



Oxbridge Lane Primary School

Pupil Premium Strategy

September 2020

To be reviewed: September 2021



Oxbridge Lane Primary School

Oxbridge Lane Primary School has a strong belief in success for every child and have committed proactively to work together to achieve this. Our school is much larger than the average-sized primary school within 386 on roll and the proportion of pupils who have SEN and/or disabilities who receive support is well above average. The proportion of pupils with an EHCP is in line with national average and the proportion of disadvantaged pupils, those eligible for support through the pupil premium funding, is double the national average. There are currently 207 children identified as pupil premium which accounts for 54% of the school population. A significant percentage of population live in some of the most deprived areas in the town and 49% of children are in the '10% Most Deprived' area for income deprivation. Historically, the gap between disadvantage and non-disadvantaged children has not narrowed, however without the support and interventions in place for these children, it would have widened.

This strategy sets out the context for our approaches to meet the needs of vulnerable learners and significantly close achievement gaps. We aim to ensure there is a high quality range of support, and opportunities, to enable vulnerable learners to become confident individuals, effective communicators, successful and responsive citizens, to remain healthy and to achieve the educational and life outcomes which they deserve.

We use rigorous internal data to track the provision and quality of teaching and learning and are mindful of mobility within this monitoring.

Funding

This academic year 2020-21, our expected Pupil Premium Funding is £235,000. This funding is separate from the Early Years Pupil Premium Funding and will be used to narrow the gap between pupils eligible for Pupil Premium and their peers, to support them reach their full potential.

As part of this process we identified:

- Specific children who are underperforming
- Barriers to learning through discussions with class teachers and parents
- Barriers to learning for children in our community and disadvantaged children in general
- Next steps in identifying appropriate interventions to combat identified barriers to learning.

The 2019/20 impact report identified these areas to develop specifically:

- Additional staff support needed to support Pupil Premium children across Reading, Writing and Maths is needed for Year 5.
- Continuing to work closely with children and families around wellbeing and mental health.
- Through pupil and staff voice, pupils need to develop more resilience.

How we use our funding

At Oxbridge we are committed to giving every child an exceptional start that provides them with a platform of skills, knowledge and values to ensure their success throughout the rest of their education and in later life. We have a strong community and support all children and families to ensure that all children can reach their potential. We use our funding to support teaching and learning to close academic gaps and offer services and experiences to improve cultural capital. It allows children to be provided with a holistic and well-rounded curriculum that provides opportunities to raise aspirations, self-confidence, resilience and first-hand experiences. We use the pupil premium funding to target the barriers that our children have to learning to help them progress throughout school.

Barriers to learning

	Barriers	What we do at Oxbridge Lane to remove the barriers
<u>Practical and Personal Barriers</u>	<p>Lack of learning materials at home</p> <p>Lack of wider experiences our children have access to</p> <p>Arriving at school hungry, late and not ready to learn</p> <p>Lack of parental engagement in some hard to reach families</p>	<p>Baselines completed at the beginning of each year.</p> <p>Daily interventions to support gaps. Daily phonics lessons across EYFS and KS1.</p> <p>TA support in each class.</p> <p>Home learning visits upon entry to nursery.</p> <p>Good parental links emphasising importance of basic skills. Tasks set for children prior to starting school. Meet the teacher events with school readiness expectations.</p> <p>Stakeholder voice taken to support remote learning. Laptops and equipment loaned during the pandemic and paper based materials available from school when requested.</p> <p>Wellbeing focus, children access taught PSHE sessions that encourage the management their own feelings and behaviours.</p> <p>PIVITOL behaviour strategies incorporated in learning tasks.</p>
<u>Emotional barriers</u>	<p>Lack of focus and confidence due to poor mental health and wellbeing</p> <p>Challenging behaviour of some children</p>	<p>Introduction of PIVITOL behaviour approach.</p> <p>Wellbeing focus, children access taught PSHE sessions that encourage the management their own feelings and behaviours.</p> <p>PIVITOL behaviour strategies incorporated in learning tasks.</p> <p>Appointing a wellbeing lead</p> <p>Children will wellbeing concern are monitored and supported.</p>
<u>Social and cultural barriers</u>	<p>English is often an Additional Language at home</p> <p>Low levels of literacy on entry- basic reading and writing skills – compared to the National Average</p> <p>School is located in an area of high deprivation</p>	<p>Employed HLTA teacher to support translation for children and parents and to lead interventions to narrow the gap.</p> <p>School plan targeted interventions and a relevant curriculum so that deprivation does not limit their experiences, learning or progress.</p>

