# Pupil Premium Strategy Statement

## This statement details our academy’s use of pupil premium (and recovery premium for the 2021/2022 and 2022/2023 academic years) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Oxhey First School |
| Number of pupils in school | 225 (including N-27 pupils) |
| Proportion (%) of pupil premium eligible pupils | 10/234 = 4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/22 – 2024/25 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | E Cooper Head of School |
| Pupil premium lead | E Holt – Assistant Headteacher/Inclusion Lead |
| Governor / Trustee lead | W Parrott |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £11,040 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £11,040 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Oxhey First offers a positive, inclusive, safe learning environment for its learners, in which everyone has equal and individual recognition and respect. Directors, governors and staff are committed to promoting an aspirational culture and ethos for attainment and success for all disadvantaged pupils and take shared responsibility for using the premium to enable them to reach their potential. We have 5 key principles as part of our strategy plan:   1. Leadership 2. Quality First Teaching 3. Aspirational Mindset 4. Attendance and behaviour 5. Cultural capital   Through these principles and by undertaking the approach of ‘profile, predict and prevent’ we aim to achieve the following for all our disadvantaged pupils at Oxhey.  By doing so we believe we will have an impact on pupils’:   * self-esteem and confidence * progress and achievement * attitude towards learning and attendance * well-being and mental health * access to their full curriculum entitlement |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | 8% of our PP pupils are persistently absent and this includes pupils with SEND. There are often blocks in the way of some of our disadvantaged learners reaching the high levels of attendance we expect at Oxhey First School. This is due to a range of issues which may include care and carer support, caring responsibilities, ill health and financial pressures for family holidays. |
| 2 | 15% of our PP Pupils have SEND needs. These may include cognition and learning needs, communication and interaction difficulties or SEMH difficulties. Progress of these pupils is not in line with their non-SEND/non-DA peers and they may experience barriers such as parental engagement or understanding of the SEND need, access to external agency support, low self-esteem and the lack of confidence. |
| 3 | 0% of our PP pupils are working above age related expectations. 85% of our DA pupils are working in line with age related expectations however, there is potential for them to be accessing learning opportunities at a deeper level. Reasons for this may include: a lack of pupil resilience & motivation, aspirational targeting of identified pupils, parents’/carers’ limited understanding of how to support their child with higher-level thinking and skills in core areas of the curriculum, parental engagement rates and time constraints due to working parents. |
| 4 | A significant number of our PP pupils lack confidence, metacognitive skills and find working independently and showing resilience a challenge. Monitoring records, data analysis and pupil voice tells us that our disadvantaged learners are on average less likely to show a positive attitude to learning and/or reach our high standards for behaviour. This can be for reasons including lack of role-modelling, adverse childhood experiences or attachment difficulties. |
| 5 | A significant number of our disadvantaged pupils experience lower levels of participation in the wider curriculum leading to narrower expectations of themselves in terms of what they can achieve now and in the futures. Reasons for this are sometimes due to financial pressures, lack of experiences and lower levels of pupil confidence and self-esteem. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| The % of DA pupils who are persistently absent is significantly improved and sustained. | 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 | R, W and M outcomes for PP pupils exceed 80% ARE in 2024-2025.  15% of DA pupils will be working above ARE in R and W by July 2025.  Standardised tests including Salford, YARC and BPVS will indicate higher levels of attainment in reading comprehension and use of language/vocabulary. |
| PP pupils who are working below expected standards make accelerated progress in R, W and M.  Pupils with SEND consistently build on prior learning and make sustained progress. | The gap between Oxhey DA pupils and non-DA pupils (national figure) decreases.  The progress of DA pupils with SEND is consistent and sustained. |
| Parents of DA pupils engage with the academy and know how to support their child/ren at home. | 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 including pupils with potential to work at a deepening level.  Increased % of PP pupils access home learning activities.  DA pupils access tailored additional support prompts at home at an appropriate age and stage, with parental support, leading to increased attainment outcomes including those targeted to work at a deepening level. |
