

Oxhey First School
Impact Report – SUMMER 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>	One DA pupil, recently eligible for the funding, is working above ARE in reading, writing and maths.
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>Summer Term data shows the attainment gap between DA and Non-DA pupils is now closed in Year 1 for reading, writing and maths, Year 2 for reading, Year 3 for reading and Year 4 for reading and maths. In-fact, these DA pupils are outperforming their Non-DA peers in the core areas.</p> <p>In terms of Summer 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, 2 and 4 made more progress than their non-DA peers</p> <p>In Maths, across Years 1, 2, & 4, the DA pupils are consistently outperforming their Non-DA peers in terms of progress made.</p>

	Access to diagnostic and summative testing materials to enhance progress.	In terms of further measurable progress on the DA Triple A screen, over the course of the academic year, (Sept – June) gains have been made from starting points in the following areas: <ul style="list-style-type: none"> Curriculum Entitlement: 91% of pupils have made progress in this area Academic Profile: 82% of pupils have made progress in this area
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
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>	One DA pupil, recently eligible for the funding, is working above ARE in reading, writing and maths.
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 over the Summer Term supported additional, small-group interventions with a teacher and further TA intervention groups.</p> <p>In terms of Summer 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, 2 and 4 made more progress than their non-DA peers</p> <p>In Maths, across Years 1, 2, & 4, the DA pupils are consistently outperforming their Non-DA peers in terms of progress made.</p>

		<p>In terms of further measurable progress on the DA Triple A screen, over the course of the academic year, (Sept – June) gains have been made from starting points in the following areas:</p> <ul style="list-style-type: none"> • Curriculum Entitlement: 91% of pupils have made progress in this area • Academic Profile: 82% of pupils have made progress in this area
<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</p> <p>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>Forest school sessions continued to support children's well-being throughout the Summer Term. All DA pupils have fulfilled a pupil leadership role over the academic year which have enabled a sense of responsibility and developed confidence levels. Bubble clubs, tailored to pupils' interests have been re-launched over the summer term, which have boosted pupils' sense of well-being and broadened their extra-curricular experiences. As a result of these key strategies, over the course of the year gains have been made on DA pupils' Triple A screens in the following areas:</p> <ul style="list-style-type: none"> • Curriculum Entitlement: 91% of pupils have made progress in this area • Healthy Mind and Body: 73% of pupils have made progress in this area • Pastoral Profile: 91% of pupils have made progress in this area <p>Close parent/school communication continues to be maintained where attendance is low or SEMH difficulties are apparent. The Inclusion Lead has arranged for Trailblazers to launch a series of 'bounce back' wellbeing sessions for KS2 pupils over Summer 2, providing guidance of confidence-building, change management and team-building. The embedding of strategies such as the emotions boards in classrooms and effective pupil:teacher relationships have had a positive impact on pupils' SEMH, particularly as pupils begin to transition to middle school. Additional visits were arranged for vulnerable pupils to visit their respective middle school in person, however, due to concerns around the Delta variant, it was necessary to cancel these sessions. A series of on-line transition</p>

		<p>videos, quizzes and activities have been arranged and delivered as an alternative.</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. With regard to developing a Healthy Mind and Body, 73% of DA pupils have made progress in this area over the year, on the Triple A screens.</p>
Total budgeted cost		Forest School £3120 Total budget allocated £

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</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>Support from Attend</p> <p>Promote good attendance through selected strategies –attendance assemblies, best class attendance trophy, high profile on newsletter.</p>	<p>Attendance of DA has improved from September and is now 96.22% in line with the national average. Summer Term attendance data demonstrates that the attendance gap between DA and non DA is negligible – a 2% gap:</p> <p>DA attendance Sept -2020 – May 2021 = 96.22%</p> <p>Non- DA attendance Sept -2020 – May 2021 = 98.2%</p> <p>Persistent absence of DA pupils has also improved from September (25%) to May (18.2%) with some months being 0% due to intervention from EWO. Small numbers of DA result in distortion of %.</p> <p>Persistent absence (PA) for DA pupils and their non-DA peers is as follows:</p> <p>DA pupils: 18.2% PA (2 pupils)</p> <p>Non-DA pupils: 5.7% PA (5 pupils)</p> <p>Triple A screen show that in terms of attendance, 45% of DA pupils have made progress in this area.</p>

