

## Oakley Cross Primary School and Nursery Unit

### Pupil Premium Strategy 2019 to 2020

School information in relation to Pupil Premium Grant	
Total number of pupils on roll (YR-6)	143
Number of eligible pupils	50+3
% of school roll	36%
Total Pupil Premium Grant received	£72,900.00
Date of review	July 2020

#### 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 through good and outstanding QFT and 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"> <li>○ <i>Outcomes at EYFS, KS1 and KS2 will be more in line with NA and the PP difference will be minimised</i></li> </ul>
<p>2. Ensure high quality resources are available to support teaching and</p>	<ul style="list-style-type: none"> <li>○ <i>Behaviour for learning will be exemplary and pupil's engagement is high; improved</i></li> </ul>

learning and fully engage children's interests	<i>outcomes at all stages and the PP difference is diminished</i>
3. Employment of an Attendance Officer to promote good attendance and punctuality	○ <i>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</i>
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	○ <i>Pupils wider experiences are enhanced which will develop their knowledge and understanding of the world and in turn their language and vocabulary</i>
5. Provide very specialised and well targeted support to our vulnerable children through effective partnership agreements	○ <i>Pupils are more emotionally supported and settled, more able to access the curriculum and make progress</i>

## **Impact Analysis 2019 - 2020**

### **Achievement (Outcomes 1&2)**

*There are no formal data outcomes available for comparison from Summer 2020 due to the on-going COVID-19 pandemic. Achievement was monitored across school with one data collection point in December 2019. The government announced full school closures before the Spring term data collection was made.*

*Across the Autumn Term 2019 and early Spring Term 2020, we continued to provide additional experiences for our children through our extended provision, day visits and visitors to school which were tracked through participation registers.*

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

### **March to August 2020**

- Throughout the 'lockdown' period school remained open to children of key workers and vulnerable children. We had an average of 10 children attending school childcare sessions each week. Of these children the majority were children of key workers with 3 vulnerable children attending some sessions. Other vulnerable children remained at home in line with their individual risk assessments and were contacted at least weekly by DSLs.*
- During the period of school closure, teachers set daily consolidation and application tasks in Maths and English as well as other subject related tasks across the week via our online platform 'Seesaw'. For younger children instructions and basic teaching points were recorded by the teacher to assist with independent learning and access to tasks. Children responding regularly received feedback from their teacher and teachers were able to regularly prompt those children they received limited work back from. A small number of children initially had a paper based learning pack as requested.*
- An analysis of the tasks completed by children identified that 27% of children overall responded regularly, completing almost all of the home learning which was set. A further 32% of children across school completed some tasks across the 'lockdown' period but this was not all tasks and not all subjects were tackled; children chose their preferred activities and ignored others. Despite prompting from teachers via Seesaw and SLT via Parentmail, emails and phone calls, 44% of children across school did not respond to any home learning.*
- More detailed analysis indicates that it was children from Y2 upwards who responded more regularly to home learning and that children in EYFS/Y1 were less likely to respond to all tasks set. A small number of our more vulnerable children regularly responded to home learning and engaged well with teacher feedback. Of the 44% of children who did not respond across this period, a high proportion of learners were middle to lower attainers.*

- Our wider opening of school in June was successful, despite high levels of anxiety among our parents and staff, with children from EYFS, Y1, Y5 and Y6 being offered their school place. We had 12 children from across EYFS return to school/nursery, 10 of the 12 children in Y1, 11 of the 18 children in Y5 and 18 of the 26 children in Y6 return before the summer. We also had a small group of 5 Key worker and vulnerable children return full time, who were in year groups other than those above. To provide some closure and support transition for other year groups, we invited children from Y2, Y3 and Y4 back in small groups for one afternoon at a socially distanced picnic with their class teacher.
- Of our 4 children with EHCP's, 3 returned full time before the summer. All of our vulnerable children (those with a social worker) also returned to school full time.
- Across the summer holiday period, all children were provided with a pack of 'wellbeing activities' which they could access. Children in Y5 transitioning to Y6 were provided with a number of home learning tasks to complete in preparation for the new school year.