COVID 19 Barriers to learning

- FSM families were offered vouchers to cover the cost of lunchtime meals. School continued to make packed lunches for key worker groups.
- Pupils have experienced 12 week school closure, for some children it was 22 weeks (including the summer break)
There are significant gaps in pupils learning because of this.
- Children have experienced a universal trauma and many have experienced anxiety, loss and bereavement during the COVID 19 pandemic.
- Plans are in place in case of future isolations within year groups so that all children can access remote learning.

Desired Outcomes

<u>Desired Outcomes</u>		<u>Success Criteria</u>
<u>1</u>	<ul style="list-style-type: none"> • To secure quality first teaching for disadvantaged pupils with identified communication and language needs. • Disadvantaged pupils are identified in each year group within SIMS, including information from Proficiency in English • Assessment & Learning Lead and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles. • Disadvantaged children with under developed language receive targeted intervention to accelerate progress. 	<p>Combined reading writing and mathematics outcomes of disadvantaged pupils for 2021 are above the floor standard and in line with identified year group targets.</p>
<u>2</u>	<p>Target setting reflects children’s Early Years attainment in Mathematics and Literacy as well as GLD and KS1 results.</p> <ul style="list-style-type: none"> • Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential. • Targeted support from leaders and school based interventions for key year groups including early support for new starters is effective. 	<ul style="list-style-type: none"> • The difference between disadvantaged and non-disadvantaged pupils attainment is less than 5% • Disadvantaged pupils’ attainment is in line with national ‘other’. • All disadvantaged pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth with a proportion of homegrown children making accelerated progress. • Accelerated progress for children in receipt of interventions and other targeted support.
<u>5</u>	<ul style="list-style-type: none"> • Identified cultural groups receive targeted support across school in lessons and through pastoral interventions. • Increased engagement with home learning e.g. homework. • Parents from identified cultural groups access the increased parental engagement on offer. 	<ul style="list-style-type: none"> • Identified cultural groups, which have a larger than school average proportion of disadvantaged children, attain in line with other ethnic groups and national. • Return of homework and completion of reading records for this group is consistent. • Book looks show increased engagement and productivity.
<u>6</u>	<ul style="list-style-type: none"> • Continue to provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre, residential trips and partner working with parents. • Classroom coverage of the curriculum reflects the intent to increase cultural capital 	<ul style="list-style-type: none"> • Maintained and increased access and participation in wider curriculum opportunities. • Book looks show that children are using language and vocabulary across the curriculum.
<u>7</u>	<ul style="list-style-type: none"> • Attendance – continue establishing good attitudes to attendance and punctuality from EYFS, so that all year groups have attendance above average. 	<ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils, including EYFS, is at/greater than 96%.
<u>8</u>	<ul style="list-style-type: none"> • Reduce the impact of mobility on PPG outcomes. 	<ul style="list-style-type: none"> • Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place.

