


Pupil Premium Strategy Statement: Oxhey First School

1. Summary information								
School	Oxhey First School							
Academic Year	2020/21	Total PP budget including c/f		£12,725 - £180 overspend from 2019/20	Date of most recent PP Review			
Total number of pupils	217+29=246	Number of pupils eligible for PP	9	Number of pupils eligible for EYPP	0	CLA Service	2	

2. Current attainment Key Stage 1		
	<i>Pupils eligible for PP – NS Primary 2020</i>	<i>Pupils not eligible for PP NS Primary 2020</i>
% of PP pupils who achieved GLD at the end of Reception (2019)	50% (1 of 2 pupils)	87%
% of PP pupils who achieved the Year 1 phonic check (2019)	100%	98%
reading attainment score Y2 (Current Y3 - Internal data 2020)	50% (1 of 2 pupils)	83 %
writing attainment score Y2 (Current Y3 - Internal data 2020)	0% (0 of 2 pupils)	76 %
maths attainment score Y2 (Current Y3 - Internal data 2020)	100% (2 of 2 pupils)	88 %
Year 2 Phonic Retakes (ASP 2018)	100%	100%

1. 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.	Less PP pupils working above ARE in KS1 and 2
B.	Some DA pupils are also LAP

September 2020

C.	Increasingly frequent and diverse social, emotional and mental health needs are being presented by a number of PP pupils, which prevents some pupils from accessing their learning/engaging in wider school life and thriving emotionally. In addition to this, Covid has increased family pressures.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A	Attendance of PP pupils is below that of their peers

2. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation.	<p>More children eligible to PP achieve above ARE</p> <p>Enrichment opportunities make a positive impact on improving % working above</p> <p>AFL is used effectively to accelerate progress within lessons</p> <p>Staff provide experiences to enhance cultural capital of PP pupils</p> <p>aspiration, growth mind set and knowledge of life beyond the local area</p> <p>Staff use talent spotting approach to aid aspirational target setting</p>
B.	Ensure that the attainment gap between pupils eligible for the grant and other pupils closes in reading writing and maths.	<p>The attainment gap in reading, writing and maths in all year groups will close</p> <p>All Staff have raised expectations</p> <p>Feedback supports progress</p> <p>Teachers target PP children to work at challenge 3 whenever reasonable</p> <p>Targets support progress</p> <p>Staff provide experiences to enhance cultural capital of PP pupils</p> <p>Staff use new triple A strategy to predict profile and prevent strategies to identify and tackle barriers</p> <p>Needs audit improves (Triple A)</p>
C.	Access to the wide range of SEHM interventions both internally and externally and support to access wider school life opportunities, thus improving pupil's mental health, well-being and confidence levels evidenced on the Triple A audit tool.	<p>Pupils have access to a trained counsellor or specialist SEN support for SEMH related issues.</p> <p>Parents can access to counselling support (Trailblazer)</p> <p>Support is secured for home support if parents if appropriate.</p> <p>Pupils demonstrate improved independence, resilience and engagement in their learning and confidence levels increased.</p> <p>Pupils take part in and enjoy the wider life of the school</p> <p>Pupils demonstrate a range of coping strategies to support them in the day to day life of the school</p> <p>Staff feel they have a range of strategies to support pupils with SEMH issues and are clear and acknowledge the challenges facing some pupils.</p> <p>Clear assessment and tracking systems are in place to identify needs and evidence impact of support.</p>
D.	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.

		<p>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</p> <p>A range of effective regular and consistent rewards and incentives are in place to celebrate improving attendance</p> <p>A range of communication lines (email, text (with replies), paper, homework emails, phone calls) support parents of PP children eligible for the grant to engage with the school.</p> <p>Staff use new triple A strategy to predict profile and prevent strategies to identify and tackle barriers</p>
--	--	---

3. Planned expenditure					
Academic year	2020/21				
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	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?
Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation.	<p>Introduction of new higher level text based reading.via ERICA sessions.</p> <p>Implementation of new topics and re-designed curriculum.</p> <p>Implementation of new English planning and expectations.</p> <p>Great emphasis placed on effective use of flow of writing with regard to HAP pupils (editing/re-drafting)</p> <p>Focus on MAT defined greater depth features - link intervention for potential PPP's to this criteria</p> <p>Purchasing of more on-line learning resources for home usage</p> <p>High quality feedback to promote next steps</p> <p>Reasoning opportunities are increased which promotes understanding and pupils are moved up through challenges promptly.</p>	<p>Recent EEF reports on how TAs and additional teachers can be effectively used to support progress</p> <p>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.</p> <p>Teaching and Learning termly reviews</p> <p>Expand range of reading books/materials</p> <p>MAT leadership development eg triad learning walks.</p> <p>SLT data analysis</p>	EH/LJ SLT	Oct 2020-(Maths) November 2020 March 2021 June 2021
Ensure that the attainment gap between pupils eligible for the grant and other pupils closes in reading writing and maths.	<p>Improve the opportunities for phonic and reading CPD.</p> <p>Development of reading opportunities through the school, supported through the SDP.</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>High quality CPD linked to staff appraisal.</p> <p>Provision of required resources including forest school leader.</p>	EH/LJ SLT	Termly via data Learning walk by Inclusion lead and AHT termly

