



Pupil Premium Strategy Statement: Oxspring Primary School

| 1. Summary information | | | | | |
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| School | Oxspring Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget -£14,820 | | | |
| Total number of pupils | 127 | Number of pupils eligible for PP | 11 pupils (8.7%) | Date for next internal review of this strategy | July 2017 |

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | |
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| A. | 3 children eligible for pupil premium are also on the SEND register, at SEN support (27% of PP children) . One of these children is also currently being assessed for an EHC plan. (9%) |
| B. | A number of children eligible for pupil premium have reduced literacy and maths experiences, resulting in gaps in learning and inconsistent maths, writing and reading skills. (73% of PP children) |
| External barriers <i>(issues which also require action outside school, such as low attendance rates)</i> | |
| C | Attendance and / or punctuality is an issue for 3 of the pupils, with involvement from EWO (27% of PP children) |
| D | Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached (55% of PP children) |

3. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | All children eligible for pupil premium with SEND will make at least expected progress in reading, writing and mathematics | Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENCO. |
| B. | All children eligible for pupil premium will attain at least expected levels in maths, reading and writing. | PP children achieve in line with non-PP children. Early intervention strategies and parental engagement will support children to make |

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| | | <p>expected progress in reading, writing and maths ensuring that there is no gap for disadvantaged children. Targeted interventions in EYFS and all year groups will support all children, particularly those who are at risk of falling behind.</p> |
| C. | The attendance of PP children improves. | <p>Reduce persistent absentees / punctuality issues among pupils eligible for PP EWO involvement will not be needed. Attendance for the PP children is in line with national.</p> |
| D. | All children who are eligible for pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement. | <p>Pupils will experience residential trips and educational visits. There will be a focus on enhancing cultural and enrichment opportunities by working with visitors linked to topic work and whole school themes. All of the children will learn an instrument in KS2 (Y4/5) and there will be opportunities for children to access music tuition if an aptitude is shown. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided.</p> |

| 4. Planned expenditure | | | | | | |
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| Academic year | 2016/17 | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | |
| Quality of teaching for all | | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Evaluation / lessons learned. Action/approach to continue? |
| Improve staff understanding of children's positive approaches to learning through a whole school approach to growth mindset pedagogy. | Programme of CPD for all staff. Programme of assemblies for children. Implementation of growth mindset thinking into all lessons. | Growth mindset thinking is strategy that has proved effective in a range of settings. Whole school CPD ensures consistency of approach. Negative approaches to learning are barriers to attainment and progress for some pupils, especially disadvantaged groups. | The effectiveness of the whole school approach will be monitored in lesson observations and professional discussions. The impact on groups and individuals will be evidenced in pupil progress meetings. | SI / PW | Impact will be reviewed and reported in the Summer term 2017. | Positive attitudes towards learning evidenced from lesson observations and drop ins. High profile of 'the power of yet'. Growth mindset thinking is also high profile in daily assemblies and excellent learning assemblies. Further explore positive attitudes towards learning through next year's appointment of Pupil Parliament MPs. |

