



## Pupil premium strategy statement: Oxhey First School

1. Summary information					
School	Oxhey First School				
Academic Year	2018/19	Total DA budget	£17,160	Date of most recent DA Review	Dec 2018
Total number of pupils	260	Number of pupils eligible for DA	15	Date for next internal review of this strategy	April 2019

2. Current attainment		
Year Two 2017-18: (1 pupil)	<i>Pupils eligible for PP – NS Primary 2018</i>	<i>Pupils not eligible for PP NS Primary 2018</i>
% of PP pupils who achieved GLD at the end of Reception (ASP 2018)	100%	73%
% of PP pupils who achieved the Year 1 phonic check (ASP18)	68%	92%
reading attainment score (Current Y2 Internal data)	100%	77%
writing attainment score (Current Y2 Internal data)	0%	77%
maths attainment score (Current Y2 Internal data)	100%	85%
reading progress score (Current Y2 Internal data)	100%	90%
writing progress score (Current Y2 Internal data)	100%	90%
maths progress score (Current Y2 Internal data)	100%	92%
Year 2 Phonic Retakes (Raise 2016)	100%	50%

<b>3. Barriers to future attainment (for pupils eligible for DA including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	PP eligible pupils attainment in Year 3 is significantly lower than their peers in core subjects
<b>B.</b>	Many DA pupils are also SEN or LAP of which the vast proportion are boys- eg Y3
<b>C.</b>	Emotional barriers for some of our DA children may be impacting on their academic progress
<b>D.</b>	Small numbers of PP children make funding resources challenging
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E</b>	Family breakdown causing change in circumstances and emotional distress.
<b>F</b>	Homework is completed inconsistently, thus reducing the overall impact of learning.
<b>G</b>	Medical Issues affecting some DA children's attendance

<b>4. Outcomes</b>		
	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	DA children need to make better than expected progress in Reading, Writing and Maths between KS1 and Year 4 and all DA children must meet their accelerated flightpath target. Those DA children who achieve at expected level or higher will have raised aspirations	Class teachers to be aware of their DA students and their progress against non-DA in their classes. Differentiation to remove any gaps.  Pupils eligible for DA make better than expected progress and are at least in-line with their peers.  DA pupils who achieve expected standards or higher will visit the middle school for enrichment classes and will move along flightpaths look to reach greater depth.
<b>B.</b>	Pupil premium children who achieve below expected at FS2 will begin to close the attainment gap by the end of KS1 and be at the expected level by Year 4	KS1 and 2 staff are aware of flightpaths for DA children.  DA children make consistent accelerated progress through both KS1 and KS2 so the expected level in KS2 is equivalent or higher than FS2 .
<b>C.</b>	Male attainment and effort to be in line with female across the curriculum.	New Discovery curriculum is followed to raise engagement and attainment in boys at KS1. Assessment Data is analysed each half-term by SLT of the progress

		of male and female students and is discussed with class teachers. End of year data shows that the gap is narrowed between boys and girls.
<i>D (E)</i>	Emotional support is in place when required to ensure no impact on academic progress.	Early Help Assessment is in place where necessary to support the family. Other agencies provide counselling support where necessary.  DA pupils progress in line with their peers irrespective of their home circumstances.
<i>F</i>	Homework is completed and submitted within the deadline set by the teacher	All homework for DA children submitted on time. (DA children have access to necessary ICT)
<i>G</i>	DA children with medical issues are adequately supported at home and school through a detailed care plan to ensure that they miss as little school as possible. Attendance of DA children is in line with their peers	TIGER club places provided to encourage attendance. Where medical needs prevent a child attending, work is provide where appropriate. Half termly attendance meeting and awards with key families to ensure attendance remains high

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2016/17</b>				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve the progress of DA children and especially DA boys.</p> <p>Low attainers at FS2 achieve the expected level at KS2 in reading, writing and maths.</p>	<p>Staff training on effective feedback. Coaching to KS2 children on how to give feedback to their peers. Coach staff of Meta-cognition and self-regulation.</p> <p>Embed an “active learning” approach in teaching methods.</p>	<p>Many sources including the EEF confirm that quality feedback shows a very high effect on learning.</p> <p>The principle of “active learning” has been proven to have a high level of impact on the progress of pupils. Children will be taught in groups in order to support one another</p>	<p>Specialist training to be given to all staff. Sharing of good practise, to embed learning.</p> <p>KS2 Children are aware of and able to explain their own learning strategies, how they are performing against their goals and what they need to do to achieve their objectives</p> <p>Whole school data each term focuses on key benchmarks</p>	HT.	April 2019
Children make better than expected progress	1:1 & small group work using Precision Teaching and Mastery techniques.	Some of the students need targeted support to continue with their development and can be held back by one area of learning, which impacts on progress in the whole subject.	Regular meetings between staff carrying out interventions, class teachers and SLT to review progress and amend interventions in order to have maximum effect.	SLT	April 2019
<b>Total budgeted cost</b>					£5000

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are supported emotionally and attendance rates are maintained.	3 wave intervention process to engage parents at every stage as well as class teachers and pastoral staff.  TIGER club places provided	Parental engagement - Sutton Trust and the teacher toolkit. (Moderate impact for moderate cost, based on moderate evidence; +3 – EEF)  Impact of the Attendance lead evident in the improvement in attendance over the last year.	Termly reviews of care plans and attendance	HT and LS	April 2019
HA DA children have higher aspirations.	HA DA children receive an enrichment programme through the middle school.  Extended curriculum sessions tailored to their needs.	Raised aspirations ensure that children do not perceive a ceiling to their learning. They can experience events beyond the sphere of their home life.	Termly review of enrichment provided.	HT	April 2019
<b>Total budgeted cost</b>					10,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Homework is completed and submitted on time.	Homework is given at set times. Teachers to record children who fail to submit homework. Homework is focussed on short practise activities to embed	The EEF says that, "It is certainly the case that schools whose pupils do homework tend to be more successful" and "The quality of the task set appears to be more important than the quantity of work required from the pupil".	Ensure all teachers keep a record of homework submission which can be reviewed regularly and actions agreed to support children who persistently fail to complete the tasks set.	All teachers and HT	Jan 2017

	classroom learning. Provision on homework time outside of lessons, ie TIGER CLUB lunchtime, etc				
Academic progress is not affected by emotional issues	Staff training on trauma and bereavement. Implement Boxhall Profiling for all affected children. Liaise with specialist agencies for support.	The EEF Toolkit suggests that “Social and Emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months’ additional progress on average).”	Ensure identification of ‘affected’ pupils timely and reviews with appropriate members of the SLT. Use specialist agencies to engage with children and parents where appropriate. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	SLT and DA co-ordinator	Jun 2017
<b>Total budgeted cost</b>					2,000

<b>i. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for DA, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increase participation in extra curriculum activities, to broaden the children's learning experience and increase engagement in their education.	To provide a diverse selection of music/sport sessions run by trained, qualified coaches/instructors.	Medium-low: a positive impact for those taking part, however, this involved mainly KS2 children Therefore success criteria not met.	Next year we will try to provide activities suitable for KS1 children as well as KS2 to ensure attendance is balanced across the school.	£4,706.

<b>6. Additional detail</b>
Each DA child has a personalised support plan which is reviewed every term during pupil progress meetings.