

Oakley Cross Primary School and Nursery Unit

Pupil Premium Strategy 2018 to 2019

| School information in relation to Pupil Premium Grant | |
|---|-----------|
| Total number of pupils on roll (YR-6) | 144 |
| Number of eligible pupils | 51+2 |
| % of school roll | 37% |
| Total Pupil Premium Grant received | £71,920 |
| Date of review | July 2019 |

Barriers to future attainment (In school barriers)

- Pupils enter school with under developed early language and communication skills; low levels of understanding and vocabulary. Children find it difficult to articulate ideas and wishes.
- Limited vocabulary and poor language and communication skills impact on children's progress in reading and writing across school.
- A proportion of our children in receipt of PP funding also have an additional SEND need which requires high levels of differentiation and adult support.

External barriers to future attainment

- Attendance in school; low aspiration and value for education impact on children's attendance.
- Higher than average levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing.
- A lack of parental support with home learning, sometimes due to low levels of adult literacy, slows progress particularly with reading.
- Safeguarding concerns and unsettled family lives impact on learning. Families of children eligible for pupil premium often require additional financial, social and emotional support from school. This can affect the child's wellbeing which has a significant impact on the child's readiness to learn.

Desired Outcomes and Success Criteria

| | |
|---|---|
| <p>1. Raise standards across school. Accelerate progress across EYFS, KS1 and KS2 and provide well targeted and well planned interventions across school through the maintenance of a good level of experienced staff</p> | <ul style="list-style-type: none"> ○ <i>Outcomes at EYFS, KS1 and KS2 will be more in line with NA and the PP difference will be minimised</i> |
| <p>2. Ensure high quality resources are available to support teaching and learning and fully engage children's interests</p> | <ul style="list-style-type: none"> ○ <i>Behaviour for learning will be exemplary and pupil's engagement is high; improved outcomes at all stages and the PP difference is diminished</i> |

| | |
|---|---|
| 3. Employment of an Attendance Officer to promote good attendance and punctuality | <ul style="list-style-type: none"> Overall school attendance is in line with the NA of 96% and improved attendance of PP children is seen. PA is reduced significantly to be in line with national figures |
| 4. Ensure funding is used to promote equality of opportunity and provide a range of enrichment activities to all. This is to include access to visits and visitors and extra-curricular clubs. This will stimulate interest in learning and ensure all children enjoy and achieve | <ul style="list-style-type: none"> Pupils wider experiences are enhanced which will develop their knowledge and understanding of the world and in turn their language and vocabulary |
| 5. Provide very specialised and well targeted support to our vulnerable children through effective partnership agreements | <ul style="list-style-type: none"> Pupils are more emotionally supported and settled, more able to access the curriculum and make progress |

Impact Analysis 2018-2019

Achievement (Outcomes 1&2)

The achievement of children in receipt of pupil premium funding is carefully monitored in school.

We continue to provide additional experiences for our children through our extended provision, day visits and visitors and residential visits which are tracked through participation registers.

Governors are updated regularly regarding the achievement of children in receipt of the pupil premium grant via governing body meetings and the HT report to governors.

Oakley Cross Primary School & Nursery - Outcomes

EYFS 2019

| % of cohort achieving GLD | National % of pupils achieving GLD (2019) | % of PP Pupils in cohort achieving GLD | % of non-PP pupils nationally achieving GLD (2019) |
|---------------------------|---|--|--|
| 75% | 72% | 60% | 75% |

When compared to all children nationally the difference in GLD outcomes is -17%.

Y1 Phonics 2019

| % of cohort achieving the standard | % nationally achieving the standard (2019) | % of PP pupils achieving the standard | % of non-PP pupils nationally achieving the standard (2019) |
|------------------------------------|--|---------------------------------------|---|
| 74% | 82% | 67% | 84% |

When compared to all children nationally the difference in Y1 phonic screen outcomes is -17%.

