



## Pupil Premium Strategy Statement: Oxspring Primary School

1. Summary information					
School	Oxspring Primary School				
Academic Year	2017/18	Total PP budget: £16,140			
Total number of pupils	132	Number of pupils eligible for PP	12 PP 1 in-service	Date for internal review of this strategy	End of summer term 2018

### 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> )	
<b>A.</b>	Oral language skills in Reception are lower on entry for pupils eligible for PP than for other pupils. This slows reading/ writing progress in subsequent years.
<b>B.</b>	Lower percentage of pupil premium children gained greater depth/ higher scaled scores in end of year assessments in all subjects.
<b>C.</b>	Need to further develop confidence, resilience skills/ growth mindset approaches to boost attainment and progress across school for PP children, including higher ability pupils.
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D</b>	Consistent levels of parental engagement needed for all groups, including disadvantaged pupils.
<b>E</b>	Social and emotional needs and emotional wellbeing support (both at home and at school) for all groups, including PP pupils.

### 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Improved oral language skills for pupils eligible for PP in Reception class/ Year 1.	Pupils eligible for PP in Reception/ Year 1 make at least good or better progress by the end of the year so that pupils eligible for PP meet at least age related expectations.
<b>B</b>	Higher rates of progress and attainment (including greater depth) across school in all subjects for all groups, including disadvantaged pupils.	Progress and attainment of PP children matches progress and attainment of non-PP children in school. A greater percentage of PP pupils achieve greater depth in all subjects.
<b>C / E</b>	Improved attainment by improving the social and emotional dimensions of learning (SEL)	SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself for all groups, including PP pupils.

D	Consistent levels of parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning.	Increased parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning. Attendance of parents of PP pupils at school events matches non-PP family attendances.
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#### 4. Planned expenditure

Academic year

2017/18

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?
<p>(B) Higher rates of progress and attainment (including greater depth) across school in all subjects for all groups, including disadvantaged pupils.</p>	<p>Maths and English subject leader developments - carry out action research into schools with outstanding practice and higher level of greater depth outcomes.</p> <p>Explore opportunities for collaborative or cooperative learning</p> <p>Purchase of NFER assessment resources to support assessment for learning (includes tests, assessment</p>	<p>All pupils to receive quality first teaching - research shows disadvantaged pupils benefit most.</p> <p>The impact of collaborative approaches on learning is consistently positive - structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains. (EEF)</p> <p>Clear and accurate assessments which include standardised scores (ie NFER tests) will support target setting and question level data analysis.</p>	<p>Provide subject leadership time for action research.</p> <p>Termly monitoring of assessment outcomes. Subject leader and SLT monitoring of teaching.</p> <p>Termly monitoring of outcomes.</p> <p>Pupil progress meetings held - pp groups focused upon within these.</p> <p>Monitoring of provision maps reflect appropriate interventions based on assessments.</p>	<p>SI / PW</p>	<p>Termly December 2017 April 2018 July 2018</p>	

	<p>system and test support materials)  Staff release to evaluate and complete pupil premium provision mapping termly / participate in pupil progress meetings  Implement use of SEESAW APP for collation of evidence and support tracking / assessment.</p>					
<p>(C and E)  Improved attainment by improving the social and emotional dimensions of learning (SEL)</p>	<p>Develop SEL through whole school assemblies.  Establish whole school scheme for PSHE, including SEL in classrooms.</p> <p>Staff CPD around PSHE and SEL - effective practice and its impact.</p> <p>Agree sensitive and targeted intervention may benefit at risk or more vulnerable</p>	<p>SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).  Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff  SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.  Approaches have been found</p>	<p>Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn.</p> <p>Teachers and other school staff can effectively support these approaches, particularly with appropriate professional development  Carry out pupil interviews / questionnaires  Involve role of Pupil Parliament  Class MPs</p>	EW / SI	July 2018	

	<p>pupils - include use of TAs</p> <p>Purchase support from Educational Psychologist.</p>	<p>to be effective from nursery to secondary school.</p> <p>(EEF)</p>				
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<p>(D) Consistent levels of parental engagement for all groups of pupils, including disadvantaged children. Improved understanding of how to support children with their learning.</p>	<p>Establish workshops for parents to provide updates of how to support pupils with their learning. Provide learning support tools and links on school website. Target parents' attendance at parents' evenings. Review parent evening information sharing - include specific targets for supporting learning at home. Purchase Mathematics / times tables resources.</p>	<p>The association between parental involvement and a child's academic success is well established. Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact. (EEF)</p>	<p>Further increase opportunities for new starter parents - evidence shows that parental engagement is often easier to achieve with parents of very young children. Provide website updates of approaches to support parents in working with their children. Provide a flexible approach to allow parental involvement to fit around their schedule Parents of older children may appreciate short sessions at flexible times to involve them. Consider how to make school welcoming for parents whose own experience of school may not have been positive. Provide some simple, practical ways that parents can support their children in ways that do not require a high level of ability (e.g. by ensuring that students have an environment where they can work at home)?  Review feedback from parents' / parental questionnaires</p>	<p>SI / PW</p>	<p>July 2018</p>	
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**Total budgeted cost: £2,640**

<p><b>i. Targeted support</b></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

						<b>continue?</b>
(A) Improved oral language skills for pupils eligible for PP in Reception class/ Year 1	CPD for staff (SENCO + TAs) on speech and language interventions. SLA support from Communication and Interaction Team.	All pupils receive quality first teaching - research shows disadvantaged pupils benefit most. Research into progress of disadvantaged children in EYFS focuses on vocabulary development. Important to ensure disadvantaged pupils engage in quality, language rich interactions in order to ensure later progress.	CPD selected carefully. Resources used to identify need. Interventions with TAs monitored to ensure CPD has had impact.	NR	Termly pupil progress meetings.	

<p>(B)</p> <p>Higher rates of progress and attainment (including greater depth) across school in all subjects for all groups, including disadvantaged pupils.</p>	<p>Teacher and TA Phonics and spelling interventions - small group work. Early interventions and Precision Teaching EYFS - Teacher and TA led maths booster groups - focus on number skills Teacher/ TA 1:1 Precision teaching and small group support for Y2 and Y6 SATs preparation.</p>	<p>Some pupils need targeted support to catch up. Such programmes have been shown to be effective in research projects. Previous use in school of these interventions has had positive impact on pupil attainment.</p> <p>Overall, the pattern is that small group tuition is effective and the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. (EEF)</p>	<p>Organise timetable to ensure staff delivering interventions have sufficient preparation and delivery time. TAs record progress each week. Progress reviewed regularly,</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs - monitor delivery and impact.</p> <p>(One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile - EEF)</p>	<p>SI / PW</p>	<p>December 2017 April 2018 July 2018</p>	
<p><b>Total budgeted cost: £9,000</b></p>						
<p><b>iii. Other approaches</b></p>						
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>	<p><b>Evaluation / lessons learned. Action/approach to continue?</b></p>



<p>Eligible pupils will have the same opportunities for enrichment activities as other pupils.</p>	<p>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. Offer support for parents returning to work through support with out of school club costs.</p>	<p>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.</p> <p>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through after-school activities or a programme organised by a local sporting club or association. Participating in sports and physical activity is likely to have wider health and social benefits. (EEF)</p>	<p>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.</p>	<p>SI / PW</p>	<p>This strategy will be reviewed annually.</p>	
<p><b>Total budgeted cost: £4,500</b></p>						