



## Pupil Premium Strategy Statement: Oxspring Primary School

2019-20

### 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. Use a tiered approach - You may find focusing on just 3 areas of activity is most effective at narrowing the attainment gap. This tiered approach combines:*

- *staff development to improve teaching targeted academic support*
- *wider strategies that support readiness to learn*

### 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. Although the main aim of the pupil premium is to raise attainment, you can spend your pupil premium on:*

- *non-academic outcomes, such as improving pupils' mental health*
- *non-academic improvements, such as better attendance*
- *activities that will also benefit non-eligible pupils*

### 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	2019/20	Total PP budget: £17,460			
Total number of pupils	131	Number of pupils eligible for PP	9	Date for internal review of this strategy	End of summer term 2020

**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.

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	PP children achieved lower than national results in reading at ARE and above. Their progress score was lower than their non-disadvantaged peers in school. Lower percentage of pupil premium children gained greater depth/ higher scaled scores in end of year assessments in all subjects.
B.	Learning difficulties and low ability of some of our PP children. Children who are not meeting ARE and finding it challenging to catch up, affecting progress and overall attainment. High amount of identified dyslexic tendencies within the current Year 3 PP cohort.
C.	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
D.	Access to educational experiences such as trips, residential visits and extra-curricular activities can be limited
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
E.	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.
2. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	The attainment and progress for all disadvantaged pupils in reading is increased (with a particular
	Disadvantaged pupils from different starting points achieve

	<p>focus on Year 3 and Year 6 pupils)</p> <p>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>comparable progress and attainment to their non-disadvantaged peers in reading.</p> <p>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in reading (Measured in internal assessments and end of Key Stage statutory assessments)</p> <p>PP pupils with SEND make measurable steps of progress in reading through quality first teaching and dedicated interventions and support.</p>
B.	<p>Gaps are identified for disadvantaged pupils (and all non disadvantaged pupils) and targeted teaching/interventions teach to specific gaps in writing and maths through high quality interventions.</p>	<p>Formative assessment will show gaps being addressed. Disadvantaged pupils from different starting points achieve comparable progress and attainment to their non-disadvantaged peers in writing and maths.</p>
C.	<p>PP children will be provided with appropriate support for their social and emotional well-being. Observations and feedback from staff and home acknowledge improved confidence and emotional/mental health needed addressed.</p>	<p>Children have an avenue in which to talk about situations and emotional issues that impact upon their ability to focus and engage with learning.</p>
D.	<p>PP children are able to access the school curriculum and wider opportunities regardless of family income and personal circumstances.</p>	<p>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</p>
E.	<p>Increased parental engagement for all groups of pupils, including disadvantaged children.</p>	<p>Improved understanding of how to support children with their learning at home. Parental engagement within school and perceptions of education are positive.</p>

3. Planned expenditure	
Academic year	2019/20
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.	
(i)	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>The attainment and progress for all disadvantaged pupils in reading is increased (with a particular focus on Year 3 and Year 6 pupils)</p>	<p>Training for all staff - early reading and phonics - identify key milestones for all pupils and strategies for closing the gap.</p> <p>Review of quality first teaching approaches for reading across school - phonics, guided reading - use of VIPERS in KS2 and reading comprehensions.</p> <p>Review quality and provision of reading books - home/school.</p> <p>Review expectations for home-school reading for all pupils with a targeted focus on the disadvantaged pupils.</p> <p>Access to additional phonics interventions for Year 3 pupils with TA - at least x 3 weekly</p> <p>Access to a range of reading interventions, including 60 second read, reading comprehension, inference, vulnerable readers, key words at least x 3 weekly</p> <p>Establish one to one reading interventions - EEF toolkit states:</p> <p>Promote additional use of the school library, targeted time for</p>	<p><b>EEF Toolkit states:</b></p> <p><i>'Reading interventions and comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective challenge'</i></p> <p><i>'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear</i></p>	<p>Use staff meeting time to deliver training.</p> <p>Monitoring activities review quality of provision for reading.</p> <p>Termly monitoring of outcomes.</p> <p>Support from reading and phonics subject leaders</p> <p>Pupil progress meetings held - pp groups focused upon within these.</p> <p>Monitoring of costed provision maps reflect appropriate interventions based on assessments.</p>	<p>SI / HR</p>	<p>Termly review</p>	