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| <p>Improve staff understanding of provision for greater depth and mastery.</p> | <p>Programme of CPD for all staff on greater depth and mastery, using independent learning strategies; open questioning and developing higher order thinking skills to enhance quality first teaching. The school will extend links with Thurgoland Primary School to enhance greater depth and mastery opportunities.</p> | <p>National focus on developing greater depth and mastery across the curriculum. Further research has shown the effectiveness of using independent learning strategies, open questioning and developing higher order thinking skills to enhance quality first teaching approaches. As a result, attainment and progress will be accelerated showing a high and moderate impact for low cost. These approaches will be used to enable more able pupils to achieve 'greater depth' by the end of Year 6 in reading, writing and mathematics.</p> | <p>The impact of training on classroom practice will be monitored through book scrutinies, drop ins and lesson observations. There will be a positive impact on the number of children eligible for pupil premium making at least good or better progress and attaining at least age related expectations or greater depth in reading, writing and mathematics.</p> | <p>HR / EW / SI / AT</p> | <p>Reports about identified groups of children will be shared with governors and monitored across the year. Outcomes will be reviewed in July 2017.</p> | <p>Involvement with South Yorkshire Maths Hub and staff training has increased staff confidence and understanding of the principles of greater depth and mastery. This will continue to be an on-going focus as we move into 2017-18, following subject leader action research. The range of monitoring activities show that pupils are using a range of independent learning strategies and the implementation of a 'learner's toolkit' continues to support this. At least good progress for pupil premium pupils within whole school tracking. <i>Continue to target more able PP pupils and borderline GDS PP pupils for greater depth in 2017-18.</i></p> |
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| Close the attainment gap between children eligible for pupil premium and other pupils reading, writing and maths | Additional small group work provided by teachers / teaching assistants; one to one and small group precision teaching. Regular book events will be held throughout school. | Short regular sessions additional to quality first teaching. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching. | Pupil progress meetings will review interventions and progress made. Drop ins / lesson observations will show impact on outcomes for learners. The children will confidently discuss their learning and know what they need to do in order to improve. | PW / class teachers | Termly pupil progress meetings and data analysis will be reported to governors. | The use of the Educational Psychologist to deliver Precision Teaching for both teachers and teaching assistants has had a positive impact on the outcomes and progress of pupil premium pupils within whole school and individual pupil tracking. The use of this will continue into 2017-18 in addition to quality first teaching. |
| Improved attendance and punctuality of pupils eligible for pupil premium. | Exciting whole school theme days and national awareness events will be planned. Range of visits / visitors to be planned in line with topics / national awareness days. | Evidence of impact from exciting, experiential learning opportunities, including outdoor learning. | Monitoring of attendance. Half termly class newsletters to be shared with parents / carers. On-going evaluations of events - feedback from children / parents. Involvement and support from EWO - individual intervention as required. | SI | On-going review of attendance and punctuality. Termly reports to governors. | Positive feedback from range of learning opportunities. Good overall attendance 2016-17. Improving PP attendance. Continue to monitor PP attendance. |

Total budgeted cost: £1820

i. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Evaluation / lessons learned. Action/approach to continue? |
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| <p>Ensure pupils with SEN/D meet expected progress targets in reading, writing and mathematics. Ensure pupils with additional needs meet targets in support plans.</p> | <p>Provide additional teaching provision for children with SEND. Additional teaching assistant interventions and one to one support in reading, writing</p> | <p>Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.</p> | <p>Provision will be mapped termly on a provision map. Analysis of interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings.</p> | <p>PW / SI</p> | <p>Assessment data will be monitored to ensure that progress is made after each intervention. Support plans will be reviewed each term. Termly pupil progress meetings.</p> | <p>Effective impact of Precision teaching CPD for teachers and teaching assistants, through internal tracking systems. To continue next year.</p> |
| <p>Ensure targeted pupils achieve age expectations in reading, writing and mathematics. Ensure targeted pupils achieve greater depth in writing and mathematics.</p> | <p>Additional teaching and learning opportunities including other teachers' / teaching assistants' support for PP pupils to enable one to one and small group tuition, including additional teaching and learning opportunities for more able pupils.</p> | <p>Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate moderate impact particularly if planned to complement quality first teaching and when a structured, time-limited programme is used. These approaches will be used to enable more able pupils to achieve 'greater depth'.</p> | <p>Assessment of intervention impact Pupil attainment and progress will be monitored termly at pupil progress meetings.</p> | <p>PW / SI</p> | <p>Monitoring through book scrutiny, learning walks and data analysis. Pupil progress meetings held each term.</p> | <p>In school tracking systems show at least good or better progress for PP pupils. 100% of PP pupils achieved expected standard in phonics check. Continue to focus on attainment for PP pupils on track for GDS next year.</p> |
| <p>Total budgeted cost: £9,000</p> | | | | | | |
| <p>iii. Other approaches</p> | | | | | | |

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? | Evaluation / lessons learned. Action/approach to continue? |
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| Eligible pupils will have the same opportunities for enrichment activities as other pupils. | Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and theatre trips. | Research has shown that a lack of enrichment opportunities can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities helps to close the gap in learning and attainment. | Opportunities for feedback information to be gleaned from evaluations to measure impact over time and the parent and pupil voice will be used to inform the programme of events and activities. | SI / PW | This strategy will be reviewed annually. | PP pupils accessed enrichment opportunities, including residential visits, class visits and out of school club activities, seeing increased self-confidence and social interaction. <i>Continue to provide support for enrichment activities in 2017-18.</i> |
| Total budgeted cost: £4,000 | | | | | | |