**Appendix 2**

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| Pupil Premium Strategy Review | | | |
| Intended outcome | Jan 2023 Update | June 2023 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 decreased from 30% in November to 20% in December. This is above the National percentage of 8.2%. To improve this figure further, school continues to deploy the strategies outlined in the PP plan with an aim of becoming in line with, or better than, National percentages. |  | 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 | Reading, Writing and Maths attainment (matched pupils) has improved in the following year groups. Green indicates the meeting of the identified 3year success criteria.  Reading  Y1 – currently 100%  Y2 – currently 0%(SEND)  Y3 – currently 100%  Y4 – currently 80% (SEND)  Writing  Y1 – currently 100%  Y2 – currently 0%(SEND)  Y3 – currently 100%  Y4 – currently 60% (SEND)  Maths  Y1 – currently 100%  Y2 – currently 0%(SEND)  Y3 – currently 100%  Y4 – currently 40% (SEND)  Monitoring indicates that staff CPD is supporting staff to refine their practice for DA pupils (e.g. Kagen, mastery, facilitation, scaffolding, mentoring conferences) leading to improved outcomes – see attainment and progress data.  Positive impact of SEND diagnostic toolkits and consequent intervention can be seen in year 4 attainment and progress (increase of 17 months reading age in 5 months).  Gross and fine motor skills intervention led by SEN specialist has resulted in all pupils making progress in these areas leading to improved writing outcomes in KS2 (intervention records/writing books)  S&L intervention led by SEN specialist has had a positive impact on vocabulary development this term for SEND pupils (BPVS baseline has been recorded – follow up assessment due June 2023) |  | R, W and M outcomes for PP pupils exceed 80% ARE in 2024-2025. |
| PP pupils who are working below expected standards make accelerated progress in R, W and M. | 100% of pupils in Year 1, 3, and 4 have made at expected progress. In Year 2, expected progress has been made in maths only.  8% has made accelerated progress in R. |  | The gap between Oxhey DA pupils and non-DA pupils (national figure) decreases. |
| Parents of DA pupils engage with the academy and know how to support their child/ren at home. | 85% of DA parents have engaged with support relevant to their child’s age and stage (e.g. ‘Meet the Teacher’ information evening, phonics information, times tables, active learning sessions) in order to support their understanding of how to help their child learn at home.  77% of DA pupils regularly accessed home learning during the autumn term.  100 % attended parents’ evening using their preferred communication method. Personalised support was given including specific examples (written, verbal examples, online resources) to equip them in being able to aid their child’s learning and development at home.  100 % attended additional personalised learning progress mtgs via the parents’ preferred communication method to support parents of SEND pupils further develop their understanding of specific ways to help the progress of their children. |  | Increased amount of parents engage with support offered by the academy.  Parental views of DA pupils show increased % know how to support their child/ren with their learning at home.  Increased % of PP pupils access home learning activities. |
| Improved levels of confidence, independence and resilience amongst our PP pupils. | Triple A screen shows improvement in the following areas over the Autumn Term 2022:   * Curriculum Entitlement – 54% * Healthy Mind – 23% progress * Pastoral Profile – 38% progress   Pastoral profile progress demonstrates improved levels of confidence amongst DA pupils.  Observations indicate that as a result of CPD and monitoring classroom practice includes metacognitive strategies, effective feedback and promotion of retrieval leading to improved levels of independence and resilience amongst DA pupils. Gains can be seen in attainment and progress data.  Trailblazers referrals, ‘Time to Talk’ interventions and pastoral support via Epep (Theraplay) are currently being facilitated for identified LAC pupils. |  | 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.  Observations demonstrate EEF research is evident in forming classroom best practice –metacognition, effective feedback, retrieval of and building upon knowledge & skills.  Agencies and support is utilised well to support development of pupils’ confidence, resilience and independence. |
| All PP pupils access the wider curriculum. | All DA pupils have accessed at least one club by Spring 2023.  All DA pupils have held a Pupil Leadership role within their class.  All Y4 DA pupils have had the opportunity to learn to play the ukulele.  PP funding has been used to ensure that DA pupils wishing to attend a chargeable after school club have been able to do so.  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.  All DA pupils have attended the planned visits and residentials for their year group.  Positive impact on DA pupils’ esteem, resilience, confidence, independence of accessing the wider curriculum (as set out above) can be seen through pupil/teacher voice, playtherapy reports and recorded progress on Triple A Screens in the following areas:   * Curriculum Entitlement – 54% * Healthy Mind – 23% progress * Pastoral Profile – 38% progress |  | All PP pupils access the wider curriculum offer:   * clubs * forest school * visits/residentials/visitors * ukulele lessons |