	pupil premium pupils.  Establish weekly paired reading and group opportunities (EEF toolkit states:	<i>to result in optimum impact'</i>  <i>'The impact of collaborative approaches on learning is consistently positive Approaches which promote talk and interaction between learners tend to result in the best gains'</i>				
Total budgeted cost: Costings based on - 2 x TA x 1 hour x 25 weeks = £719; 1 x TA x 1 hour x 25 weeks = £359.50; 3 x weekly phonics groups x 25 weeks = £1078.50; 4 TAs x 3 hours x 25 weeks = £4314 Total = £6471						
<b>(ii) Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	

<p>Gaps are identified for disadvantaged pupils (and all non disadvantaged pupils) and targeted teaching/interventions teach to specific gaps in writing and maths through high quality interventions.</p>	<p>Updated termly provision map.</p> <p>Review of TA deployment and delivery of targeted interventions to support learners in writing and maths including:</p> <ul style="list-style-type: none"> <li>• Phonics and spelling interventions</li> <li>• Maths booster groups - focusing on number skills</li> <li>• Maths Power of 2</li> <li>• Continuation of the NESSY programme</li> </ul> <p>TA 1:1 / small group support Y6 SATs booster groups</p> <p>Access to Educational Psychologist and Social communication and interaction team.</p> <p>Termly pupil progress meetings with HT and SENDCO</p>	<p>As a number of PP pupils with SEND and additional needs find it challenging to achieve ARE, pupils need targeted support to catch up.</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>	<p>SI/ HR</p>	<p>Termly review</p>	
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<p>PP children will be provided with appropriate support for their social and emotional well-being.</p> <p>Observations and feedback from staff and home acknowledge improved confidence and emotional/mental health needed addressed.</p>	<p>Access external support and advice eg Educational Psychology, SCI team and school nurses - observations, assessments and advice for individual pupils with specific social and emotional needs.</p> <p>SENDCO / TA involvement in social stories training. Provide social stories training to staff and implement with relevant pupils.</p> <p>Offer targeted interventions as required eg Lego therapy.</p> <p>Implement whole school project to focus on developing emotional health and wellbeing.</p> <p>Provide friendship groups, counselling and one to one support for pupils and parents - offer access to EHA as required.</p> <p>Link sports participation to emotional health and wellbeing.</p>	<p>EEF toolkit states: <i>'Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: universal programmes which generally take place in the classroom; more specialised programmes which are targeted at students with particular social or emotional needs; and school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'</i></p>	<p>Staff CPD and support from external agencies / SENDCO</p> <p>Monitoring and review by SENDCO / HT</p> <p>Pupil Progress meetings</p>	<p>SI/HR</p>	<p>Termly review</p>	
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Total budgeted cost: Costings based on: 4 TAs x 2 hours x 25 weeks = £2876; 2 TAs x 3 hours x 10 weeks = £863; Ed Psych = £780; SCI team = £200 (per day); NESSY = £505; £485 project resources Total = £5708

(iii) Other approaches

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>PP children are able to access the school curriculum and wider opportunities regardless of family income and personal circumstances.</p>	<p>Continue to 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. Consider each individual scenario and provide support as appropriate.</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 /HR</p>	<p>This strategy will be reviewed annually.</p>	
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<p>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, Spelling Shed. 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><b>EEF Toolkit states:</b> <i>'We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact'.</i></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 / HR</p>	<p>JULY 2020</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><b>Total budgeted cost: £4357; £924 Total = £5281</b></p>						