



Pupil Premium Strategy Statement: Oxspring Primary School

2018-19

Introduction

The pupil premium grant (PPG) provides additional money for each deprived pupil in the country and is allocated to Local Authorities and schools with pupils that are known to be eligible for free school meals. Schools will receive £1320 per pupil. Pupil Premium will also be provided for children in care who have been looked after continuously for at least six months or who have been adopted from care. Schools will receive £2300. £300 is also given for each pupil aged 4 and over who is an Ever 6 service child. The additional funding is used to address the emotional and social well-being of these pupils in addition to their learning needs. We treat all our pupil premium children as individuals and never make the assumption that they will not achieve in line with their peers.

Barriers to learning can include:

- ❖ Social and emotional needs both at home and at school
- ❖ Attendance and punctuality
- ❖ Learning difficulties

The DFE offers the following guidance:

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that:

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.

OUR PRINCIPLES

- We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (or have done in the last 6 years) will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium with the aim to ensure that all pupils who have additional needs receive the highest quality of personalised provision, which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

1. Summary information					
School	Oxspring Primary School				
Academic Year	2018/19	Total PP budget: £18,780			
Total number of pupils	129	Number of pupils eligible for PP	14 PP 1 in-service	Date for internal review of this strategy	End of summer term 2019

Attainment - Please note that due to the small size of the cohort of pupils, individual pupils could be identified through the publication of cohort data. As the DFE states 'The performance of a small number of pupils can have a disproportionate effect on the school's overall results. The data is available for in school analysis of strengths and areas for development which is used to inform pupil premium review of spending and next steps.

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>)		
A.	Special educational needs of some of our PP children.	
B.	Learning difficulties and low ability of some of our PP children. Children who are not meeting ARE and fail to catch up, affecting progress and attainment.	
C.	Lower percentage of pupil premium children gained greater depth/ higher scaled scores in end of year assessments in all subjects.	
D.	Access to educational experiences such as trips, residential visits and extra-curricular activities can be limited	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Social and emotional needs that impact on behaviour for learning - some PP children have low self-esteem and little resilience. Some of our PP pupils have social and emotional challenges that need to be addressed.	
F.	Consistent levels of parental engagement needed for all groups of pupils. A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil progress and improved access to learning through differentiated quality first teaching and learning strategies and targeted interventions - focus on reading, writing and maths.	PP pupils with SEND make measurable steps of progress through quality first teaching and dedicated interventions and support.
B.	Gaps are identified and targeted teaching/interventions teach to gaps through high quality interventions.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.
C.	Increased rates of progress and attainment (including greater depth) across school in all subjects for all groups, including higher attaining disadvantaged pupils.	PP pupils from different starting points achieve comparable progress and attainment to their non-disadvantaged peers. Pupils eligible for PP identified as high ability make as much progress as 'other' pupils

		identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. Measured in internal assessments and end of Key Stage statutory assessments.
D.	PP children are able to access the school curriculum and wider opportunities regardless of family income and personal circumstances.	<ol style="list-style-type: none"> 1. PP children access all trips 2. PP children access extended school activities 3. PP children have access to breakfast and out of school club as required by the families
E.	PP children will be provided with appropriate support for their social and emotional well-being. A reduction in anxiety and improved confidence/emotional/mental health. Observations and feedback from staff and home.	Children have an avenue in which to talk about situations and emotional issues that impact upon their ability to focus and engage with learning.
F.	Increased parental engagement for all groups of pupils, including disadvantaged children.	Improved understanding of how to support children with their learning at home. Parental engagement within school and perceptions of education are positive.

4. Planned expenditure

Academic year

2018/19

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 / s	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>(A) Pupil progress and improved access to learning through differentiated quality first teaching and learning strategies and targeted interventions - focus on reading, writing and maths.</p>	<p>Appointment of new SENDCO. SENDCO to attend quality first wave training and disseminate to staff.</p> <p>Review of quality first teaching approaches for all pupils. Implement mastery approach (mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level).</p> <p>Use of White Rose Planning in maths and unit overviews in writing.</p>	<p>All pupils receive quality first teaching - research shows disadvantaged pupils benefit most. EEF states that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress. Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress.</p> <p>Important to monitor and evaluate PP pupils progress and attainment closely to ensure gaps are narrowing/ pupils are making comparable progress to their non-disadvantaged peers.</p>	<p>Use INSET days/ staff meeting time to deliver training. Monitoring activities to ensure training embedded. Termly monitoring of outcomes. Pupil progress meetings held - pp groups focused upon within these. Monitoring of provision maps reflect appropriate interventions based on assessments.</p>	<p>SI / HR / EW</p>	<p>Termly review</p>	<p>The appointment of the new SENDCO has been instrumental in not only making significant developments in the provision for pupils with SEND needs, but also for the vulnerable pupils in liaison with the HT. The HT and SENDCO have worked together to review provision for the disadvantaged pupils and interventions for these pupils are now specifically stated on the whole school provision map. The impact of interventions are tracked for impact and are costed. The deployment of TAs for interventions also takes into account the support needed for PP pupils as well as SEND pupils. Pupil progress meetings now take place between the HT, SENDCO and class teacher</p>