1. Planned expenditure					
Academic year		2020/21			
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					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Practical & Personal	Maintaining enrichment opportunities across the school, including through Wilderness Schooling	Learning is contextualised in concrete experiences and language rich environments. Feedback from moderation suggested more trips in KS1 for experiences to draw from and recount. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	Educational visits planned in advance. Termly monitoring of wider curriculum provision across year groups. Lesson observations and learning environment reviews show learning is linked back to the classroom e.g. vocabulary. Evidence in book scrutiny of children drawing on broader experiences and related	Class teachers	April 2021 June 2021
Practical & Personal	Targets are set at the beginning of the academic year for end of year outcomes.	Identify those disadvantaged pupils that are under performing to provide targeted support in order to accelerate progress. To ensure that the gap between disadvantaged and non-disadvantaged pupils is diminished through quality first teaching, AfL and interventions.	Subject leads support in targeting pupils early and providing opportunities in class and through wider experiences.	Class teachers SLT	April 2021 June 2021
Practical & Personal	Continue to provide a range of evidence based targeted and universal SaLT interventions with a focus on vocabulary and strategies. This draws on detailed cohort files and timely assessment strategies identifying disadvantaged pupils, including cultural groups, more able and potentially more able.	Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support. Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum. Pupil voice and teacher reports for example CPOMS indicates disengagement with learning from children in specific cultural groups.	Maintaining standards for interventions including SaLT through monitoring by the T&L and SEN lead and SLT. Early interventions for new arrivals to the school and country.	Class teachers SLT SaLT SEN Lead	April 2021 June 2021
Total budgeted cost					125,995

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Emotional Social & Cultural Personal & Practical	Additional support for disadvantaged pupils in key year groups, particularly transition years, to ensure they are closing the gap to their peers through boosters and clubs. Targeting of specific cultural groups with historic lower attainment and progress through group work and gap analysis.	Summative and ongoing assessment data demonstrates that disadvantaged pupils in these year groups are working below their peers. This is linked to proficiency in English and language development, which impedes their access to the curriculum as well as disengagement of certain groups.	Monitoring on a termly basis through data collection.	PP Lead KS leads Class Teachers	April 2021 June 2021
Cultural & Social	Parental engagement embedded across the whole school to target parents in key disadvantaged cultural groups.	Internal data shows that certain year groups are not making expected or accelerated progress – particularly at Year 5. Parental surveys showed a need for support in the curriculum. Feedback from teachers is that children in these groups are not completing homework or reading at home.	Parental surveys and feedback from teachers. Data will show how children are making progress.	EHA PP Lead Class Teachers	April 2021 June 2021
Practical & Personal Emotional	Martin Gray Football Academy.	To enable participation and experiences of a wide range of physical activity to all. SEMH Sporting academy to give 1 to 1 support to Pupil Premium pupils through exercise and physical activities.	Monitoring on a termly basis through data collection. Wellbeing waves change and less wave 3 children. Engagement in lessons will be higher and work production	PP Lead Class Teachers SEN Lead	April 2021 June 2021
Total budgeted cost					81,285

iii. Welfare					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Personal & Practical Emotional Social	Heavily subsidised trips and visits (including year 6 residential), workshops and performances. Proactive seeking of funding and free / low cost opportunities.	Our pupils need a context for learning and a stimulus to trigger their interest. This has led to huge improvements in writing in particular and we wish to pursue this strategy.	Each trip or visit will be evaluated according to its effectiveness.	SLT	April 2021 June 2021
Personal & Practical Emotional	Welfare – target to disadvantaged families to improve attendance and punctuality above national average of 96%	Welfare Team targeted to maintain and improve levels of attendance to impact upon their academic achievement.	This will be monitored termly through attendance and punctuality reviews.	EHA SLT KB LT	April 2021 June 2021
Personal & Practical Emotional	Heavily subsidised breakfast and after school clubs	As mentioned, some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum. A heavily subsidised breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration.	Outcomes and attendance for those pupils will be tracked on a termly basis.	PP Lead Class Teachers	April 2021 July 2021
Personal & Practical Emotional	Supported lunchtimes (T and TA)	Children struggling to engage with the curriculum and school life are absent or unproductive in their learning. Support with engaging in classroom and school life through these clubs enables children to be more focused in lessons times	Termly observations and reviews. Feedback from teachers. Pupil Voice		April 2021 July 2021
Total budgeted cost					50,000