| Improved levels of confidence, independence and resilience amongst our PP 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 PP pupils access all elements of the wider curriculum offer:   * clubs * pupil leadership * inter-school events (MAT & local community) * forest school * visits/residentials/visitors * ukulele lessons * careers curriculum |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Continue to embed CPD on:*   * *mastery learning, deepening opportunities & retrieval practice* * *effective facilitation of learning* * *scaffolding, Kagan and TEACCH* * *feedback (mentoring conferences)*     *…into practice to improve pupil outcomes.* | EEF - The impact of mastery learning approaches is an **additional five months progress**, on average, over the course of a year. This method is particularly effective with primary age pupils. [Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_searchh&search_term)  EEF-[Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1635355222)  EEF - Providing feedback is a well-evidenced and has a high impact on **learning outcomes + 7 months.**  [Feedback | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  EEF - Improving Literacy and Mathematics in Early Years, KS1 & KS2 guidance reports cite the importance of: accurate assessment for learning, building on pupils’ prior knowledge and providing appropriate support/scaffolding when facilitating learning [Guidance reports | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports) | 2,3,4,5 |
| *Use ‘National College’ and ‘Thinking Differently’ CPD in conjunction with staff training in order to refine practice for disadvantaged learners.* | As the Pupil Premium Guidance states- ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. *National College* and *Thinking Differently* CPD ensures staff, including new staff and early career staff can ensure they are aware of the latest research and effective practice when supporting disadvantaged pupils, as well as, being able to view their practice through the eyes of a disadvantaged learner. This will enable them to tailor /adapt classroom practice and new initiatives to ensure best possible outcomes for PP pupils.  [Pupil\_Premium\_Guidance.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf) | 2,3,4,5 |
| *Embed the September 2023 reviewed graduated response (SEMH phase) to improve teaching and learning and the provision for SEN and lower attaining pupils.* | EEF- An inclusive school removes barriers to learning and participation, provides education that is appropriate to pupils’ needs and promotes high standards and the fulfilment of potential for all pupils.  The research states that schools should aim to understand pupils’ individual needs using the graduated approach of the ‘assess, plan, do, review’ approach. EEF recommend teachers develop a repertoire of these strategies they can use flexible in response to the needs of all pupils including: flexible groups, cognitive & metacognition strategies, explicit instruction, using technology to support pupils with SEND; and scaffolding. | 2 |
| *Purchase additional diagnostic tools and high-quality accredited intervention programmes that can be measured using standardised scores in order to show quantifiable progress and form credible evidence towards future necessary specialist support.*  *Train staff to use these diagnostic tools and programmes.* | EEF – interventions should be carefully targeted through identification and assessment. Interventions should be applied using the principles of effective implementation - EEF\_Implementation\_Guidance\_Report\_2019.pdf | 2 & 3 |
| *CPD for TAs delivering 1:1 and small group work intervention for R, W, M in KS1 and KS2 and for delivering speech, language and communication programmes to SEN and EY pupils.*  *Protected time for teachers and TSAs to discuss progress of intervention, next steps and continuation to classroom provision.* | EEF research – TAs delivering targeted interventions in 1:1 or small group settings shows a consistent **impact on attainment of approx. 3 to 4 additional months’ progress**. In addition, the research states clearly that crucially these positive effects are only observed when TAs have high quality support/ protected time with the class teacher and training. | 2 & 3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £4395

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Employ SEND specialist practitioners to deliver bespoke small group and 1:1 teaching in identified areas including S&L, gross/fine motor skills to improve key skills leading to improved reading & writing outcomes.* | EEF – interventions should be carefully targeted through identification and assessment. Interventions should be applied using the principles of effective implementation - EEF\_Implementation\_Guidance\_Report\_2019.pdf  EEF- There is consistent evidence that using 1:1 and small group tutoring involving structured intervention supports children struggling with aspects of literacy. Literacy\_KS1\_Guidance\_Report\_2020.pdf (d2tic4wvo1iusb.cloudfront.net)  [KS2\_Literacy\_Guidance\_2017.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf) | 2 |
