work on executive functioning skills. • Identify previous year's missed 	<ul style="list-style-type: none"> • PP learning and attainment gaps reduced so that attainment is on track to be in line with PP national 2021 whilst we continue to aspire to the FFT20 targets • SEMH issues reducing and on track to be in line with pre lockdown levels. • PP interventions underway and reviewed after each half term. • Identify any children still working on previous year's missed objectives and cater for those. 	<ul style="list-style-type: none"> • PP learning and attainment gaps reduced so that attainment is on track to be in line with PP national 2021 whilst we continue to aspire to the FFT20 targets • SEMH issues reducing and on track to be in line with pre lockdown levels. • PP interventions underway and reviewed after each half term. Overall impact evident.

				objectives and plan into lessons.		
<p>b. Cultural capital, for PP children, is delivered through learning that is relevant and in context for our school (SDe, HOYS, PP lead)</p> <ul style="list-style-type: none"> - Forest School for PP. - PP children to have a book purchased for them at the book fair. - To provide extra-curricular opportunities for PP by paying fees for one club for every PP child and help with After School Club if needed - To provide a fund for PP children to access to support with other activities. (Hardship fund) - Support with funding for trips/visits for PP children. - Set up PP specific email group. 	<ul style="list-style-type: none"> • Contextual links to learning of life skills evidenced • PP data on track to meet targets • PP behaviour incidents reduce by 5% • 80% of Pupil Premium pupils are part of an extra-curricular activity at least once during the club cycles. • 100% of Pupil Premium pupils attend all trips offered to their year groups. • Those children requiring ASC are accessing it. 	<p>LS extra day</p> <p>Total resources £63,000</p>	<p>JRe through link mtgs, Govs – Link mtgs</p> <p>PP lead, HOYS, TC</p>	<p>By the end of T1:</p> <ul style="list-style-type: none"> • Timetable set up for PP Forest School. • Interventions set up for PP children – writing legends, counselling. • PP pupil voice. • PP email group set up. <p>By the end of T2:</p> <ul style="list-style-type: none"> • 50% of PP children are attending a club. • Teachers have identified those requiring support for trips/visits and contacted PP lead. • All year teams can identify example of Cultural Capital in current LA with a focus on PP children. • Monitor SEMH data from LS. Review forest school. 	<ul style="list-style-type: none"> • Contextual links to learning of life skills as evidenced through planning and book looks. • All year groups can identify content relevant to our community. • 50% of PP children are attending a club. • Teachers have identified those requiring support for trips/visits and contacted PP lead. • Monitor SEMH data from LS. Review forest school. 	<ul style="list-style-type: none"> • 80% of Pupil Premium pupils are part of an extra-curricular activity at least once during the club cycles. • 100% of Pupil Premium pupils attend all trips offered to their year groups. • Those children requiring ASC are accessing it. • PP pupil voice shows progress. • Monitor SEMH data from LS. Review forest school.

To further develop and embed distributed leadership across the school, to impact PP children. (Ofsted: Leadership & Management)
Jon Reynard

Actions (including staff responsible)	Overall Success criteria	Resources (£)	Monitoring. (Who & How)	Terms 1&2 milestones & interim success criteria	Terms 3&4 milestones & interim success criteria	Terms 5&6 milestones & interim success criteria
<p>a. To develop and evidence training at all levels in preparation for Ofsted Inspection: PP focus. (JH)</p> <ul style="list-style-type: none"> - JH to carry out online PP certificate. - PP staff training/CPD ongoing. 	<p>School judged as Good at next inspection</p>	<p>Link mtgs and SLT time</p>	<p>HT, ExHT, Linked Governor through Link mtgs and LGC</p>	<ul style="list-style-type: none"> • SLT and staff training undertaken. • All staff aware of key messages and key improvement priorities linked to PP. • PP RADP shared by end T1, Week 6. 	<ul style="list-style-type: none"> • SLT and staff training undertaken. • Staff aware of PP key messages 	<ul style="list-style-type: none"> • School judged as Good at next inspection
<p>b. To investigate PP progress data in order to ensure that the rates of progress increase and to be able to 'tell a progress story' to a range of audiences (SDe/JH)</p> <ul style="list-style-type: none"> - Book looks. - Data drops. - Pupil progress meetings. - Learning walks. 	<ul style="list-style-type: none"> • PP rates of progress improve from 2018-19 resulting in positive key stage progress. Progress is 'tending' towards the PP national progress outcomes. 	<p>Leadership intervention</p> <p>Total resources: £30,000</p>		<p>By the end of term 1:</p> <ul style="list-style-type: none"> • All PP pupils making poor progress have been identified. • Interventions planned for these pupils. • PP case studies created for key pupils showing alternative progress measures. • PP books showing strong progress have been sampled for other pupils. 	<ul style="list-style-type: none"> • PP pupils making poor progress (as shown through data) from end of Key Stage 1 to end terms 3 & 4 identified. • Actions have been planned for these pupils. • PP books showing strong progress have been sampled for other pupils. 	<ul style="list-style-type: none"> • Data and assessment information has been broken down so that it is possible to clearly show progress in the last two years, for pupils who have spent Years 5 and 6 at Ocklynge. (PP focus)

