

Oakthorpe Primary School – Pupil Premium Strategy Statement (2020-2021)

1. Summary information		
Academic Year 2020-2021	Total PP Budget	Date of Most recent review March 2021
Total number of pupils 540 Sept 2020	Number of PP pupils	Date for next internal review of this strategy July 2021

Data Summary – Results for 2019-2020 not available due to Covid

2. Barriers to future attainment (for pupils eligible for PP) These remain largely unchanged from previous year.		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A	Low levels of language and literacy skills impact on the progress all children make across many curriculum areas. There are barriers in language and literacy skills and understanding key vocabulary. Following an extended period at home during a period of national restrictions some children will have experienced a reduction in opportunities to develop their speaking and listening skills	
B	Low levels of language and literacy skills impact on the progress some children make across many curriculum areas. This gap has further widened due to Covid. Pupils starting school in EYFS have missed an extended period of time in Nursery and missed out on transition opportunities in the summer term	
C	Social and Emotional barriers prevent some children from fully accessing the curriculum. Some of our children have limited access to 'cultural capital' experiences which enrich and consolidate learning and deepen understanding. Planned opportunities for the summer term 2019 were cancelled due to the Covid-19 pandemic	
External barriers –(additional barriers due to Covid 19)		
D	Prior to the school closure the attendance of PP children was below school averages. Some PP children engaged less with remote learning and did not return to school in June 2019 (Reception, year 1 and year 6)	
E	There is a high level of social care needs amongst families who are children are eligible for Pupil Premium, resulting in emotional needs, reduced ability to support children at home and limited access to enrichment activities. Aspirations are low and this impacts on their child's academic achievement. Parental engagement for some of these pupils is low. From March 2020, Covid 19 created further barriers for PP children such as, access to devices, food poverty, lack of engagement from families for home learning and inadequate space at home for home study	
3. Desired outcomes/targets		Success criteria
A.	Continue to improve the language skills of pupils eligible for PP in early years/EYFS Participation in flexible phonics and NELI	% meeting Early learning goals in reading is in line with national % of children passing phonics screening increases
B.	Children in all year groups (and particularly year 6) make good progress from September and from the previous key stage and achieve their individual end of year targets. Disadvantaged gaps are reduced	Data analysis reports will show that PP children make comparable progress and attainment with their peers and often outperform the non PP cohort. More PP pupils achieve greater depth.

C	To build on pupils personal, social and emotional development, Increasing self-esteem, self-control and positive attitudes especially for those experiencing challenges during the spring/summer terms of 2020	Pupils are ready to learn in class without the need for intervention. Pupils display positive attitudes to learning including resilience and independence
D	To continue to raise the profile of good attendance in order to improve the attendance of PP pupil To refocus the attention towards good attendance in school as all pupils return to school in September 2020	The attendance of PP pupils will be consistently in line with other pupils The gap between PP and non-PP will reduce to less than 0.8%. Less PP pupils are persistent absentees. Increased attendance and punctuality of key identified children
E.	Increase parental engagement through workshops and home learning.	High attendance at parent workshops. 100% attendance at parents/teacher consultations. Focus groups and 1:1 meetings for parents who have been identified as harder to reach Home learning shows that parents are supportive and engaged in their children's learning

Review of Expenditure			
Academic year	2019-20		
i. Quality of teaching for all			
Desired outcome	Intended outcome	impact	Lessons learnt
Continue to improve the language skills of pupils eligible for PP in order to support their reading skills.	Introduce Destination Reader from Year 2 –6	Staff training in Autumn term for new staff took place. Review of DR by consultant gave positive feedback on early implementation of DR Data evidence from Star reader assessments	Consistency in delivery is important and regular patterns of reading is needed. This must be supplemented with reading for pleasure. Missed opportunities in the spring/summer term of 2020 must be address in the coming year. Reading for pleasure is a priority DR to be consistently implemented across all classes

