

## Oakley Cross Primary School and Nursery Unit

### Pupil Premium Strategy 2020 to 2021

School information in relation to Pupil Premium Grant	
Total number of pupils on roll (YR-6)	127
Number of eligible pupils (FSM, LAC, PLAC, Service Children)	55 + 8
% of school roll	49.6%
Total Pupil Premium Grant received	£85,830
Date of review	July 2021

#### 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.
- All children had a very disrupted 2019-2020 academic year due to the Coronavirus pandemic. On-going education and effective transition were significantly affected.

#### 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

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| <ol style="list-style-type: none"> <li>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</li> </ol> | <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> |
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2. Ensure high quality resources are available to support teaching and learning and fully engage children's interests	<ul style="list-style-type: none"> <li>Behaviour for learning will be exemplary and pupil's engagement is high; improved outcomes at all stages and the PP difference is diminished</li> </ul>
3. Employment of an Attendance Officer to promote good attendance and punctuality	<ul style="list-style-type: none"> <li>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</li> </ul>
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"> <li>Pupils wider experiences are enhanced which will develop their knowledge and understanding of the world and in turn their language and vocabulary</li> </ul>
5. Provide very specialised and well targeted support to our vulnerable children through effective partnership agreements	<ul style="list-style-type: none"> <li>Pupils are more emotionally supported and settled, more able to access the curriculum and make progress</li> </ul>

### Impact Analysis 2020-2021

### 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	£60,000	<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</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>

		QFT and reduce in class distraction.	
2.Ensure high quality resources are available to support teaching and learning and fully engage children's interests	£10,000	Improve the technology base in school – renew classroom interactive whiteboards with new interactive panels and upgrade stock of ipads for general learning apps as well as computing and coding	<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>
	£1850	Lexia Core 5 Reading programme – develop fluency, vocabulary and comprehension across KS1 and KS2. Outcomes will be at least in line with national averages.	<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>
	£500	Other reading support apps and resources – opportunities for decoding and reading comprehension skills rehearsal on a regular basis; Oxford Reading Buddy Phonics Play, Literacy Shed, Pobble (some links to CUP fund) And Subscriptions and apps to develop fluency in maths; Times Tables Rockstars, Numbots, My Maths	<i>By providing an element of choice alongside an appropriate level of challenge we aim to raise attainment in reading across the school.</i>
3.Employment of an Attendance Officer to promote good attendance and punctuality	£5500	Whole school attendance to be 96% by July 2020.  PA rate to be in line with national by July 2020 for all pupils and those who are disadvantaged  Provide on-going support for vulnerable families	<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>
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	£3000	Subsidised school visits and visitors to school including participation in cluster events to ensure equality of opportunity including on residential visits.	<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>
	£200	Subsidised Music tuition	<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>

5. Provide very specialised and well targeted support to our vulnerable children through effective partnership agreements	£3750	EWEL Team SLA - one session per week for two terms. Bespoke work provided by Crisis Response as needed for individual children - 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.	<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>
	£1000	Nurture Training and resources to enable a nurture space and approach to be used in school with our more vulnerable children. Provide a regular therapeutic approach to learning led by trained practitioners.	
	£250	Wellbeing groups and activities provided to ensure children maintain healthy minds as well as healthy bodies. Apps and resources purchased to support wellbeing and mindfulness.	

**Total: £86,050.00**