| *Employ teaching assistants to:*   * *Deliver high quality 1:1 and small group support in R, W & M including phonics.* * *Increase the amount of high-quality facilitation of learning for PP pupils through: a mastery approach, mentoring conferences/marking, deepening opportunities and effective scaffolding.* * *Support pupils to develop their metacognition & self-regulation skills, independence, resilience and develop a positive approach to their own learning through using a range of strategies (including Targeted Support Plans, TEACCH) and our ‘TIGER’ learning.* * ***Review Triple A trackers to ascertain progress in ‘softer’ skills and attributes*** | EEF research – TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of **approx. 3 to 4 additional months’ progress**.  EEF - The impact of mastery learning approaches is an **additional five months progress**, on average, over the course of a year. This method is particularly effective with primary age pupils. [Mastery learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_searchh&search_term)  EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes **+ 7 months.**  [Feedback | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)  Through school data analysis, moderation of children’s work as well as staff and pupil voice, there is evidence to suggest that the more a child is exposed to a range of deepening opportunities, their ability to work at and think deeper independently increases.  EEF- There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.  The average impact of metacognition and self-regulation strategies is an additional **seven** **months’ progress** over the course of a year.  [Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) | 2, 3 & 4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 4,745 (Includes – Education welfare officer, forest school, music lessons, clubs, subsidising visits/ experiences / residentials)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Act on recent stakeholder views to support parents with their child’s learning in their preferred way/ media:*   * *face to face workshops* * *written/recorded examples/sessions* * *‘Evidence Me’* * *online support* * *website resources – specific to the 4 areas of SEND* * *signposting to agencies* * *active learning sessions with their child* * *personalised support* * *Higher-level reading comprehension & deepening homework activities in all subject areas. Tailored support for parents in order to promote and enable higher level learning at home.* * *bespoke support for parents with SEND pupils via PLP reviews including referral pathway discussions*   *Review and refine.*  *Continue to provide required resources for PP pupils to fully access home learning.* | EEF states that: Evidence suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.  EEF suggest schools consider what support schools can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources, providing flexible communications (e.g. short sessions at flexible times). Parental engagement has a positive impact on average of 4 months’ additional progress. [Parental engagement | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)  EEF – research explicitly states that when supporting pupils with SEND input from parents should be sought as well as the pupil themselves and specialist professionals in order to achieve best possible outcomes. [EEF\_Special\_Educational\_Needs\_in\_Mainstream\_Schools\_Guidance\_Report.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf) | 2, 3 & 5 |
| *Continue to employ an Education Welfare Officer to support the school’s work with identified families.*  *Scrutinise attendance, plan and review agreed actions in order to maintain improved attendance outcomes from 21-24 in line with new attendance policy Aug 24.*  *The EWO will hold joint clinics, carry out welfare visits and ensure a tiered systematic letter system is in place to sustain improved PP pupils’ attendance from 21-24.* | MAT and school based evidence suggests that a pro-active and collaborative approach to managing attendance has a positive impact. | 1 |
| *Utilise PP funding to ensure all PP pupils access the wider curriculum to enhance and broaden their experiences and learning opportunities.* | School evidence shows that where activities, trips, residentials, clubs, music lessons have a cost the percentage of PP pupils who take part is lower than that of their non-PP peers.  The EEF suggests that schools consider opportunities for pupils to encounter new experiences and activities to develop self-esteem, motivation for learning and self-efficacy in their research paper -<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions> | 4 & 5 |

**Total budgeted cost: £1,900 + £4,395 + £4,745 = £11,040**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021/2022 academic year, the 2022/2023 academic year and the 2023/2024 academic year.

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| *Please click on the link below:*  [Oxhey-Pupil-Premium-Update-June-2022.pdf](https://www.oxhey.staffs.sch.uk/wp-content/uploads/2022/07/Oxhey-Pupil-Premium-Update-June-2022.pdf)  [Oxhey Pupil Premium Update May 2023 (3)](https://www.oxhey.staffs.sch.uk/wp-content/uploads/2023/06/Oxhey-Pupil-Premium-Update-May-2023-3.docx)  [Oxhey Pupil Premium Update April 2024](https://oxheyfirst.co.uk/wp-content/uploads/2024/04/Oxhey-Pupil-Premium-Update-April-2024.docx) |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year for the two service pupils at Oxhey First School? | **2021-2022**  Targeted small group phonics intervention led by TA trained in *Sounds Write* programme.  **2023-2024**  Targeted small group Maths intervention led by a TA |
| What was the impact of that spending on service pupil premium eligible pupils? | **2021-2022**  2 pupils who were below age-related expectations made accelerated progress and reached ARE in literacy.  **2023-2024**  2 X pupils developed in confidence in Maths and achieved a higher standardised Maths score in the Summer 24 term. |