EYFS reading outcomes for this cohort showed 67% of all children achieving ARE and 56% of PP pupils achieving ARE. The difference in outcomes between PP pupils in school and non-PP pupils nationally was -23%. The difference has diminished across Y1.

KS1 2019

| Subject | % of cohort achieving the standard | % nationally achieving the standard (2019) | % of PP pupils achieving the standard | % of non-PP pupils nationally achieving the standard (2019) |
|---------|------------------------------------|--|---------------------------------------|---|
| Reading | 73% | 75% | 80% | 78% |
| Writing | 73% | 69% | 80% | 73% |
| Maths | 80% | 76% | 80% | 79% |

When our Disadvantaged children are compared to non-PP children nationally the difference is +2% in reading, +7% in writing and -1% in maths.

This cohort have made good progress across KS1. When compared to non-PP pupils nationally on exit from YR the difference was -29% in Reading, -26% in Writing and +19% in Maths. The difference has significantly diminished in English and remains positive in maths.

KS2 2019

| Subject | % of cohort achieving the standard | % nationally achieving the standard (2019) | % of PP pupils achieving the standard | % of non-PP pupils nationally achieving the standard (2019) |
|------------------|------------------------------------|--|---------------------------------------|---|
| Reading | 75% | 73% | 55% | 78% |
| Writing | 75% | 79% | 64% | 83% |
| GPS | 83% | 78% | 73% | 83% |
| Maths | 88% | 79% | 73% | 83% |
| RWM | 63% | 65% | 45% | 71% |
| KS2 Scaled Score | Cohort average scaled score | National average scaled score (2019) | PP Pupils average scaled score | non-PP pupils national scaled score (2019) |
| Reading | 103.7 | 100.3 | 98.2 | 105 |
| GPS | 105 | 106 | 102.4 | 107 |
| Maths | 104.7 | 105 | 102 | 106 |

Our in school differences across all subjects and combined are comparable with national differences. When comparing our PP Pupils to non-PP pupils nationally our differences are better than national in GPS and Maths.

Attendance (Outcome 3)

School attendance for all children in 2018-2019 was 95.11%. Attendance for disadvantaged children in 2018-2019 was 94.41%.

The Persistent Absence (PA) rate for all children in 2018-2019 was 10%. This is more in line with the government thresholds for persistent absenteeism.

The PA rate for our disadvantaged children was 13.2% in 2019.

Our school Attendance Officer continues to work with our most vulnerable families and where appropriate works alongside the LA's Attendance Improvement Team.

Equality of Opportunity and Curriculum Enrichment (Outcome 4)

Breakfast Club:

Of the 54 children on our Breakfast Club register, 27 are in receipt of PP funding. This equates to 50%. Breakfast club is an incentive to be in school promptly and it has had a positive impact on improving attendance for our most vulnerable children.

Visitors, Visits and Residential Stays

All children have equal access to the opportunities offered. Our annual residential visit to Dukeshouse Wood has proven to be very successful. 43% of children participating in this visit are in receipt of pupil premium funding. Our residential visit to London was also a huge success with 40% of the children in attendance being in receipt of pupil premium funding.

After School Clubs

All sessions are well attended by children. In a number of clubs, disadvantaged children are specifically targeted to attend e.g. knitting, booster sessions, cooking club, yoga and sports clubs.

Emotional Support (Outcome 5)

Specific intervention delivered to children via the Early Intervention team has seen very positive results within the classroom for those children having accessed the support.

Our school-led Wellbeing group has been well attended and has provided good support for those children identified as Young carers and potential Young Carers.

Individuals and small groups have accessed additional support through the student support service which has developed self-confidence and helped to regulate emotion.

Activities provided to enrich the curriculum and reward positive behaviours in school have been well received and are successful as a motivating factor to maintain the highest standards of behaviour.

FTEs are rare. Low level disruption is rare. Behaviour for learning in school is very good.

