

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

Detail	Data
School name	Oxbridge Lane Primary
Number of pupils in school	381 (October 2020)
Proportion (%) of pupil premium eligible pupils	172 pupils
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Amy Blackburn & Govs.
Pupil premium lead	Lauren Amerigo
Governor / Trustee lead	Tristan Keates

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,340
Recovery premium funding allocation this academic year	£24,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£256,280

# Part A: Pupil premium strategy plan

## Statement of intent

At Oxbridge Lane Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non- disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our context:

- ✓ IDACI Decile 1.2 indicates the school is in the highest 5% level of deprivation.
- ✓ 55% of pupils are eligible for Pupil Premium Funding in comparison to 23% national.

### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Cultural capital
2	Attendance and punctuality
3	Behaviour for learning
4	Gaps in reading, writing, maths and phonics
5	Pupil mobility

6	Social, Emotional Wellbeing
7	Parental Engagement

## 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.

Intended outcome	Success criteria
To improve quality first teaching – Particularly in Phonics, Reading, Writing and Maths	Teaching over time demonstrates children's progress improves as a result of quality first teaching.  Achieve outcomes in-line with, or above, national average by the end of KS2. Achieve at least 86% of pupils in Y1 pass the PSC
To narrow the attainment gap from Early Years in order to ensure an equity in outcomes	There is evidence of a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects
Attendance - Disadvantaged pupils attend school regularly and punctually.	Ensure attendance of disadvantaged pupils is at least 96%
Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.	All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.

## 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: £ 86,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality and regular CPD for all teaching staff based on research informed practice</p> <p>Regular monitoring of teaching to ensure that the CPD provided is having the desired impact</p> <ul style="list-style-type: none"> <li>• PIVOTAL CPD</li> <li>• Walk Thru</li> <li>• Resilience Project</li> <li>• Metacognition</li> </ul>	<p>In Professor Rob Coe's Great Teacher Toolkit he states that 'Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity.'</p> <p>EEF Behaviour Interventions</p> <p>EEF research – Metacognition and self-regulation</p>	1,2,3,4

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

Budgeted cost: £ 90,05025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching Assistant Interventions (AFL)</i>	<p>EEF research – TA Interventions Improved outcomes for learners</p> <p>Professor Rob Coe's Great Teacher Toolkit he states that 'Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity.'</p>	3,4
<i>Walk Thru 1 to 1 feedback and conferencing</i>	<p>EEF research – Feedback Improved outcomes for learners</p> <p>Professor Rob Coe's Great Teacher Toolkit he states that 'Raising the quality of teaching within schools is likely the single most effective method we have for improving student attainment and equity.'</p>	3,4

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

Budgeted cost: £ 55,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.	2,3,6
<b>Wellbeing Support</b>  * Thrive * Bungalow * Outdoor Areas in play-ground	The EEF States that 'evidence suggests that the impact is greater for more vulnerable students and older learners and those in a 'wilderness' setting.' and 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'	1,2,3,4,5
<b>Attendance –</b>  <ul style="list-style-type: none"> <li>• Attendance officer</li> <li>• Daily monitoring of attendance</li> <li>• Attendance Prizes</li> </ul>	The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'	2,4
<b>Wider curriculum opportunities</b>  <i>Martin Gray Sports Academy</i> <ul style="list-style-type: none"> <li>• 1 to 1 support</li> <li>• Enhanced sport</li> <li>• Opportunities</li> </ul> Specialist Music lessons through PPA  Subsidised Trips - Subsidies for enrichment opportunities, including out of school visits and visitors to the school site so that disadvantaged pupils have the opportunity to experience cultural and educational opportunities alongside their peers.	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.  The EEF states that 'Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.'  Ofsted's inspection framework emphasises the importance of personal development and extending the curriculum beyond academic achievement. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.	1,2,3,4,5,6