		Attendance is promoted through weekly rewards and promotion on the newsletter. Liam from Attend, our in-school Education Welfare Officer (EWO) has been supporting one DA family where attendance was persistently low since September. Liam monitors the attendance of all pupils in school, including DA pupils on a fortnightly basis and contributes to provide support and implement necessary strategies accordingly.
Improve pupil engagement 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 been rolled out in class bubbles over the Summer term, which linked directly to pupils' interests. Additional tuition run by external agencies has supported curriculum enrichment, namely ukulele lessons from Entrust Music services for Y4 pupils. Pupils have also had the opportunity to perform in a recorded Summer Celebration, which will be streamed online and the opportunity to perform in the Y4 Leavers Concert. Rock Steady have continued to produce virtual live 'Feel Good Friday' sessions, which have supported the music curriculum and provided additional opportunities. Opportunities for DA pupils to receive free Rock Steady instrumental tuition have been offered for the new academic year under their bursary scheme.</p> <p>All DA pupils have continued to fulfil a pupil leadership role over the Summer term. This has enabled them to develop a sense of responsibility and enhanced confidence levels. As a result of these key strategies and opportunities, gains have been made from DA pupils' starting points over the course of the academic year in the following areas:</p> <ul style="list-style-type: none"> • Curriculum Entitlement: 91% of pupils have made progress in this area • Healthy Mind and Body: 73% of pupils have made progress in this area • Pastoral Profile: 91% of pupils have made progress in this area
Improve both parental and pupil engagement and support for the parents of pupils eligible for PP	Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, website fun engagement events and informal events.	Parental engagement opportunities have continued to be restricted by the impact of Covid and more recently with concerns surrounding the Delta variant. Usual

	<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>opportunities to engage eg Shine sessions, parents at Forest School and Big Breakfasts have been unable to take place. However opportunities for parents to be involved in Summer Term staples such as Sports Days and Leavers' Concerts have been offered in the form of recordings of the events, which have been/will be posted on the school website.</p> <p>Parental engagement during Covid and reasonable adjustments in place:</p> <p>Engagement of DA families in periods of Covid lockdown learning was very good. 73% (8/11) of DA pupils regularly engaged effectively with learning and communicated on a daily basis with their respective class teachers.</p> <p>The school have made a number of reasonable adjustments and worked closely with families, particularly where engagement was low. This included offering places in school bubbles for the most disadvantaged or vulnerable pupils or where barriers such as lack of devices have been identified. Other measures included:</p> <p>2/11 attend school bubble full-time</p> <p>1/11 was invited to attend school bubble once per week.</p> <p>1:1 Teams sessions to deliver teaching were also put in place. In addition, paper learning packs were produced for this pupil. Regular check-ins via telephone were made to families where required.</p> <p>2/11 have received additional mobile data in order to access Teams/learning via smartphone</p> <p>Free school meal vouchers were received by 4/11 DA pupils with 2/11 claiming a hot meal daily in school.</p> <p>The Government allocated 2 laptops to Oxhey. These were loaned to vulnerable families to further support learning and engagement at home.</p> <p>The above strategies have contributed to the measurable progress of DA pupils over the academic</p>
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		<p>year. Improvements have been made from starting points over the course of the academic year in the following areas:</p> <ul style="list-style-type: none"> • Curriculum Entitlement: 91% of pupils have made progress in this area • Academic Profile: 82% of pupils have made progress in this area • Healthy Mind and Body: 73% of pupils have made progress in this area • Pastoral Profile: 91% of pupils have made progress in this area • Attendance: 45% of pupils have made progress in this area
Total budgeted cost		Total budget allocated £2,000 –music £350 clubs, subsidising