



## Pupil Premium Strategy Statement: Oxspring Primary School

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

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <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.	
<b>External barriers</b> ( <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.

<b>D</b>	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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<b>2. Attainment 2017/18</b>			
<b>KS2</b>	<i>All pupils 18 pupils (Each child = 5.6%)</i>	<i>Pupils eligible for PP 3 pupils (includes SEND) (each pupil = 33.3%)</i>	<i>National (GDS in brackets)</i>
% achieving expected standard in RWM / (RWM GDS)	78% (11.1%)	33.3% (33.3%)	64% (9.8%)
% achieving expected standard in Reading (GDS)	89 (39%)	67% (67%)	75% (28%)
Progress in reading	+0.74	-1.3	0
% achieving expected standard in Writing (GDS)	78% (11%)	33.3% (33.3%)	78% (19.8%)
Progress in writing	-2.87	-6.91	0
% achieving expected standard in Maths (GDS)	89% (39%)	67% (33.3%)	76% (23.6%)
Progress in mathematics	+0.21	-5.53	0
<b>KS1</b>	<i>All pupils 19 pupils (each child = 5.3%) Amended following pupil mobility</i>	<i>Pupils eligible for PP (1 pupil)</i>	<i>National</i>
% achieving expected standard in Reading	100%	100%	75.5%
% achieving expected standard in Writing	83%	100%	70%
% achieving expected standard in Maths	83%	100%	76.2%
<b>Year 1 Phonics</b>	<i>All pupils 22 pupils (each child = 4.6%)</i>	<i>Pupils eligible for PP 5 pupils (each child = 20%)</i>	<i>National</i>
% meeting the expected standard in Phonics	90.9%	60%	82.6%

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?
(B) Higher rates of progress and attainment (including greater depth) across school in all subjects for all groups, including disadvantaged pupils.	<p>Maths and English subject leader</p> <p>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</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>	SI / PW	<p>Termly</p> <p>December 2017</p> <p>April 2018</p> <p>July 2018</p>	<p>Good progress evidenced for the 'in year' pupil premium pupils (including some of the SEN PP pupils) within whole school tracking data.</p> <p>At the end of KS2, 33% of PP pupils achieved greater depth/ higher scaled scores in 2018 in writing and maths and 67% in reading. Due to the very small PP group in Year 6, individual progress scores need to be considered as the results of one pupil have impacted significantly on the progress data overall for this small group.</p> <p><b>Continue to focus on SEN PP pupils in 2018/19. Key focus on writing and maths in 2018/19.</b></p>

	<p>tests, assessment system and test support materials)</p> <p>Staff release to evaluate and complete pupil premium provision mapping termly / participate in pupil progress meetings</p> <p>Implement use of SEESAW APP for collation of evidence and support tracking / assessment.</p>					
<p>(C and E)</p> <p>Improved attainment by improving the social and emotional dimensions of learning (SEL)</p>	<p>Develop SEL through whole school assemblies.</p> <p>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</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).</p> <p>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</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</p> <p>Involve role of Pupil Parliament Class MPs</p>	EW / SI	July 2018	<p>Rigorous plan for whole school assemblies implemented with high profile on SEL for all pupils.</p> <p>Whole school scheme for PSHE established - implementation following staff CPD.</p> <p>Targeted interventions for vulnerable pupils, along with access to EHA.</p> <p>Effective support from Educational Psychologist - completed observations, provided advice and staff CPD.</p> <p>Monitoring activities evidence impact on pupils'</p>

	<p>benefit at risk or more vulnerable pupils - include use of TAs</p> <p>Purchase support from Educational Psychologist.</p>	<p>benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p>(EEF)</p>				<p>positive attitudes towards learning.</p> <p><b>Further extend this in 2018-19</b></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 My Maths / 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)?</p> <p>Review feedback from parents' / parental questionnaires</p>	<p>SI / PW</p>	<p>July 2018</p>	<p>A range of workshops for parents were held to provide updates of how to support pupils with their learning and feedback was very positive. Learning support tools and links have been made available on school website, which need to be further developed in 2018-19. Parents' attendance at parents' evenings has been closely tracked and all staff provide follow up on a one to one basis with any parent who does not attend. Internal online system for tracking attendance at parents' evenings in place. My Maths is embedded throughout Year 2 to Year 6 and is impacting positively on pupils confidence. <b><i>This needs to be further developed in 2018-19.</i></b></p>
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Total budgeted cost: £2,640

**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.
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						<b>Action/approach to 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.	Positive impact of oral language developments. Quality of adult / pupil interactions noted in monitoring activities.

<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>Impact of precision teaching on pupil progress evidenced in 'in year' school tracking data. Impact of staff CPD on teachers and TAs - focused and specific small step interventions. <b>Further extend in 2018-19 with wider range of targeted interventions.</b></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>100% of PP children benefitted from attendance at sports clubs, educational visits and residential visits (age appropriate). All children accessed a range of events to enhance their enrichment opportunities, which included a theatre trip, topic based visits, sporting and cultural events. Impact of positive experiences on wellbeing and attitudes towards learning.</p>
<p><b>Total budgeted cost: £4,500</b></p>						