


# Pupil premium strategy statement: Oxhey First School

1. Summary information								
School	Oxhey First School							
Academic Year	2019/20	Total PP budget including c/f		£12,520	Date of most recent PP Review			
Total number of pupils	221+26=247	Number of pupils eligible for PP	6	Number of pupils eligible for EYPP	0	CLA Service	2	

2. Current attainment Key Stage 1		
	<i>Pupils eligible for PP – NS Primary 2018</i>	<i>Pupils not eligible for PP NS Primary 2018</i>
% of PP pupils who achieved GLD at the end of Reception	50% 1 of 2	87%
% of PP pupils who achieved the Year 1 phonic check	100%	98%
reading attainment score (Current Y2 Internal data)	100%	92.8%
writing attainment score (Current Y2 Internal data)	100%	92.8%
maths attainment score (Current Y2 Internal data)	100%	95.2%
Year 2 Phonic Retakes (ASP 2018)	100%	100%

1. 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> )	
A.	PP eligible pupils baseline in Reception Class is significantly lower than their peers in areas such as PSED, CLL and PD.
B.	Some DA pupils are also SEN or LAP
C.	Less PP pupils working above ARE in KS1 and 2

<b>D.</b>	Breadth of reasonable adjustments being made for PP is less evident especially in writing
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>A</b>	Attendance of PP pupils is below that of their peers

<b>2. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Maintain the accelerated rates of progress for PP eligible pupils in Reception Class to ensure ANY attainment gaps close	Pupils eligible for PP in Foundation Stage make rapid progress from their very low starting points to meet the writing, reading and PSED ELG requirements
<b>B.</b>	Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving greater depth at the end Year 2	More children eligible to PP achieve above ARE Enrichment opportunities make a positive impact on improving % working above AFL is used effectively to accelerate progress within lessons Staff provide experiences to enhance cultural capital of PP pupils aspiration, growth mind set and knowledge of life beyond the local area Staff use talent spotting approach to aid aspirational target setting
<b>C.</b>	Ensure that in Y1 the attainment gap between pupil eligible for the grant and other pupils closes in reading writing and maths.	The attainment gap in reading, writing and maths in all year groups will close All Staff have raised expectations Teachers target PP children to work at challenge 3 whenever reasonable Targets support progress Marking conferences support Staff provide experiences to enhance cultural capital of PP pupils Staff use new triple A strategy to predict profile and prevent strategies to identify and tackle barriers
<b>D.</b>	Significantly close the attendance gap between PP and NPP pupils	Reduce the % of Persistently Absent pupils who are eligible for the grant so that it matches other groups. Increase the % of families (pupils) eligible for the grant who engage with the school family learning programmes, before and after school clubs and breakfast provision A range of effective regular and consistent rewards and incentives are in place to celebrate improving attendance A range of informal opportunities are available for families to access our school which improve communication. Staff use new triple A strategy to predict profile and prevent strategies to identify and tackle barriers

Academic year					
i. 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?
Maintain the accelerated rates of progress for PP eligible pupils in Reception Class to ensure attainment gaps close.	<p>Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching Good practice visits to develop use of facilitator in EE</p> <p>Staff will ensure quality first teaching across the Phase and provide targeted intervention</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p> <p>EYFS parent workshops to support the early years development</p> <p>Conversation corners being a new driven area with the EE EYFS provision</p> <p>Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support</p> <p>AEN funding applications made where appropriate</p>	<p>Leadership will ensure that training opportunities and appraisal linked to performance for Teaching Assistants are in place utilising recent EEF reports on how TAs and additional teachers can be effectively used to support progress in early Years through improving quality first teaching by improving CPD opportunities.</p> <p>Internal progress suggests new pupils take longer to settle into school routines and to adapt to school expectations.</p>	<p>Monitoring of Provision-planning and learning opportunities Support the deployment of all adults CPD- peer observations</p>	EYFS Leader/ SLT	Termly
Improve % of pupils eligible for the grant reaching GD in KS1 and KS 2 in R W and M.	<p>Introduction of new higher level text based reading.via Guided reading sessions Review of existing topics Review of flow of writing with regard to HAP pupils Define greater depth features across the MAT- link intervention for potential PPP's to this criteria</p>	<p>Recent EEF reports on how TAs and additional teachers can be effectively used to support progress CPD based around editing/redrafting and creative writing.</p> <p>EEF research suggests the impact of high quality feedback.</p>	<p>Additional training for relevant members of staff. KS1/2 Teaching and Learning Review termly</p> <p>Key driver for our School Development Plan via DA Action plan (SDP) and incorporates regular reporting mechanisms with LAB involvement.</p>	SLT	Jan 2020

Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in writing/reading and maths	<p>Improve the opportunities for writing via CPD including for MAT writing toolkit, promoting independence, afl and teacher assessment.</p> <p>Increase the opportunities for application of writing and across the curriculum and for pleasure.</p> <p>Access to diagnostic and summative testing materials to enhance progress</p> <p>Focussed additional support from TA</p> <p>Creative writing workshops, small world play and visits to stimulate creativity and vocab.</p>	<p>Feedback and use of summative and formative assessment is well documented by EEF as having significant impact.</p> <p>Clear evidence suggests pupils make great gains where they have opportunities to explore through role play, talk and reading before participating in creative writing opportunities</p> <p>Well researched formal interventions delivered by trained staff can effectively support pupil progress.</p> <p>Use of outdoor learning has been proven within our school to improve boys motivation and reason to write.</p> <p>Gary Wilson research clear indicates boy friendly materials increasing motivation and willingness to read</p>	<p>High quality CPD and links to staff appraisal</p> <p>Provision of required resources including forest school leader</p> <p>Monitoring and review of provision- every 10 weeks via PPM's</p> <p>Promote use of new core offer to profile predict and prevent barriers for our most disadvantaged</p>	SLT	Termly via data Learning walk by Inclusion lead termly
Total Budget Allocated £7520					

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?
Improve attainment at the end of Key Stage 1 and 2 by ensuring that potential and higher ability pupils eligible for the grant achieve the higher standard in all subjects.	Provide additional small group work/intervention for Highest ability PP eligible pupils	We want to invest PP in ensuring that our pupils have a greater number of opportunities for small group work with teachers to focus on specific areas such as the use of creative language and editing and redrafting skills Feedback and use of AfL is well documented by EEF as having significant impact. TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment.	Improved teacher appraisal systems and HAP tracking  Increased % of children on track and above ARE in end of year assessments will be monitored through pupil progress meetings.  TAs will be focussed on intervention only.  Promote use of new core offer to profile predict and prevent barriers for our most disadvantaged	SLT	Termly via data
Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths	Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.  Implement some formal interventions to support gross and fine motor skills  Apply the strategies from the toolkits and make the reasonable adjustments	Some of the pupils need targeted support to catch up. This is a methodology which ensures that teaching is provided by experienced teachers and has been recognised as effective practise during external reviews of teaching and learning.  Audit of processes and procedures to evaluate the impact of current practise has identified greater need for implementing targeted programmes by TAs rather than 'plugging gaps' where they may not have the necessary knowledge.	Each class teacher will select the best approach to match the needs the children with first reference to Pupil Premium Children. Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings. CPD using new intervention programmes  Promote use of new core offer to profile predict and prevent barriers for our most disadvantaged	SLT	Termly

Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and emotional development	<p>Trailblazers to support children with mental health needs</p> <p>Mental health team to support families with availability at parents evening and half termly dropins</p> <p>Broaden staff awareness of specific SEMH issues</p> <p>Develop growth mindset approaches in staff and pupils</p> <p>Forest school KS1 &amp;2 intervention to support mental health wellbeing as required</p>	Mental health needs are a complex area needing specialist involvement. SEMH needs can be a huge barrier to pupils developing both academically and emotionally.	<p>Regular reviews will take place between the SENCO, specialist staff and when appropriate parents.</p> <p>Pupil progress meetings- outcomes of support on attitudes to learning</p>	SLT	½ termly
<b>Total Budget allocated £5,000</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>
Significantly close the attendance gap between PP and NPP pupils	<p>Daily contact/monitoring</p> <p>Support clinics</p> <p>Accessibility to support online, face to face and paper based</p> <p>Target focus families for intense support</p> <p>Provide breakfast club</p> <p>Provide for basic needs- clothes /equipment</p>	<p>PA and overall attendance is not always as strong as it could be due to environmental factors affecting a child's health and well-being.</p> <p>EEF research suggests that Family workers in Central London (Lambeth and Southwark) are making significant improvements in attendance by meeting basic needs first (Maslow's hierarchy).</p>	<p>Monitored by HT and LAB termly</p> <p>Rolling programme of parental engagement activities</p> <p>Targeted support for focus PP families</p> <p>Promote use of new core offer to profile predict and prevent barriers for our most disadvantaged in order to challenge poor attendance</p>	Inclusion Lead	Half termly

<p>Improve both <b>parental</b> and pupil <b>engagement</b> and support for the parents of pupils eligible for PP</p>	<p>Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, website fun engagement events and informal events.</p> <p>Invite parents in for mystery reader</p> <p>Select parents for trip helps – don't ask for volunteers.</p> <p>Weekly parent dropins</p> <p>Parent engagement days</p> <p>Refer to agencies for help –eg Home Start.</p>	<p>Without parental support and learning outside of the school day pupils are not always well prepared and ready to engage.</p>	<p>Regularity of parental engagement activities</p> <p>Breadth of resources available to parents SDP questionnaire</p> <p>CPD on new core offer for all staff by making reasonable adjustments for our most disadvantaged.</p>		
£0 required					