To further improve the quality of Teaching, Learning and Assessment for PP children across the school. (Quality of Education) Zoe Linzey

Actions (including staff responsible)	Overall Success criteria	Resources (£)	Monitoring. (Who & How)	Terms 1&2 milestones & interim success criteria	Terms 3&4 milestones & interim success criteria	Terms 5&6 milestones & interim success criteria
<p>a. To ensure all teaching of PP children is designated as Good or better and to improve the percentage of outstanding teaching to 20% (from 5% 2018-19) (ZLi)</p> <ul style="list-style-type: none"> - Weekly learning walks. - Regular book looks. - Regular completion of QFT document with targets set for future goals. - CPD for staff. - Appraisals and KIT meetings for teachers. - Appraisals and KIT meetings for LSAs. 	<ul style="list-style-type: none"> • 100% of teaching is Good. • All year groups PP attainment on track to be at least in line with PP national outcomes 2021 whilst we continue to aspire to the FFT20 targets • PP pupil targets are met. 	<p>AHT time Training</p>	<p>AHTs, SDe, JRe through Link mtgs EXHT→ Lmtgs Govs→ Lmtgs & LGCs</p>	<p>By end of T2:</p> <ul style="list-style-type: none"> • QFIT at Good+ at 80% and Outstanding at 15%. • All year groups PP attainment on track to be at least in line with PP national outcomes 2021 whilst we continue to aspire to the FFT20 targets 	<p>By the end T4:</p> <ul style="list-style-type: none"> • QFIT at Good+ at 90% and Outstanding at 18%. • All year groups PP attainment on track to be at least in line with PP national outcomes 2021 whilst we continue to aspire to the FFT20 targets 	<ul style="list-style-type: none"> • By the end of T6: QFIT at Good+ at 100% and Outstanding at 20%. • All year groups PP attainment to be at least in line with PP national outcomes 2021 whilst we continue to aspire to the FFT20 targets
<p>b. To ensure that all teachers plan 'differentiated' learning to meet PP pupils' needs (as identified by post lockdown assessment) by developing planning practice to more effectively use</p>	<ul style="list-style-type: none"> • All year groups PP attainment on track to be at least in line with PP national outcomes 2021 whilst we continue to aspire to 	<p>PPA time Staff mtg time</p>	<p>AHTs, SDe, JRe through Monitoring of planning, book looks & Link mtgs EXHT→ Lmtgs Govs→ Lmtgs & LGCs</p>	<ul style="list-style-type: none"> • PP data and books clearly show that pupil's learning needs are being met. • PP targets are on track to be met. • PP attainment on track to be at least in line with PP national outcomes 2021 	<ul style="list-style-type: none"> • PP data and books clearly show that pupil's learning needs are being met. • PP targets are on track to be met. • PP attainment on track to be at least in line with 	<ul style="list-style-type: none"> • All year groups PP attainment to be at least in line with PP national outcomes 2021.

