



Pupil Premium Strategy Review

Intended outcome	Jan 2025 Update	April 2025 Update	End of 3yr Plan Success criteria
<p>The % of DA pupils who are persistently absent is significantly improved and sustained.</p>	<p>Attendance for DA pupils is currently 96.1% which is above the national percentage of 94.5%. Our school target is 96.4% and therefore school will continue to promote attendance via the graduated response to meet or exceed the school target.</p> <p>The percentage of DA pupils who are persistently absent is currently at 11%, as a result of pupil illness. This percentage is below the national figure of 15.2%. During periods over the 3- year cycle of the PP strategy, PA has been eradicated and school will continue to deploy the strategies outlined in the PP plan and work with agencies to improve the PA % further.</p>		<p>Attendance of DA pupils is in line with national figures for non-PP pupils by 2024-2025</p>
<p>Reading, Writing & maths attainment for PP pupils in KS1 and KS2 has improved</p>	<p>Reading, Writing and Maths attainment (matched pupils) has met identified targets in the following year groups. Green indicates the meeting of the identified 3year success criteria.</p> <p>Reading</p> <p>Y1 - currently 50% (SEND)</p> <p>Y2 - currently 100%</p> <p>Y3 - currently 100%</p> <p>Y4 - currently 50%(SEND)</p>		<p>R, W and M outcomes for PP pupils exceed 80% ARE in 2024-2025.</p> <p>15% of DA pupils will be working above ARE in R and W by July 2025.</p> <p>Standardised tests including Salford, YARC and BPVS will</p>

	<p>Writing Y1 – currently 50% (SEND) Y2 – currently 100% Y3 – currently 100% Y4 – currently 50%(SEND)</p> <p>Maths Y1 – currently 50% (SEND) Y2 – currently 100% Y3 – currently 100% Y4 – currently 50%(SEND)</p> <p>Data is above the end of plan target with the exception of Y1 and 4 where DA are also SEND. Progress has been made on PLPs for Y1 and Y4 SEND and all personalised targets met. Autumn pupil progress meetings show that 2 x identified pupils are on track to achieve GD in Writing and 4 pupils in Reading. Therefore, the predicted uplift of 15% in GD Writing and 30% uplift in GD Reading is on track to be achieved by the summer data shot.</p> <p>YARC assessments have been carried out for DA pupils which indicate a reading age in terms of fluency and comprehension. An ambitious targeted uplift of 4 months has been applied for each pupil and data and pupil progress meetings indicate that pupils are on-track to meet these targets. BPVS assessments will be carried out in the Spring Term to ascertain a baseline for language development.</p>		<p>indicate higher levels of attainment in reading comprehension and use of language/vocabulary.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------



<p>PP pupils who are working below expected standards make accelerated progress in R, W and M.</p> <p>Pupils with SEND consistently build on prior learning and make sustained progress.</p>	<p>100% of pupils in Years 2, 3 and 4, including where SEND is present and 50% in Y1, have made expected progress in Reading and Writing. 100% of DA in Y1, Y2 and Y3, including where SEND is present and 50% in Y4 have made expected progress in Maths, alongside their non-DA peers. DA pupils in Y2 and Y3 are outperforming non-DA pupils in all core-curriculum subjects – see above.</p> <p>In Y1 and Y4, SEND DA have met all bespoke PLP targets and new ones have been set that build upon prior knowledge, enabling sustained progress at their own level.</p>		<p>The gap between Oxhey DA pupils and non-DA pupils (national figure) decreases.</p> <p>The progress of DA pupils with SEND is consistent and sustained.</p>
<p>Parents of DA pupils engage with the academy and know how to support their child/ren at home.</p>	<p>93% of DA parents have engaged with parental support relevant to their child's age and stage (e.g. SHINE active learning sessions, information evenings) in order to support their understanding of how to help their child learn at home.</p> <p>Positive feedback has been gained regarding parents' understanding of phonics (EYFS) and History curriculum objectives (KS1 & 2) and the context of the learning activity through parent questionnaires.</p> <p>100% of DA pupils regularly accessed home learning during the autumn term compared to 83% in May 23 (e.g. TTRS, reading, spellings, home-learning menu).</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> <p>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</p>

	<p>Additional reading prompts and 'top tips' for parents to support reading comprehension are currently under development using VIPER strategies and will be rolled out over the Spring Term.</p> <p>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.</p> <p>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.</p> <p>100% of carers of LAC attended EPEP meetings to discuss progress and set targets and provision for the subsequent term.</p> <p>100% of parents and carers attended a festive performance (Nativity or Carol Service) to support their child in developing confidence and performance skills.</p>		<p>targeted to work at a deepening level.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------



<p>Improved levels of confidence, independence and resilience amongst our PP pupils.</p>	<p>Analysis of Triple A screens indicates an uplift in the following areas from DA pupils' baseline assessments in the following areas:</p> <p>Curriculum Entitlement - 77%</p> <p>Academic Profile - 8%</p> <p>Healthy Mind - 31%</p> <p>Pastoral Profile - 16%</p> <p>Observations (Ofsted Sept 23, triads Aut 24, 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.</p> <p>Mental Health Support Team (MHST) referrals, 'Speakwrite', SALT interventions, Lego Therapy, 'Draw and Talk' and pastoral support via Epep (Emotion Coaching) are currently being facilitated for identified pupils.</p>		<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, 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>
------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>All PP pupils access the wider curriculum.</p>	<p>All DA pupils in KS1 and KS2 have accessed at least one club by Spring 2025. 0% of EYFS pupils accessed a club over the Autumn term due to settling but have received invites to EYFS Play and Stay club over the Spring Term.</p> <p>All DA pupils have a Pupil Leadership role for the Autumn and Spring terms.</p> <p>All Y4 DA pupils have had the opportunity to learn to play the ukulele and to swim.</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 KS1 and KS2 DA pupils have accessed Forest School provision.</p> <p>All DA pupils have attended the planned visits and residentials for their year group (subsidised costs and fully funded residential to enable access).</p> <p>Positive impact on DA pupils' esteem, resilience, confidence, independence of accessing the wider curriculum can be seen through pupil/teacher voice, reports.</p> <p>100% of KS1 and KS2 have accessed a variety inter-school events (MAT and local community) TT Rockstars Battle, Science event middle school experience, Change for Life Festival.</p>		<p>All PP pupils access the wider curriculum offer:</p> <ul style="list-style-type: none"> • clubs (all) • forest school (all) • visits/ visitors (all) • careers education (all) • inter-school events (KS1 & 2) • swimming lessons (KS2) • residentials (Y4) • ukulele lessons (Y4) • Careers curriculum (all)
---------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

