



Pupil Premium Strategy Review

Intended outcome	Jan 2022 Update	June 2022 Update	End of 3yr Plan Success criteria
The % of DA pupils who are persistently absent is significantly improved and sustained.	% of DA pupils who are persistently absent has been eradicated. Attendance has improved and is better than Non-DA pupils' attendance.	Persistent absence continues to be eradicated for DA pupils with the PA rate 0% compared to National 8.2%.	Attendance of DA pupils is in line with national figures for non-PP pupils by 2024-2025
Reading, Writing & maths attainment for PP pupils in KS1 and KS2 has improved	There is an apparent negative attainment trend from summer to autumn for DA pupils, in all 3 core curriculum areas. However, there has been an increase of 3 DA pupils within the same cohort, two of whom have SEND and one who is LAP, therefore comparable attainment data is skewed.	<p>Reading, Writing and Maths attainment (matched pupils) has improved in the following year groups. Green indicates the meeting of the identified 3year success criteria.</p> <p>Reading</p> <p>Y2 – currently 100%</p> <p>Y3 – currently 60%</p> <p>Y4 – currently 100%</p> <p>Writing</p> <p>Y2 – 100%</p> <p>Y3 – 60%</p> <p>Maths</p> <p>Y2 – 100%</p> <p>Y3 – 40%</p> <p>Y4 – 50%</p>	R, W and M outcomes for PP pupils exceed 80% ARE in 2024-2025.
PP pupils who are working below expected standards make accelerated	100% of DA have made progress in R, W, M with 21% making accelerated progress in R, 14% in W, 7% in M	100% of DA have made progress in R, W, M with 21% making accelerated progress in R, 14% in W, 14% in M	The gap between Oxhey DA pupils and non-DA pupils (national figure) decreases.

progress in R, W and M.			
Parents of DA pupils engage with the academy and know how to support their child/ren at home.	<p>Staff develop good relationships with parents of DA pupils and encourage them to engage with the school. Equipment is provided, where necessary, to enable DA pupils to learn at home. Engagement is carried out via various methods (email, telephone, face to face).</p> <p>Whilst usual opportunities to engage parents have been postponed due to Covid (SHINE sessions, Forest School sessions, Secret Storyteller etc) open evenings have been well attended, for example 'meet the teacher' evenings, the times tables and residential information evening.</p>	<p>100% of DA parents have engaged with support relevant to their child's age and stage, compared to 72 % in September e.g, Phonics, times tables, SATs, SHINE morning, PLP reviews, Forest School, Rocksteady concerts, Young Voices arena tour etc</p> <p>100% of parents (3.3% neutral) stated on the stakeholder questionnaire May 2022, that they know how to support their child/ren at home.</p> <p>93% of DA pupils regularly accessed home learning in June 2022 compared to 72% in September 2021</p>	<p>Increased amount of parents engage with support offered by the academy.</p> <p>Parental views of DA pupils show increased % know how to support their child/ren with their learning at home.</p> <p>Increased % of PP pupils access home learning activities.</p>
Improved levels of confidence, independence and resilience amongst our PP pupils.	<p>Triple A screen shows improvement in the following areas:</p> <ul style="list-style-type: none"> - Healthy Mind – 64% progress - Pastoral Profile – 91% progress <p>CPD on retrieval & knowledge building has been delivered-recent English observations evidence the beginnings of how this is positively developing classroom practice. Staff training on metacognition led by A Rourke planned for this term.</p>	<p>Pupil Voice and evidence of pupil engagement gained in Maths and English triads demonstrate that</p> <ul style="list-style-type: none"> ▪ "Metacognitive approaches were developing in the school with the most effective classes using of the 'Self Help' board, working wall and resources available for the children to use. This meant that children were more independent and had a positive 'can do' approach, with one year 4 child stating "failure is on the road to success". ▪ "All pupils across the school were engaged regardless of ability or background. This meant that a love for Maths emerged across the school, with all children wanting to succeed and progress." 	<p>Pupil voice, observations and Triple A data demonstrate PP pupils are independent, resilient and confident in their approach to learning & the wider curriculum. They have a range of supportive strategies and show a positive attitude.</p> <p>Observations demonstrate EEF research is evident in forming classroom best practice – metacognition, effective feedback,</p>

	<p>Trailblazers referrals, 'Time to Talk' interventions and pastoral support via Epep (Theraplay) are currently being facilitated for identified LAC pupils.</p>	<ul style="list-style-type: none"> ▪ <i>"All children, spoke to adults with confidence. This was most effective when they could explain their learning, how they could help themselves if they were stuck and when the love of maths was promoted."</i> ▪ <i>"Pupils referenced their resilient attitude to learning discussing that when getting a question wrong we can learn from our mistakes with one pupil stating "Failure is on the road to success" and another stating "Never give up!"</i> ▪ <i>"marking conferences...embrace the metacognitive conversations which take place through the mentoring conferences. Pupils could confidently discuss strategies, to support independence such as prompts (word mats etc), revisiting previous learning in their books, using the 5B's and using the steps to success to identify where they felt they required more support. This was evident in the learning walks and within pupil voice."</i> <p>Theraplay is in place for identified pupils to support the development of confidence and resilience.</p> <p>Trailblazers have delivered whole class KS2 interventions on developing resilience and continue to provide 1:1 support for targeted children.</p> <p>'Time to Talk' interventions within the EYFS continue to support with the development of pupils' PSED development.</p> <p>'Help Yourself' displays have been created in all classrooms to promote meta-cognitive</p>	<p>retrieval of and building upon knowledge & skills.</p> <p>Agencies and support is utilised well to support development of pupils' confidence, resilience and independence.</p>
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<p>All PP pupils access the wider curriculum.</p>	<p>All KS2 DA pupils are in TT Rockstars morning club, if not on track.</p> <p>All DA pupils are a priority for access to clubs run by the school and are all offered school leadership roles within the class.</p> <p>Used PP money to:</p> <p>Fund place for a DA pupil in after school club activity.</p> <p>Bursary places have also been sought by the Inclusion Lead for 2 DA pupil(s) to access Rocksteady provision.</p> <p>Ukulele lessons are underway.</p>	<p>All DA pupils have accessed at least one club by June 2022 compared to limited uptake in September 2021.</p> <p>All DA pupils have held a Pupil Leadership role throughout the year compared to 21% in September 2021.</p> <p>All Y4 DA pupils have had the opportunity to learn to play the ukulele.</p> <p>PP funding has been used to ensure that DA pupils wishing to attend a chargeable after school club have been able to do so.</p> <p>All DA pupils have accessed Forest School provision and as a result, 93% have increased their Triple A score on their screen in terms of Curriculum Entitlement.</p>	<p>All PP pupils access the wider curriculum offer:</p> <ul style="list-style-type: none"> • clubs • forest school • visits/residentials/visitors • ukulele lessons



		All DA pupils have attended the planned visits and residentials for their year group.	
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