<p>formative and summative assessments. (PP focus) (ZLi/JH)</p> <ul style="list-style-type: none"> - Weekly learning walks. - Regular book looks. - Monitoring of plans which show differentiation. - Impact of interventions. - Pupil progress meetings. 	<p>the FFT20 targets</p>			<p>whilst we continue to aspire to the FFT20 targets</p>	<p>PP national outcomes 2021 whilst we continue to aspire to the FFT20 targets</p>	
<p>c. To set up systems to accelerate the learning of targeted groups, specifically those in receipt of Pupil Premium funding. (ZLi/JH)</p> <ul style="list-style-type: none"> - Weekly learning walks. - Regular book looks. - Year group planning meetings. - PP specific interventions - Monitoring of plans which show differentiation 	<ul style="list-style-type: none"> • Progress gaps diminish by a further 5%. 	<p>SLT and AHT time PPA time PP funding (as in PP plan) Priorities 1.3, 1.4, 1.5</p> <p>Total resources: £52,000</p>	<p>AHTs, SDe, JRe through drop ins, book looks & Link mtgs EXHT→ Lmtgs Govs→ Lmtgs & LGCs</p>	<ul style="list-style-type: none"> • Key groups identified through gap analysis of assessments in early 20-21. • PP interventions set up. • Progress of PP exceeds that of non PP 	<ul style="list-style-type: none"> • Key groups identified through gap analysis of assessments. • PP interventions set up. • Progress of PP exceeds that of non PP 	<ul style="list-style-type: none"> • Gaps diminish by a further 5%.
<p>4. To improve outcomes for all PP pupils in all subjects and in all year groups (Quality of Education) Jo Hatt</p>						
<p>Actions (including staff responsible)</p>	<p>Overall Success criteria</p>	<p>Resources (£)</p>	<p>Monitoring. (Who & How)</p>	<p>Terms 1&2 milestones & interim success criteria</p>	<p>Terms 3&4 milestones & interim success criteria</p>	<p>Terms 5&6 milestones & interim success criteria</p>

<p>a. To ensure that PP books are sampled more regularly in order to gain a view of learning. (HT, DHT, HOYs SLs)</p> <ul style="list-style-type: none"> - Regular book looks. - Learning walks. - Data drops. - Pupil progress meetings. 	<ul style="list-style-type: none"> • A clear evidence base exists to show PP progress in books. • PP data and assessment information shows that attainment is at least in line with PP national outcomes 2021. • PP progress will be evident towards targets. 	<p>AHT time SLT time</p>	<p>SDe, JRe → Lmtgs. Govs → Lmtgs & LGCs</p>	<ul style="list-style-type: none"> • PP data and assessment information shows that attainment is on track to be at least in line with PP national outcomes 2021 whilst we continue to aspire to the FFT20 targets • PP progress will be evident towards targets. • PP book look and feedback completed. 	<ul style="list-style-type: none"> • PP data and assessment information shows that attainment is on track to be at least in line with PP national outcomes 2021 whilst we continue to aspire to the FFT20 targets • PP progress will be evident towards targets. • PP book look and feedback completed. 	<ul style="list-style-type: none"> • PP data and assessment information shows that attainment is on track to be at least in line with PP national outcomes 2021 whilst we continue to aspire to the FFT20 targets • PP progress will be evident towards targets.
<p>b. To further diminish the PP progress gap by highly focussed directed QFIT thereby accelerating their progress. (HT, DHT, HOYs SLs)</p> <ul style="list-style-type: none"> - Regular completion of QFT document with targets set for future goals. - CPD for staff. - KIT meetings - Pupil progress meetings - Data drop. 	<ul style="list-style-type: none"> • PP gaps diminish by a further 5% in all areas (R/W/M& combined) and in all year groups. 	<p>Staff mtgs, ongoing CPD PP funding (as in PP plan) Priorities 1.3, 1.4, 1.5</p>	<p>PP champ- Mon. HT & ExHT through termly data drops. LGC mtgs</p>	<ul style="list-style-type: none"> • PP data and book looks show that the pace of learning and progress is accelerating (on track for a 5% diminished gap) 	<ul style="list-style-type: none"> • PP data and book looks show that the pace of learning and progress is accelerating (on track for a 5% diminished gap) 	<ul style="list-style-type: none"> • PP progress gaps diminish by a further 5%
<p>c. To utilise the catch up fund to</p>	<ul style="list-style-type: none"> • PP gaps diminish by a 	<p>Cover staff/LSA/additional</p>	<p>PP champ- Mon. HT &</p>	<ul style="list-style-type: none"> • PP data and book looks show that 	<ul style="list-style-type: none"> • PP data and book looks show 	<ul style="list-style-type: none"> • PP progress gaps diminish

