

Pupil Premium 2018/19 Rationale and Strategy

	Action and Cost	Rationale and intended impact
Strategies for developing quality first teaching	Additional TA support	PPG children represent 28% of Year 3- Year 6 pupils (for 2018-19 academic year). The equivalent of one additional teaching assistant hours are used as targeted support to enhance quality first teaching in the classroom, deliver pre and post teach intervention and support the class teacher in delivering regular, precise feedback (based on well-matched learning objectives) and address misconceptions in reading, writing and maths
	EAL training, phonics/reading training	100% of PPG learners are have English as an additional language. All staff have accessed Oldham local authority training in the following areas: <ul style="list-style-type: none"> • Inference training for all staff- to support whole class quality first teaching, with training on how to provide small group and/or 1:1 support • Resources and teaching strategies to support and enable the acquisition of language • Engagement with the EAL Champion and EAL Specialist programme, led by ESCAL (supply cover costs)

Strategies for developing quality first teaching	<p>In school professional development to develop quality first teaching</p>	<p>Series of professional development sessions, based on developing pupils' basic skills- led by APJS- on:</p> <ul style="list-style-type: none"> • Now Press Play- led Foundation Subject Leader • Letter join- led by Foundation Subject leader • Scientific enquiry- led by Science lead • Writing and curriculum cohesion- led by English lead. • Non-negotiables in teaching and learning
	SEND release time	<p>29% of PPG learners also have special education needs (correct as of November 2018)</p> <p>SENDCo to deliver and co-ordinate SEND training to support quality first teaching. This includes:</p> <ul style="list-style-type: none"> • SEND surgeries led by the SEND co-ordinator • Leading staff training on how to measure the impact of any interventions led • Supporting staff with planning and teaching to meet pupils' individual needs • To support transition from the Infant school to Alexandra Park Junior School and to support the transition to high school
Strategies for developing quality	Reading, writing, maths lead release to develop the quality of teaching and learning	<p>Delivery and monitoring of training on:</p> <ul style="list-style-type: none"> • In-school inference training and teaching support in Reading. • Maths intervention programme • Specific support for Year 6 pupils from Writing lead and senior leaders • Involvement in monitoring of the quality of teaching and learning in observations, learning walks, book/work monitoring and pupil voice interviews

	Professional development- leadership development	Development of senior and middle leaders on the Oldham Opportunity Area to develop the capacity of senior and middle leaders to support the development of teaching and learning. This includes release time for book/work monitoring, learning walks, observations and pupil voice interviews Charges for supply cover costs for NPQSL and NPQML programmes and also supply cover for a teacher on NPQML program
	Year 6 resources – CGP and Test base staffing and assessment	<ul style="list-style-type: none"> • Contribution to cost of Test base, CGP and Relax Kids • Additional teacher (specialist) 1 x AM- per week from January to 30th June 2019 • Additional targeted teaching by senior leader time equivalent to 2 days per week from January to 30th June 2019
Enrichment opportunities to develop language and	Specialist music and computing staff	<ul style="list-style-type: none"> • Specialist music teacher- employed by APJS- leads weekly music classes with all year groups, to ensure high quality teaching and learning in music. • Specialist computing teacher- employed by APJS- leads weekly computing sessions with all year groups, to ensure high quality teaching and learning in computing.
	Curriculum enhancement enrichment	A full range of school trips, visitors and/or experiences in school, enrichment activities and residential visits. All children receive at least 6 experiences per year.

	Library/book areas improvement	<ul style="list-style-type: none"> • Set up costs for areas • Staff costs for running the sessions before and after school and during lunchtime. • New resources
	Business Enterprise, raising aspirations	<p>18% of Year 5 children are PPG eligible; 30% of Year 6 children are PPG eligible.</p> <p>The children take part in Dragons Den where items are designed and made. Children learn how to cost the production of their items and calculate the profit margin before selling to parents and in school.</p> <p>Children take part in the school fair where they help to organise the event and help to manage and lead the activities</p> <p>Classes regularly visit careers fairs where they are able to learn about various professions, listening to presentations and chats to widen their knowledge and raise aspirations.</p>
Enrichment opportunities for	Forest School training and maintenance	<p>Expenditure includes:</p> <ul style="list-style-type: none"> • Initial set-up costs- including the building of the Serenity Garden • Training for senior leaders on how to implement the Forest Schools initiative • Training for Mental Health Champion about how to use the Forest School area to support pupil wellbeing • After school provision in the Forest School area • The implementation of an action plan to develop the use of the Forest Schools area in teaching and learning.

	Breakfast club, B/A school club	<p>Breakfast helps a child concentrate better at school and boosts performance and helps to stay healthy. Research shows that children who eat breakfast before school are twice as likely to score highly in tests and assessments at 11 years old than those who start learning on an empty stomach (Cardiff University). To ensure that children do not come to school hungry, registers are used to track attendance and target specific groups of children.</p> <p>To support this service there is one member of staff employed for 5 hours per week and also the charges from the catering service for resources and food provided</p>
Strategies to overcome external barriers	Parental engagement and workshop costs	<p>Pastoral staff equivalent to 2.5 AMs per week</p> <ul style="list-style-type: none"> • Regular parent engagement sessions led by Headteacher – 3 days per year • Maths parents’ workshops- 6 sessions • Parental Engagement worker coordinate Lifelong Learning courses in learning English and Maths skills. • Parent computing classes (weekly) • Transition for new children and parent’s workshops (for Infant to Junior school children and parents) • Supporting applications for high school- led by APJS pastoral team and office admin staff • Parent liaison for international new arrivals children and families (needs led)

	Attendance officer/monitoring	<ul style="list-style-type: none">• Keep a track record of absences and analyse data• Liaise with parents and staff about absence and create plans around attendance• Investigate cases of prolonged pupil absences• Promoting good attendance and punctuality for all pupils• Meet with parents and LA attendance officer to follow up persistent absences and extended holidays
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