					<p>to ensure that every child including PP children are discussed at length in order to identify provision map intervention needs.</p> <p>The quality of the provision was acknowledged in the Ofsted report in March 2019:</p> <p><i>We looked together at how the school provides additional support for pupils who are disadvantaged and therefore eligible for pupil premium funding. Although the school has only a small number of pupils eligible for this funding, their progress in previous years has been slower than the progress of others, particularly in key stage 2. Teachers frequently meet with leaders to talk about disadvantaged pupils' progress and a well-planned programme of interventions is in place to support them. It is evident from a review of pupils' books that disadvantaged pupils are making similar progress to that of their peers. I could also see that you know the barriers to</i></p>
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						<i>learning faced by your pupils and tailor the use of pupil premium funding to provide bespoke solutions to them. For example, the school uses pupil premium funding to provide a breakfast club, which has improved pupils' attendance.' Ofsted March 2019.</i>
(C) Increased rates of progress and attainment (including greater depth) across school in all subjects for all groups, including higher attaining disadvantaged pupils.	Extend growth mindset approaches to further develop metacognition and self-regulation approaches to learning -help pupils think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning. Develop approaches to consider: •cognition - the mental process involved in knowing, understanding, and learning; •metacognition - often defined as 'learning to learn'; and •motivation - willingness to engage our metacognitive and cognitive skills.	EEF states that metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	Staff meetings for CPD / staff development Staff action research Monitoring of teaching and learning with a focus on support provided to PP pupils. Termly pupil progress meetings - pp pupils focused upon within these.	SI / PW / HR	Termly PP meetings	Growth mindset thinking is well established across school and continues to be high profile in terms of pupils' attitudes towards learning. The language of learning and a key school value of 'perseverance' is also given high priority. Positive attitudes towards learning are evidenced from lesson observations and drop ins. There is high profile of 'the power of yet'. Growth mindset thinking is also given prominence in daily assemblies and excellent learning assemblies.
Total budgeted cost: £3,000						
i. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and	How will you ensure it	Staff	When will you review	Evaluation / lessons

		rationale for this choice?	is implemented well?	lead	implementation?	learned. Action/approach to continue?
(B) Gaps are identified and targeted teaching/interventions teach to gaps through high quality interventions.	<p>Training from the SENDCO on supporting learners with SEND.</p> <p>Updated termly provision map.</p> <p>Review of TA deployment and delivery of targeted interventions to support learners, including:</p> <p>Phonics and spelling interventions</p> <p>Reading groups/ 1:1 reading programmes.</p> <p>Early interventions for EYFS</p> <p>Maths booster groups - focusing on number skills</p> <p>TA 1:1 or small group support for Y2 and Y6 SATs booster groups</p> <p>Access to Educational Psychologist and Social communication and interaction team.</p> <p>Implementation of NESSY and training for teachers and support staff.</p>	<p>A number of PP pupils with SEND and additional needs find it challenging to achieve ARE.</p> <p>Some pupils need targeted support to catch up.</p> <p>Such programmes have been shown to be effective in research projects.</p> <p>Previous use in school of these interventions has had positive impact on pupil attainment.</p>	<p>Organise timetable to ensure staff delivering interventions have sufficient preparation and delivery time.</p> <p>TAs record progress each week.</p> <p>Progress reviewed regularly,</p> <p>SENDCO progress reports.</p> <p>Review of IEPs and provision map</p> <p>Termly pupil progress meetings</p>	HR / SI	Termly review	<p>The role of the SENDCO has impacted significantly on staff training and understanding about a range of complex learning needs, including barriers to learning for some of our PP pupils.</p> <p>As outlined above, the quality of provision has been significantly enhanced through the use of a structured provision map which is reviewed and costed accordingly.</p> <p>TAs are much more effectively deployed and as a result this impacts on pupil outcomes.</p> <p>100% of PP pupils achieved expected standard in the re-sit of the Year 2 phonics check.</p> <p>The largest cohort of PP pupils is in Year 3 (from Sept 2019) and further work needs to be done on improving the attainment of these pupils particularly in reading.</p>

