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| Pupil Premium Strategy Review | | | |
| Intended outcome | Jan 2024 Update | April  2024 Update | End of 3yr Plan Success criteria |
| The % of DA pupils who are persistently absent is significantly improved and sustained. | The percentage of DA pupils who are persistently absent has decreased from 10% in Sept 23 to 0% in Dec 23. To maintain this figure, school will continue to deploy the strategies outlined in the PP plan. | The percentage of DA pupils who are persistently absent has decreased from 10% in Sept 23 to 0% in Dec 23 and remains at 0% in March 24. To maintain this figure, school will continue to deploy the strategies outlined in the PP plan. | 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 – N/A – due to no PP in this year group  Y2 – currently 100%  Y3 – currently 0%(SEND)  Y4 – currently 100%  Writing  Y1 -N/A due to no PP in this year group  Y2 – currently 100%  Y3 – currently 0%(SEND)  Y4 – currently 100%  Maths  Y1- N/A due to no PP in this year group  Y2 – currently 100%  Y3 – currently 0%(SEND)  Y4 – currently 100%  Data is in line with end of plan target with the exception of Y3 where DA is also SEND. Progress has been made on PLP for Y3 SEND in R and W and expected progress in M. In Y4 the target has been exceeded with 1 x DA pupil working at Greater Depth in R and M and the potential for GD in W by end of year. | 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 100%  Y3 – currently 50%(SEND)  Y4 – currently 100%  Writing  Y1 -currently 100%  Y2 – currently 100%  Y3 – currently 50%(SEND)  Y4 – currently 100%  Maths  Y1- currently 100%  Y2 – currently 100%  Y3 – currently 50%(SEND)  Y4 – currently 100%  Data is in line with end of plan target with the exception of Y3 where 1 out of 2 DA pupils is also SEND. | 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 2 and 4 have made expected progress with 50% of DA in Y4 making accelerated progress. DA pupils in Y2 and Y4 are outperforming non-DA pupils – see above. In Y3 SEND DA has made expected progress in M and small steps against PLP targets. | 100% of pupils have made expected progress in the spring term including DA pupils with SEND. | 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. | 92% 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, D&T SHINE active learning sessions) in order to support their understanding of how to help their child learn at home.  Positive feedback has been gained regarding parents’ understanding of Reading (EYFS) and D&T curriculum objectives (KS1 & 2) and the context of the learning activity through parent questionnaires. ***A folder of evidence kept in school demonstrates that this is supporting parents’/carers’ understanding of how to support their child at home with their learning.***  100% of DA pupils regularly accessed home learning during the autumn term compared to 83% in May 23 (e.g. reading, spellings, home-learning menu).  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. | 100% 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, science SHINE active learning sessions) in order to support their understanding of how to help their child learn at home.  Positive feedback has been gained regarding parents’ understanding of Understanding of the World (EYFS) and Science curriculum objectives (KS1 & 2) and the context of the learning activity through parent questionnaires. ***A folder of evidence kept in school demonstrates that this is supporting parents’/carers’ understanding of how to support their child at home with their learning.***  100% of DA pupils continue to regularly access home learning during the spring term compared to 83% in May 2023 (e.g. reading, spellings, home-learning menu).  100 % attended parents’ evening in the spring term 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 in the spring term 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. | Following a revision of our Triple A screen data for DA pupils will be analysed in the spring term in the following areas:  Curriculum Entitlement  Healthy Mind  Pastoral Profile  Observations (Ofsted Sept 23, triads Aut 23, internal monitoring) indicate that as a result of continued 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, ‘Speakwrite’, SALT interventions and pastoral support via Epep (Theraplay) are currently being facilitated for identified pupils. | Following a revision of our Triple A screen data for DA pupils data for the spring term shows an increase in the following areas:  Curriculum Entitlement – 44%  Healthy Mind – 12.5%  Pastoral Profile – 5%  The above data will be reviewed in summer term. | 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 in KS1 and KS2 have accessed at least one club by Spring 2024. 0% of EYFS pupil have accessed a club yet due to settling in the Autumn term. Aim to increase this % in the Spring term.  All DA pupils have a Pupil Leadership role for the Autumn and Spring terms.  All Y4 DA pupils have had the opportunity to learn to play the ukulele, to swim and play an additional sport - cricket.  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 KS1 and KS2 DA pupils have accessed Forest School provision.  All DA pupils have attended the planned visits and residentials for their year group (subsidised costs and fully funded residential to enable access).  Positive impact on DA pupils’ esteem, resilience, confidence, independence of accessing the wider curriculum can be seen through pupil/teacher voice, playtherapy reports, EPEP target data.  100% of KS2 have accessed a variety inter-school events (MAT and local community) tag rugby, TT rockstars, science event, middle school experience. Aim to increase inter-school events participation for KS1 pupils in the spring term. | All DA pupils in KS1 and KS2 have accessed a club. 100 % of EYFS pupils are currently accessing a summer term club compared to 0% in the autumn term.  All DA pupils have a Pupil Leadership role for the Autumn and Spring terms – this will continue in the summer term.  All Y4 DA pupils have had the opportunity to learn to play the ukulele and to swim.  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 EYFS, KS1 and KS2 DA pupils have accessed Forest School provision and will continue in the summer term.  All DA pupils have attended the planned visits and visitors – e.g. African drummers workshop in school (subsidised costs).  Positive impact on DA pupils’ esteem, resilience, confidence, independence of accessing the wider curriculum can be seen through pupil/teacher voice, playtherapy reports, EPEP target data.  100% of KS1 and KS2 have accessed a variety inter-school events (MAT and local community) e.g. Change4Life, Biddulph Schools science fayre, CFLP pupil forum. | All PP pupils access the wider curriculum offer:   * clubs (all) * forest school (all) * visits/ visitors (all) * careers education (all) * inter-school events (KS1 & 2) * swimming lessons (KS2) * residentials (Y4) * ukulele lessons (Y4) |