

**Oxhey First School
Impact Report
Pupil Premium Strategy
2019- 2020**



Quality of teaching for all – Screening completed for each DA pupil – actions and reasonable adjustments in place to support areas of need

| Desired outcome | Chosen action / approach | Impact |
|---|---|---|
| Maintain the accelerated rates of progress for PP eligible pupils in Reception Class to ensure attainment gaps close | <p>Teaching Assistants to ensure smaller numbers of pupils receive targeted teaching</p> <p>Good practice visits to develop use of facilitator in EE</p> <p>Staff will ensure quality first teaching across the Phase and provide targeted intervention</p> <p>Promote additional outdoor learning opps to improve engagement and language/communication skills</p> <p>.</p> <p>EYFS parent workshops to support the early years development</p> <p>Conversation corners being a new driven area with the EE EYFS provision</p> <p>Early identification of learning difficulties for early years pupils and targeted outside agencies contacted to support</p> <p>AEN funding applications made where appropriate</p> | <p>DA pupil is on track in R and W. Intervention is in place to support in both prime and specific areas.</p> <p>EE planning indicates clear purpose and recent learning walk indicates adults facilitate learning around the classroom effectively.</p> <p>Deeper questioning techniques are in focus and are being developed throughout the EYFS unit.</p> <p>AEN and EY Forum funding successfully applied for to support other vulnerable pupils.</p> |
| Improve % of pupils eligible for the grant reaching GD in KS1 and KS 2 in R W and M. | <p>Introduction of new higher level text based reading.via Guided reading sessions</p> <p>Review of existing topics</p> <p>Review of flow of writing with regard to HAP pupils</p> <p>Define greater depth features across the MAT- link intervention for potential PPP's to this criteria</p> | <p>No children currently working above ARE –</p> <p>Additional small group work/intervention provided for Y3 DA pupil who potentially may be working at a higher level (writing) Continue to provide correct diet via QFT and RA such as table prompts, WAGOLLS etc .</p> |
| Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in writing/reading and maths | <p>Improve the opportunities for writing via CPD including for MAT writing toolkit, promoting independence, afl and teacher assessment.</p> <p>Increase the opportunities for application of writing and across the curriculum and for pleasure.</p> <p>Access to diagnostic and summative testing materials to enhance progress</p> <p>Focussed additional support from TA</p> <p>Creative writing workshops, small world play and visits to stimulate creativity and vocab.</p> | <p>All DA pupils in Y2, 3 and 4 are on track to meet ARE in Reading and Maths.</p> <p>Targeted interventions planned and in place for DA pupils – mapped out on provision plans. Compliance and quality of interventions monitored by inclusion lead and found to be appropriate and having impact. Continue to monitor progress and attainment of this cohort carefully and adjust provision as necessary.</p> |
| Total budgeted cost | | £7520 |

Targeted support -NB Screening completed for each DA pupil using the new tool – actions and reasonable adjustments in place to support areas of need

| Desired outcome | Chosen action / approach | Impact |
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| Improve attainment at the end of Key Stage 1 and 2 by ensuring that potential and higher ability pupils eligible for the grant achieve the higher standard in all subjects. | Provide additional small group work/intervention for Highest ability PP eligible pupils | Additional small group work/intervention provided for Y3 pupil who potentially may be working at a higher level (writing) Continue to provide correct diet via QFT and RA such as table prompts, WAGOLLS etc . |
| Ensure that in Y1-4 the attainment gap between pupils eligible for the grant and other pupils closes in reading, writing and maths | Experienced Teachers and support staff identified to lead smaller group teaching of core areas. This ensures 'quality first' teaching. Implement some formal interventions to support gross and fine motor skills Apply the strategies from the toolkits and make the reasonable adjustments | All DA in Y2, 3 and 4 are on track to meet ARE in reading and maths. Targeted interventions planned and in place for DA pupils – mapped out on provision plans. Compliance and quality of interventions monitored by Inclusion lead and found to be appropriate and having impact. Continue to monitor progress and attainment of this cohort carefully and adjust provision as necessary. |
| Create a whole school approach to identifying, supporting and assessing SEMH issues and provide a wider range of opportunities for social and emotional development | Trailblazers to support children with mental health needs Mental health team to support families with availability at parents evening and half termly dropins Broaden staff awareness of specific SEMH issues Develop growth mindset approaches in staff and pupils Forest school KS1 &2 intervention to support mental health wellbeing as required | Forest school sessions well attended and supporting children's well-being. Specific referrals to Trailblazers in place for targeted children and whole-class/group workshops put in place to support and address need. Close parent/school communication maintained. 'Calm Corner' areas created with suggested prompts and activities to support self-regulation and emotional well-being. Staff training on SEMH and Growth Mind-set delivered by Trailblazers to all staff and woven through Tiger Learning strategy. SEMH pathway created by SLT – to be rolled out to staff |
| Total budgeted cost | | £5,000 |

Other Approaches – NB Screening completed for each DA pupil using the new tool – actions and reasonable adjustments in place to support areas of need

| Desired outcome | Chosen action / approach | Impact |
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| Significantly close the attendance gap between PP and NPP pupils | Daily contact/monitoring Support clinics Accessibility to support online, face to face and paper based Target focus families for intense support Provide breakfast club Provide for basic needs- clothes /equipment Pupil Premium Music for Youth Concert – attended by KS2 DA pupils | Attendance excellent across all PP children. Lower attendance is due to illness, which is in-line with non-PP children. Pupils attended Music for Youth Concert and experienced live music in a prestigious venue. Aspirations raised |

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| <p>Improve both parental and pupil engagement and support for the parents of pupils eligible for PP</p> | <p>Ensure all PP parents have access to written and verbal communication- via workshops, information evenings, website fun engagement events and informal events.</p> <p>Invite parents in for mystery reader</p> <p>Select parents for trip helps – don't ask for volunteers.</p> <p>Weekly parent drop-ins</p> <p>Parent engagement days</p> <p>Refer to agencies for help –eg Home Start.</p> | <p>All strategies in place. Engagement for both pupil and parents is good and shows an increasing uptake, particularly with regard to clubs. This is due to pupil voice conversations, tapping into specific interests and creating provision in response eg Lego clubs, mindfulness club.</p> |
| <p>Total budgeted cost</p> | | <p>£0 required</p> |