

**Oxhey First School**  
**Impact Report – May 21 update**  
**Pupil Premium Strategy**  
**2020- 2021**



## Quality of teaching for all – Screening completed for each DA pupil – actions and reasonable adjustments in place to support areas of need

Desired outcome	Chosen action / approach	Impact
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>One DA pupil eligible for the funding, is now working above ARE in reading, writing and maths. Following data collection 2 - children with the greatest potential to achieve above age related expectations are being targeted.</p> <p>ERICA is now well-embedded and editing being used in writing to provide necessary stretch and challenge.</p>
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>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>Spring Term data shows the attainment gap between DA and Non-DA pupils is now closed in Year 1 for reading, writing and maths, Year 3 for maths and Year 4 for reading and maths.</p> <p>In terms of spring term progress in core subjects, DA pupils are out-performing their Non-DA peers as follows:</p> <p>In reading, Years 1, 2, 3 and 4 inclusively</p> <p>In writing, Years 1 &amp; 2 made more progress than their non-DA peers</p> <p>In Maths, across Years 1, 2, &amp; 3, the DA pupils are consistently outperforming their Non-DA peers in terms of progress made.</p> <p>Where gaps remain targeted support has been put in to place for identified DA pupils for the summer term.</p> <p>In terms of further measurable progress on the DA Triple A screen, one pupil has moved from scale point 5 to point 6 in terms of his Academic Profile.</p>

**Total budgeted cost**

**£7520**

**Targeted support** - Screening completed for each DA pupil – actions and reasonable adjustments in place to support areas of need

Desired outcome	Chosen action / approach	Impact/Review
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>One DA pupil eligible for the funding, is now working above ARE in reading, writing and maths.</p> <p>HA intervention set up for the summer term for identified pupils.</p> <p>Online learning (TT Rockstars and My Maths) is differentiated for identified DA pupils- used in school and at home.</p>
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 adjustments</p>	<p>Quality-first teaching, small-group intervention, the use of MAT toolkits and other reasonable adjustments continue to be typical practice in all key stages to support vulnerable pupils. Covid catch-up funding is supporting additional, small-group interventions with a teacher.</p> <p>Spring Term data shows the attainment gap between DA and Non-DA pupils is now closed in Year 1 for reading, writing and maths, Year 3 for maths and Year 4 for reading and maths.</p> <p>In terms of spring term progress in core subjects, DA pupils are out-performing their Non-DA peers as follows:</p> <p>In reading, Years 1, 2, 3 and 4 inclusively</p> <p>In writing, Years 1 &amp; 2 made more progress than their non-DA peers</p> <p>In Maths, across Years 1, 2, &amp; 3, the DA pupils are consistently outperforming their Non-DA peers in terms of progress made.</p> <p>Where gaps remain targeted support has been put in to place for identified DA pupils for the summer term.</p> <p>In terms of further measurable progress on the DA Triple A screen, one pupil has moved from scale point 5 to point 6 in terms of his Academic Profile.</p>

<p>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>	<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 drop-ins</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>SEMH strategies to support the school community, particularly during and post lockdown, have been uploaded to the website. Information shared with parents via email and text message.</p>	<p>The 3 DA pupils who attended forest school provision have made progress on the Triple A screen for 'Curriculum Entitlement' scores and 1 out of 3 has made progress in the 'Healthy Mind and Body' section.</p> <p>All DA pupils have fulfilled a pupil leadership role over the spring term which has enabled a sense of responsibility and developed confidence levels. This has contributed to a measurable impact on 36% (4/11) of the DA cohort, with their profile scores for 'Curriculum Entitlement' moving up one scale point.</p> <p>2 out 2 DA pupils who accessed direct staff support (mindset and well-being strategies) during lockdown and since returning to school have made progress on their 'Pastoral Profile' as a result.</p> <p>Triple A screening has been carried out for each DA pupil since returning on 8<sup>th</sup> March. A personal plan in place for each pupil to boost areas where the child has scored lower. Trailblazers intervention arranged for groups of children requiring change-management, positive attitude and team building support.</p>
<b>Total budgeted cost</b>		<b>Forest School £3120</b> <b>Total budget allocated £</b>

### Other Approaches – Screening completed for each DA pupil – actions and reasonable adjustments in place to support areas of need

Desired outcome	Chosen action / approach	Impact
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 Target focus families for intense support</p> <p>Provide breakfast club</p> <p>Provide for basic needs- clothes /equipment</p> <p>Support from Attend – Education Welfare</p> <p>Promote good attendance through selected strategies –attendance assemblies, best class attendance trophy, high profile on newsletter.</p>	<p>Spring Term attendance data demonstrates that the attendance gap between DA and non DA is negligible – a 2% gap:</p> <p>DA attendance Sept -2020 – March 2021 = 95.88%</p> <p>Non- DA attendance Sept -2020 – March 2021 = 97.99%</p> <p>EWO is monitoring attendance fortnightly of DA pupils and is continuing to support one DA family.</p> <p>Persistent absence (PA) for DA pupils continues to be eradicated: DA pupils: 0% PA Non-DA pupils: 4.3% PA</p>

		Triple A screens show that attendance has remained good or has significantly improved for 3 pupils, (two now 100%), where there were previous concerns.
Improve <b>pupil engagement</b> and support for the parents of pupils eligible for PP	<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>Pupil clubs have not been rolled out over the Spring term due to Covid-restrictions however adjustments have been made to take part in community events virtually e.g. Easter service from St Lawrence, World Book Day events, Rock Steady virtual live 'Feel Good Friday' sessions, which have supported the music curriculum and provided additional opportunities. Ukulele lessons planned for summer term with specialist teacher.</p> <p>All DA pupils have continued to fulfil a pupil leadership role over the Spring term, since schools have re-opened. This has enabled them to develop a sense of responsibility and enhanced confidence levels. As a result, 4/11 (36%) of the DA cohort, have made gains with their profile scores for Curriculum Entitlement, moving up one scale point.</p>
Improve both <b>parental</b> and pupil <b>engagement</b> and support for the parents of pupils eligible for PP	<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>Parental engagement opportunities have been largely restricted by the impact of covid with usual opportunities to engage eg Shine sessions, parents at Forest School and Big Breakfasts unable to take place. Secret reader has continued virtually and some visitors via Teams e.g. St Lawrence Easter service.</p> <p>Homework is driving core subjects focusing on basic skills in reading, writing and maths each week.</p> <p>Termly reports have been issued which highlight pupil's strengths, impact of lockdown and next steps.</p> <p>Engagement of DA families in periods of Covid lockdown learning was good with regular contact and communication to ensure they knew how to support their children at home with their learning. Paper packs, laptops and data cards were provided to support this resulting in all DA pupils accessing the curriculum. Positive parent feedback on the lockdown learning survey demonstrates parents felt communication was strong and that they knew how to help their child learn at home.</p>
<b>Total budgeted cost</b>		<b>Total budget allocated £2,000 –music £350 clubs, subsidising</b>