	<p>Increase the opportunities for application of writing and across the curriculum and for pleasure with particular focus on 'flow of writing'.</p> <p>Access and CPD to LAP toolkits to enhance progress – for phonics, writing and maths.</p> <p>Focussed additional support from TAs working with small groups to secure the basic skills are built on progressively through QFT</p> <p>Additional TA support for target need (small group/1-1)</p> <p>Broad range of learning opportunities to promote engagement eg visits, visitors, outdoor learning.</p> <p>Access to diagnostic and summative testing materials to enhance progress.</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>Monitoring and review of provision- every 10 weeks via PPM's.</p> <p>Promote use of core offer to profile predict and prevent barriers for our most disadvantaged and case study to unpick and target specific actions.</p> <p>CEO QA visits</p> <p>Appraisal objectives to promote improving the outcomes for the most disadvantaged pupils.</p> <p>SLT data analysis</p>		
<p>Total Budget Allocated £7,520</p>					

ii 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?
Ensure that potential Higher Ability pupils eligible for the grant make accelerated progress leading to increased number achieving above the age related expectation.	<p>Provide additional small group work/intervention for Highest ability PP eligible pupils</p> <p>Challenge opportunities are a focus.</p> <p>On line learning resources promote further learning opportunities.</p>	<p>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.</p> <p>Effective feedback and use of AfL is well documented by EEF as having significant impact.</p> <p>TA focus is limited to intervention which, where properly trained through CPD, is effective at raising attainment.</p>	<p>Data analysis alongside rigorous pupil progress meetings to identify new potential. Increased % of children on track and above ARE in end of year assessments will be monitored through pupil progress meetings.</p> <p>Ongoing monitoring through SLT monitoring schedule.</p> <p>High quality CPD for TAs leading to quality focused intervention/support for pupils by TAs.</p>	SLT	Termly via data November March June
Ensure that the attainment gap between pupils eligible for the grant and other pupils closes in reading writing and maths.	<p>Experienced teachers and support staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching.</p> <p>TA small groups – secure basic skills are embedded together with new learning.</p> <p>Implement some formal/non-formal interventions to support specific need.</p> <p>Apply the strategies from the toolkits and make the reasonable</p>	<p>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 practice during external reviews of teaching and learning.</p> <p>Audit of processes and procedures to evaluate the impact of current practice has identified greater need for implementing targeted programmes by TAs rather than 'plugging gaps' where they may not have the necessary knowledge.</p>	<p>Each class teacher will select the best approach to match the needs the children with first reference to Pupil Premium Children.</p> <p>Effectiveness of teaching, learning and progress will be assessed during termly Teaching and Learning reviews, learning walks and pupil progress meetings.</p> <p>CPD using new intervention programmes</p> <p>Promote use of new core offer to profile predict and prevent barriers for our most disadvantaged.</p>	SLT	Termly

Create a whole school approach to identifying, supporting and assessing SEMH issues and access the wide range of SEMH interventions internally and externally thus improving pupils' mental health, well-being and social and emotional development evidenced on the Triple A audit tool.	<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 Promote and develop growth mindset approaches pupils</p> <p>Forest school intervention to support mental health wellbeing as required</p> <p>Increased pupil leadership opportunities and introduce school teams to encourage social and emotional development and support the development of pupil confidence - SDP</p>	<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> <p>The Covid pandemic has nationally impacted on families and the number of families falling into financial difficulties is increasing.</p>	<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> <p>Where appropriate monitoring feedbacks on pupils SEMH regarding of the main monitoring focus.</p>	SLT SENDCo	½ termly
---	---	--	--	---------------	----------

Total Budget allocated £3,120

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?
Significantly close the attendance gap between PP and NPP pupils	<p>Daily contact/monitoring Support clinics</p> <p>Accessibility to support online, face to face and paper based</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</p>	<p>Monitored by HT and LAB termly</p> <p>Daily, weekly, half termly monitoring of attendance.</p>	Inclusion Lead-EH	Half termly

	<p>Target focus families for intense support</p> <p>Provide breakfast club</p> <p>Provide for basic needs- clothes /equipment</p> <p>Support from Attend</p> <p>Promote good attendance through selected strategies – attendance assemblies, best class attendance trophy, high profile on newsletter.</p>	<p>significant improvements in attendance by meeting basic needs first (Maslow's hierarchy).</p>	<p>Regular meetings with Attend -EWO to support with advice, letters, clinics, home visits etc. 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> <p>Rolling programme of parental engagement activities</p>		
<p>Improve pupil engagement and support for the parents of pupils eligible for PP</p>	<p>To ensure that all children are able to attend all visits by subsidising these and providing enrichment opportunities such as music lessons and additional extended school provision.</p> <p>When able and covid safe ensure a range of clubs are offered throughout the school day and many without a cost attached</p> <p>Increase opportunities and the impact of the pupil leadership team and house teams to provide a sense of responsibility and raise confidence levels and self-esteem- SDP</p> <p>Become more involved with community and MAT events, when safe to do so.</p>	<p>This universal benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reforms.</p>	<p>Take up of this subsidy will be monitored by the Business Manager and CFO.</p> <p>CPD on the core offer for all staff by making reasonable adjustments for our most disadvantaged.</p>	<p>Inclusion Lead and Headteacher</p>	<p>Termly</p>

<p>Improve both parental and pupil engagement 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>Select parents for trip helps – don't ask for volunteers.</p> <p>Weekly parent drop ins via phone slot plus new email for parents to contact teachers</p> <p>Parent engagement days and invite parents in for mystery reader when safe to do so.</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 when safe to do so</p> <p>Breadth of resources available to parents</p> <p>Parent surveys</p> <p>SDP questionnaire</p> <p>CPD on new core offer for all staff by making reasonable adjustments for our most disadvantaged.</p>	<p>LJ and EH</p>	<p>Termly review</p>
<p>Total budget allocated £1,905</p>					