<p>improve outcomes for PP children.</p> <ul style="list-style-type: none"> - Specific PP interventions: writing legends, additional Forest School day, teacher-led after lunch interventions, early morning interventions. - Purchase CGP books for every child. - Pupil progress meetings 	<p>further 5% in all areas (R/W/M& combined) and in all year groups.</p>	<p>day for Forest School.</p> <p>Computers in class to support PP learning</p> <p>CGP books for every child.</p> <p>Total resources: £63,000</p>	<p>ExHT through termly data drops. LGC mtgs</p>	<p>the pace of learning and progress is accelerating (on track for a 5% diminished gap)</p> <ul style="list-style-type: none"> • Interventions planned for these pupils. • Planning meetings set aside to discuss personalisation of plans, which include provision for GD, PP and SEN. • Impact of interventions reviewed at the end of each term. 	<p>that the pace of learning and progress is accelerating (on track for a 5% diminished gap)</p> <ul style="list-style-type: none"> • Interventions planned for these pupils. • Planning meetings set aside to discuss personalisation of plans, which include provision for GD, PP and SEN. • Impact of interventions reviewed at the end of each term. 	<p>by a further 5%</p>
<p>5. To develop a whole school approach to Behaviour, Values, Attendance & Punctuality and SEMH that positively impacts on PP learning. (Ofsted: Behaviour & Attitudes)</p> <p><u>Sandra Denton</u>(Ofsted: Personal Development) <u>Sandra Denton, Nicky Cavaliere, Rachel Willer</u></p>						
<p>Actions (including staff responsible)</p>	<p>Overall Success criteria</p>	<p>Resources (£)</p>	<p>Monitoring. (Who & How)</p>	<p>Terms 1&2 milestones & interim success criteria</p>	<p>Terms 3&4 milestones & interim success criteria</p>	<p>Terms 5&6 milestones & interim success criteria</p>
<p>a. To improve attendance (those who fall below 90%) and punctuality of pupil premium children. -Deploying the school mini bus to</p>	<ul style="list-style-type: none"> • 96% attendance for all PP children. • To ensure persistent absences of Pupil Premium pupils is in 	<p>Cost of use of minibus</p> <p>Breakfast Club</p>	<p>PP lead, JE, SB, EWO, HOYS, SENCOs</p>	<p>By the start of T1:</p> <ul style="list-style-type: none"> • Identify children with poor attendance and ensure minibus is arranged. • PP (with attendance officer) to make 	<p>By the end of T3 and T4:</p> <ul style="list-style-type: none"> • Impact of school minibus on attendance is reviewed and adjusted if needed. 	<p>By the end of T6:</p> <ul style="list-style-type: none"> • Shows increased or consistent attendance for PP children. 96% attendance.

<p>pick up in the mornings. -Parent workshops to support at home. -PP specific email group -Link adult to support families. -Breakfast club funded for certain PP children -JE, NC and EWO to work with and support vulnerable PP families.</p>	<p>line with national non-PP attendance.</p>			<p>contact with low attendance PP children to support.</p> <ul style="list-style-type: none"> Review attendance fortnightly. Review spaces in breakfast club. <p>By the end of T2:</p> <ul style="list-style-type: none"> Set up incentives for PP attendance. 		<ul style="list-style-type: none"> Persistent absences of Pupil Premium pupils is in line with national non-PP attendance.
<p>b. Disadvantaged children (PP) will feel more supported with their SEMH so that they are ready to learn</p> <ul style="list-style-type: none"> JE to work with and support vulnerable PP families. SB to identify Level 2 and 3 children and support (Early help) Continue to develop the THRIVE curriculum, training, resources and approach across the school. Counsellor to support individual PP children. Nurture/support groups in place. Recovery curriculum focusses on PSHE/wellbeing. 	<ul style="list-style-type: none"> 85% of supported families do not require further children's service's support. 20% move down one level on the CoN Improvement in THRIVE profiles. 	<p>Cost of PSA</p> <p>Cost of activities</p> <p>Cost of counsellor</p> <p>Ongoing staffing costs for Thrive</p> <p>Total resources: £48,000</p>	<p>PP lead, JE, SB, SENCOs</p>	<p>By the start of T1:</p> <ul style="list-style-type: none"> Vulnerable PP children have been identified and working with PSA. Thrive timetable set up; children profiled. <p>By the end of T2:</p> <ul style="list-style-type: none"> PP counselling session has begun. Pupil voice carried out then reviewed. Nurture/support sessions are in place. Pupil voice carried out then reviewed. Recovery curriculum ongoing. 	<p>By the end of T4:</p> <ul style="list-style-type: none"> Ongoing Thrive sessions. Profiles improving. Ongoing work with families. Children's services support decreasing. 10% have moved down one level on CoN. Ongoing PP counselling. Pupil voice carried out then reviewed. Ongoing nurture/support sessions. Pupil voice carried out then reviewed. 	<p>By the end of T6:</p> <ul style="list-style-type: none"> 85% of supported families do not require further children's service's support. 20% move down one level on the CoN Improvement in THRIVE profiles.

<ul style="list-style-type: none">- Therapeutic Thinking/executive functioning skills being used.- PP email group set up/TEAMS meetings for parents workshops				<ul style="list-style-type: none">• 5% move down one level on CoN.	<ul style="list-style-type: none">• Recovery curriculum only in use for those PP children still requiring it.	
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