<p>(E) PP children will be provided with appropriate support for their social and emotional well-being. A reduction in anxiety and improved confidence/emotional/mental health. Observations and feedback from staff and home.</p>	<p>Offer targeted interventions as required eg Lego therapy, social stories Offer friendship groups, counselling and one to one support for pupils and parents - access to EHA as required Access external support and advice. Provide access to Educational Psychology and BESST team-observations, assessments and advice for individual pupils with specific needs. Aim to support key children in overcoming barriers to learning. Use of Lego Therapy</p>	<p>Evidence/ research suggests confident/ resilient children are more open to learning. Effective social interactions/ collaboration skills are shown to have a positive impact on self-esteem and progress in learning.</p>	<p>Staff CPD and support from external agencies / SENDCO Monitoring and review by SENDCO</p>	<p>HR / SI</p>	<p>Termly review</p>	<p>The support of the emotional wellbeing and social developments is also factored into pupil progress meetings. Rigorous plan for whole school assemblies implemented with high profile on SEL for all pupils. Whole school scheme for PSHE established - implementation following staff CPD. Targeted interventions for vulnerable pupils, along with access to EHA. Effective support from Educational Psychologist - completed observations, provided advice and staff CPD. Monitoring activities evidence impact on pupils' Staff are currently being trained in this area with support from external agencies and this will continue to be an area for further development in 2019-20.</p>
<p>Total budgeted cost: £10,800</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?
<p>(D) PP children are able to access the school curriculum and wider opportunities regardless of family income and personal circumstances.</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.</p> <p>Offer support for parents returning to work through support with out of school club costs.</p>	<p>First hand experiences provide rich learning opportunities for all pupils. Provide real purposes and contexts making learning more meaningful, increasing engagement. Pupils benefit from working with others and being introduced to a variety of experiences. EEF states that Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment.</p>	<p>High levels of involvement of PP pupils on trips/ residential visits/ extra-curricular clubs.</p>	<p>SI / PW</p>	<p>This strategy will be reviewed annually.</p>	<p>PP pupils accessed enrichment opportunities, including residential visits, class visits and out of school club activities, seeing increased self-confidence and social interaction. Additional support was given to support a family through bereavement which impacted significantly.</p> <p>Continue to provide support for enrichment activities in 2019-20.</p> <p>100% of PP children benefitted from attendance at sports clubs, educational visits and residential visits (age appropriate). 100% of PP children accessed a range of events to enhance their enrichment opportunities, which included a cinema trip, topic based visits, sporting and cultural events.</p> <p>Impact of positive experiences on wellbeing and attitudes towards learning.</p>

<p>(F) Increased parental engagement for all groups of pupils, including disadvantaged children.</p>	<p>Continuation of events to increase parental Involvement. Purchase pupil access to a number of electronic learning support websites to enhance engagement with out of school learning and promote family support eg Times Table (TT) Rockstars, Mymaths. Further develop involvement of the parents of the younger pupils in school - consider flexible approaches to allow parental engagement to fit around parents' schedules. Review offers of practical support, advice and guidance can you give to parents who are not confident in their ability to support their children's learning, such as simple strategies to help early readers. Use of 2 Build a profile and Testbase to support assessments.</p>	<p>Effective parental involvement can have positive impact on attainment (EEF research) although it is recognised to be a difficult area get right.</p>	<p>Ensuring calendar of dates published well in advance. Follow up of invitations with phone calls where needed to ensure high attendance. Support for staff to ensure appropriate activities planned for. Parent evaluations monitored to ensure effectiveness of project. Details of available programs shared in newsletters. Outside school use tracked. Rewards provided for pupil use.</p>	<p>SI / PW</p>	<p>July 2019</p>	<p>Although progress has been made in this area, further work linked to the development of home-school reading needs to be done in 2019-20. Attendance at parents' evenings is targeted for all pupils whose parents / carers do not engage with school. Flexible meeting times are available with staff to support this.</p>
<p>Total budgeted cost: £4980</p>						