Pupil Premium Grant – Planned Spending 2018/19

| Desired Outcome | Allocation | Strategy | Rationale/Evidence |
|---|---|--|--|
| 1. Raise standards across school and accelerate progress across EYFS, KS1 and KS2 and provide well targeted and well planned interventions across school through the maintenance of a good level of experienced staff | £55,000 | <p>Ensure children in KS1 and KS2 are taught in smaller classes and within their year group in response to the more challenging NC and statutory assessment systems. End of KS outcomes will be in line with outcomes nationally.</p> <p>High quality TA support in Key Stage 1 and 2 to address underachievement in basic skills development of children.</p> <p>Lead a range of small group and 1:1 interventions to enhance SEMH and cognitive provision, enable QFT and reduce in class distraction.</p> | <p><i>Reducing class size will have a positive impact on progress especially if numbers are reduced to below 20. Teachers can give more 1:1 attention to learners and more focussed feedback. Smaller class size has more impact on progress when coupled with a change to teaching and learning approaches. (EEF)</i></p> <p><i>TAs skilled and trained to deliver programmes can have a hugely positive impact on progress.</i></p> <p><i>1:1 and small group support brings about more positive benefits. For some children, working with TAs can improve attitudes to learning and reduce teacher stress. (EEF)</i></p> |
| 2. Ensure high quality resources are available to support teaching and learning and fully engage children's interests | <p>£5850 (cost per year for 3 years £1950)</p> <p>£1280</p> | <p>Reading Plus – develop fluency, vocabulary and comprehension across KS2. Outcomes at KS2 will be at least in line with national averages.</p> <p>Beanstalk Reading Support – opportunities for 6 children in UKS2. These children will show accelerated progress and achieve the national standard in Y6.</p> | <p><i>Technology can improve outcomes for children. Evidence suggests that technology should be used to supplement other teaching; different technology has the potential to enable changes in teaching and learning interactions and it can motivate children to practise their skills more. (EEF)</i></p> <p><i>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. (EEF)</i></p> <p><i>By providing an element of choice alongside an appropriate level of challenge we aim to raise attainment in reading across the school.</i></p> |
| 3. Employment of an Attendance Officer to promote good attendance and punctuality | £5250 | <p>Whole school attendance to be 96% by July 2019.</p> <p>PA rate to be in line with national (8%) by July 2019 for all pupils and those who are disadvantaged</p> <p>Provide on-going support for vulnerable families</p> | <p><i>Parental involvement is consistently associated with children's success at school. For disadvantaged families the evidence about how to increase parental involvement is mixed. We hope to improve parental engagement and thus improve attendance for all. There will be a clear focus on early years intervention to develop good habits (EEF)</i></p> |
| 4. Ensure funding is used to promote | £3000 | Subsidised school visits and visitors to school including | <i>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes</i> |

| | | | |
|---|--------------|--|---|
| <p>equality of opportunity and provide a range of enrichment activities to all. This is to include access to visits and visitors and extra-curricular clubs. This will stimulate interest in learning and ensure all children enjoy and achieve</p> | <p>£500</p> | <p>participation in cluster events to ensure equality of opportunity including on residential visit opportunities.</p> <p>Subsidised Music tuition</p> | <p><i>have been identified in English, mathematics and science learning. On average greater effects have been identified for younger learners however arts-based approaches may offer a route to re-engage older learners in school. (EEF)</i></p> <p><i>Evidence suggests that school level approaches to developing a positive school ethos or improving discipline also aim to support greater engagement in learning. (EEF)</i></p> |
| <p>5. Provide very specialised and well targeted support to our vulnerable children through effective partnership agreements</p> | <p>£8500</p> | <p>BIT SLA and The Centre SLA purchased to support our vulnerable children. Opportunities to attend and participate in identified programmes to raise self-esteem, develop emotional well-being and support children in their ability to make the right choices regarding friendships and attitudes to learning.</p> | <p><i>Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)</i></p> |

Total: £75,480.00