Children in all year groups (and particularly year 6) make good progress from September and from the previous key stage and achieve their individual end of year targets. A greater number of PP children achieve at greater depth	Additional teachers across the school formats and English lessons support at all levels More children achieve greater depth	Following the national lockdown in March 2020 KS 2 were cancelled for 2020	Booster groups to continue through the autumn and spring terms of 2022 Covid impact – continued cycle of assessment and planning reviews needed
Children have a good understanding of phonics and are able to apply this to their reading and writing.	Additional adults are deployed in RWI lessons to allow smaller group phonics teaching, closely tailored to the children's current knowledge.	Phonics tests for 2020 were cancelled Prior to that (non SEN) pupils were on target to meet ARE for phonics	Phonic knowledge will need careful and clear assessment in the autumn term 2020 – consider additional phonics lessons and groups – where possible with restrictions in place
To provide a wide range of experiences for pupils to develop their vocabulary	AHTs to ensure that PP children access school trips. Breakfast and after school clubs attendance is analysed to ensure PP children are represented	There is a widening vocabulary gap. The school has completed gap analysis and have evidence that PP children scored lower in reading tests where the breadth of vocabulary needed to answer some questions was wide and demanding.	Prior to Covid 19 the school ensured that all pupils had access to trips. Trips in the autumn term and early spring term included all pupils and none were excluded due to financial difficulties. Glee club continued remotely
Accelerate progress of SEN PP pupils across the school.	Audit SEN pupil premium children to and identify barriers to learning Create and profile of these children and their specific needs, Plan interventions to match the profile	SEN pupils were well supported during 2020 lockdown. The majority of parents of pupils with ECHPs chose to keep their children at home and not send to school for keyworker provision. Learning packs were sent home	Resume actions in Autumn term 2020
Cost £90.000			

ii. Targeted support			
B Accelerate progress of PP pupils across the school through targeted intervention groups.	Additional teaching staff in Year 2 and across KS2 provide targeted support and interventions, where needed, in reading, writing and maths.	Artis lessons online	DSR whole class planned for autumn term 2020. Some unknowns due to restrictions that may continue to be in place and staff required to be in bubbles and may not be able to teach intervention groups
C Improve the language skills of pupils eligible for PP in order to support their reading skills	Provide Speech and Language intervention for targeted pupils: Talk Boost, ELKLAN, Talking Technologies, Artis, Sunshine (Social Skills and Language Group)	Good progress of children in Autumn term (data and notes from PP meetings)	
To improve the attendance of PP pupils and PAs	Headteacher and Parent Support Officer to focus on PP pupil's attendance PP attendance to be a focus for the termly PP report	Number of PAs has increased	Resume monitoring for pupils from Sep 2020 – attendance was not compulsory for all children when school opened in June 2020
			£ 87,680

iii. Other approaches			
Desired outcome	Intended outcome	Impact	Lessons learnt
E Increase parental support through workshops	To hold regular information meetings and workshops planned throughout the year Evidence shows that parents are key in supporting effective learning (e.g. Sutton Trust research projects)	Reception parents meetings in autumn term were well attended for both maths and literacy sessions	Parent workshops planned for autumn term 2020 to be remote for transition to reception and year group meetings
All pupils to participate in wider opportunities	Provide children with the opportunity to attend residential trips, school visits, after school clubs. Edmonton Community Partnership subscription enables wider access to a range of enrichment opportunities. A number of children do not have access to a range of opportunities after school. Activities within school provide children with a variety of rich variety of extracurricular activities	Edmonton community partnership events switched to remote in summer term 2020	Continue to Monitor attendance of SEN/PP children at clubs when they can be resumed in next academic year Challenge – how to plan in enrichment activities for Autumn term 2020 with restrictions in place due to the continuing pandemic
Total budgeted cost			£19,000

4. Planned expenditure					
Academic year		2020-2021			
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 impact?
A Continue to improve the language skills of pupils eligible for PP in order to support their reading skills.	Continue to embed Destination Reader from Year 3 –6 (continuing action for previous year)	<p>We fully recognise the importance of Quality First Teaching in supporting all children in making progress and achieving at expected levels (Sutton Trust). To secure good teaching and full implementation of School Improvement Plan actions we will invest in the professional development of staff.</p> <p>The SLT and literacy team carefully evaluated a range of whole class reading schemes. Following evaluation Destination Reader was chosen because it focuses on developing learning behaviours that up level children’s discussions. It uses ‘real books’ and not scheme books.</p> <p>Feedback from over 100 schools currently using Destination Reader has shown dramatic improvement in the quality of reading lessons at KS2. Children read with greater understanding, independence and, above all, enjoy reading. (Source Hackney Learning Trust)</p>	<p>Sept 2020 – training for staff new to school and trainee teachers</p> <p>Regular staff meeting time for planning</p> <p>Literacy lead to support planning where possible</p> <p>Attend network meetings for DR</p> <p>Learning walks to check learning behaviours</p>	<p>Headteacher SLT Literacy and Maths Teams</p> <p>Leaders responsible for year 2 and 6</p>	<p>January 2021 March 2021 July 2021</p>