A number of additional costs associated with teaching, learning and achievement were incurred as a result of the lockdown. This included purchasing the full subscription to the online learning platform Seesaw and subscriptions to a number of websites providing teaching and learning activities for children.

### **Attendance (Outcome 3)**

School attendance for all children across 2019-2020 is very difficult to map for comparison data due to the impact of COVID-19, full and partial school closures and the choice regarding school attendance given to parents in the summer term.

Our school Attendance Officer continued to work with our most vulnerable families up to and following the enforced lockdown period and where appropriate worked alongside the LA's Attendance Improvement Team.

Attendance (data from 1st half of Autumn 2020)

- 28 children (20 families) have been affected in some way by COVID-19; suspected cases, awaiting test results, isolation, quarantine etc
- 127.5 days have been lost by these children (x code)
- From 1<sup>st</sup> September to 16<sup>th</sup> October school attendance overall is **94.38%**. For comparison, the same period in 2019 it was 94.15%.
- We have one two families in receipt of significant support and intervention regarding attendance.

### **Equality of Opportunity and Curriculum Enrichment (Outcome 4)**

**Breakfast Club:**

Our Breakfast Club provision was well used in the autumn term of 2019 and up to lockdown in March 2020. During the lockdown period, breakfast was provided to key worker and vulnerable children attending school. When school opened more widely in June, breakfast was provided for all children attending school who wanted it. From September 2020, breakfast club has reopened with new routines and measures due to the ongoing pandemic. There is a focus on safety. This has been well attended and ensures our children have a filling and healthy breakfast prior to beginning their learning.

**Food Parcels**

Immediately prior to the closure of schools, we worked with a local food bank charity to put together food parcels for our most vulnerable families. This was supplemented with food basics paid for by school at a cost of £100.

**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.

**FSM Vouchers**

Prior to the government FSM voucher scheme being announced, school arranged for vouchers to be sent to our vulnerable families in receipt of FSM. We also provided on-going additional support as needed. These vouchers were sourced through Tesco at a cost of £495.00.

**Emotional Support (Outcome 5)**

Specific intervention was delivered to children via the Early Intervention team prior to lockdown saw positive results within the classroom for those children having accessed the support.

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

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.

During the lockdown period, children and families were contacted regularly by senior leaders. This contact was at least weekly if not more frequent. School PAYG mobile phones were used at a cost of £150.

There were no fixed term exclusions during 2019-2020. Low level disruption is rare. Behaviour for learning in school is very good.

### Pupil Premium Grant – Planned Spending 2019-2020

Desired Outcome	Allocation	Strategy	Rationale/Evidence
1.Raise standards across school. Accelerate progress across EYFS, KS1 and KS2 through good and outstanding QFT and well targeted and well planned interventions across school through the maintenance of a good level of experienced staff	£62,240	<p>Ensure children in KS1 and KS2 receive good and outstanding QFT in response to a challenging curriculum and statutory assessment systems. Children will master essential knowledge and skills through well - planned teaching and learning. 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>On average, mastery learning approaches are effective, leading to an additional 5 months progress. (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>£1852</p> <p>£1320</p>	<p>Lexia Core 5 Reading programme – develop fluency, vocabulary and comprehension across KS1 and KS2. Outcomes will be at least in line with national averages.</p> <p>Beanstalk Reading Support – opportunities for 6 children in</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</i></p>

		UKS2. These children will show accelerated progress and achieve the national standard in Y6.	<p><i>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	£5500	<p>Whole school attendance to be 96% by July 2020.</p> <p>PA rate to be in line with national by July 2020 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 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>£2900</p> <p>£500</p>	<p>Subsidised school visits and visitors to school including participation in cluster events to ensure equality of opportunity including on residential visits.</p> <p>Subsidised Music tuition</p>	<p><i>The impact of arts participation on academic learning appears to be positive but low. Improved outcomes 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>
5. Provide very specialised and well targeted support to our vulnerable children through effective partnership agreements	<p>£2550</p> <p>£1200</p>	<p>BIT SLA - one session per week for two terms.</p> <p>Bespoke work provided by the Student Support service - 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: £78,062.00**