Children in all year groups (and particularly year 6) make good progress from September and from the previous key stage and achieve their individual end of year targets. A greater number of PP children achieve at greater depth	<p>Additional teachers for 3 days a week in year 6 and additional group work from AHT in spring term 2021</p> <p>Additional teacher in EYFS to support children in reception</p>	<p>Additional teaching staff in Y6 and Reception allows for smaller group focussed teaching</p> <p>‘Tackling disadvantage is not only about supporting low attainers’ : EEF guide to the Pupil Premium. Therefore, focus of teaching is on all pupils.</p> <p>Evidence: EEFs Attainment Gap report</p>	As above	<p>Class teachers</p> <p>AHTs</p> <p>Non class based teachers</p>	<p>January 2021</p> <p>March 2021</p> <p>July 2021</p>
					Total cost £98,749t

ii.Targeted support					
<p>C</p> <p>Improve the language skills of pupils eligible for PP in order to support their reading skills</p>	<p>R</p> <p>Provide Speech and Language intervention for targeted pupils: Talk Boost, ELKLAN, Talking Technologies, Artis, Sunshine (Social Skills and Language Group)</p>	<p>Early intervention will help these children to catch up and be able to access the rest of the curriculum. Programmes and interventions are recommended by our SaLT</p> <p>Talk Boost is rated as highly effective by EEF. Evidence based interventions target support for PP children</p> <p>Bold Beginnings – Ofsted 2017 found that the most effective setting ensured that the teaching of reading, including synthetic phonics, is the core purpose of the reception year</p>	<p>Out of class interventions support and complement with in class provision.</p> <p>Speech and Language Lead and SLT to ensure interventions are happening regularly. Intervention analysis each half term by AHTs. Use of assessment tools and scores.</p> <p>Referrals to SALT if required</p>	<p>SLT</p> <p>SENCO review of early interventions</p>	<p>January 2021</p> <p>March 2021</p> <p>July 2021</p>

<p>D. Attendance</p>	<p>Headteacher and Parent Support Officer to focus on PP pupil's attendance</p> <p>PP attendance to be a focus for the termly PP report</p> <p>PSA to alert SLT of any concerns</p> <p>Headteacher/SLT/PSA EWO to meet with parents of pupils whose attendance is below 90%</p> <p>To work with the EWO in reaching families with the lowest levels of attendance, particularly PP pupils</p> <p>Covid attendance addendum</p>	<p>All pupils attendance for 2018-2019 was above 96%, however for PP pupils it was 95.11%</p> <p>We know that attainment for all children can be improved by good attendance. Targeting families and improving attendance is vital in improving outcomes.</p> <p>NFeR research show that attendance is a key factor in student achievement.</p> <p>Approaches to improve attendance will be drawn from best practice sharing sessions within Enfield (PSA attends termly attendance forum with local schools)</p> <p>Nov 2015 report : What are the most effective ways to support disadvantaged pupils' highlighted the impact of improved pupil attendance in improving outcomes</p>	<p>Parent Support Officer implements school policies and procedures for monitoring attendance. Regular meetings are held with EWO</p> <p>Attendance data is reported to SLT and Governing body</p> <p>Attendance data tracking</p>	<p>Headteacher PSA Governors AHTs EWO</p>	<p>January 2021 March 2021 July 2021</p>
<p>Total budgeted cost</p>					<p>£ 69,916</p>

iii. Other approaches					
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?
E Increase parental support through workshops	To hold regular information meetings and workshops planned throughout the year	Evidence shows that parents are key in supporting effective learning (e.g. Sutton Trust research projects)	Ensure that a range of workshops are carried out during the school year. e.g. SEN coffee mornings Phonics meetings SATs meetings EYFS focus groups Online safety Invitations are sent out well in advance and some families are targeted through personal invitation	All staff Class teachers EYFS AHT	January 2021 March 2021 July 2021
To support the emotional wellbeing of all pupils	Edmonton Community Partnership subscription enables wider access to a range of enrichment opportunities. Sandwell charter mark – continued participation Additional time for learning mentor	A number of children do not have access to a range of opportunities after school. Pupil children to have access to trips, clubs and residential trips.	AHTs/PSA target/select PP children to access enrichment activities. Monitor attendance of SEN/PP children at enrichment activities	AHTs PSA	January 2021 March 2021 July 2021
Total budgeted cost					28,360