



Pupil Premium Strategy

1. Summary information					
School	Ox Close Primary School				
Academic Year	2018 - 2019	Total PP budget	£98260	Date of most recent PP Review	September 2018
Total number of pupils	289	Number of pupils eligible for PP	69 (23.9%)	Date for next internal review of this strategy	January 2019

2. Current attainment		
End of Key Stage Two Results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2017 National Average)</i>
% meeting standard or above in reading, writing and maths	75%	67%
% meeting standard or above in reading	92%	77%
% meeting standard or above in writing	75%	81%
% meeting standard or above in maths	83%	80%
End of Key Stage One Results		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (2017 National Average)</i>
% meeting standard or above in reading	90%	79%
% meeting standard or above in writing	40%	72%
% meeting standard or above in maths	70%	78%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	High levels of speech and language difficulties on entry.	
B.	Limited level of parental engagement.	
C.	Readiness for learning – children are lacking confidence, resilience, vocabulary and the basic skills needed for learning.	
D.	Low confidence levels in writing across a variety of genres.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Persistent absenteeism of Pupil Premium children – aim is to narrow gap between Pupil Premium and non-Pupil Premium.	
F.	Limited access to wider enrichment / language activities.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	To improve oral language skills beginning in EYFS and progressing throughout the school.	EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal. KS1 and KS2 – Increase in the percentage of children reaching the age related expectation in Reading and Writing.
B.	To improve levels of parental engagement.	Increase in the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children’s learning. Parental surveys to be used pre and post events to demonstrate the increased knowledge of the parents on how to support their children to learn.
C.	To develop the children’s readiness to learn.	Increased confidence in lesson observations evident. Children becoming increasingly independent of their own learning. Increase in the percentage of children reaching the age related expectation in all subjects.
D.	To raise the profile and increase confidence in writing at Ox Close which results in improved outcomes.	A positive culture towards reading throughout school evidence through the outcomes from pupil surveys. Increase in the percentage of children reaching the age related expectation in reading.

5. Planned expenditure**Academic year****2018 - 2019**

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?
<p>To focus upon the provision and progress of all Pupil Premium children, including the challenge available for more able Pupil Premium children.</p> <p><i>Linked to desirable outcomes C and D.</i></p>	<p>Two extra teachers to facilitate smaller class sizes across the school throughout the academic year.</p>	<p>This provision has been extremely successful in previous years and this success therefore justifies the large proportion of the pupil premium allocation that has been directed towards this action.</p> <p>Additional teachers allow children to be taught in smaller classes and in learning sets where children are taught to their stage of learning. This allows challenge for more able pupil premium children.</p> <p>Favourable adult to pupil ratios accelerate the learning of those children that are making slower progress than others are.</p>	<p>Staff in place. SLT to continue to monitor the quality of teaching and learning and effectiveness of provision for Pupil Premium children.</p>	<p>DH (HT)</p>	<p>Termly</p>

<p>To improve the outcomes of writing across the school.</p> <p><i>Linked to desirable outcomes A and C and D.</i></p>	<p>Stronger focus on development and consolidation of the writing process in English lessons.</p> <p>Continue to include opportunities for cross-curricular writing to be built into science and topic lessons.</p> <p>Implementation of a new planning process for English.</p> <p>Diagnostic analysis of the writing of Pupil Premium children.</p> <p>Needs identified and training provided to teachers and teaching assistants by English leads and DCC EDA.</p> <p>Specific interventions to run with a focus on improving pupil premium writing. Findings from diagnostic analysis to help inform the planning for these.</p> <p>Impact of training to be monitored by English leads and feedback to HT and DHT on a regular basis.</p>	<p>Research shows that overall writing outcomes improve with the frequency of opportunity that children have to apply their skills. Context of topic also assists the children and provides them with an appropriate stimulus for writing.</p> <p>The context of EYFS child-led topics will be utilised to develop early language skills and narrow the gap in communication and language, which is the foundation for successful writing.</p> <p>In some year groups, the progress in writing made by Pupil Premium children was less favourable compared to other subjects.</p>	<p>Monitoring of English books.</p> <p>Writing triads to be held in the Autumn Term so that teachers can review teaching and learning strategies including those used for Pupil Premium writers.</p> <p>SLT to continue to monitor the quality of teaching and learning with a particular on writing in the Autumn Term 2018.</p> <p>Regular updates from WSPPL on how the Pupil Premium children are progressing and whether the gap is narrowing.</p> <p>Regular feedback from staff and pupils on how they feel writing is progressing.</p>	<p>SH and MB alongside SLT</p> <p>DH and AB</p> <p>DH, AB and SLT</p> <p>SH</p> <p>All Staff</p>	<p>Termly by SH and MB</p> <p>DH and AB to do regular scrutinies</p> <p>Autumn Term 2018</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>
Total budgeted cost					<p>£50000 (Towards the cost)</p>

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
<p>To provide additional TA support and personalised intervention for Pupil Premium children in order to accelerate progress.</p> <p><i>Linked to desirable outcomes A, C and D.</i></p>	<p>Additional Teaching Assistants employed across the school, 3 of whom are qualified teachers.</p>	<p>The provision was effective in supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class.</p>	<p>Timetabling will ensure that Teaching Assistant time is effective in order to maximise learning time for children.</p>	AB	Termly
	<p>Whole School – variety of interventions running which change in accord to the learning needs of the children. Priority for small group intervention throughout the school is writing.</p>	<p>Small group and intensive interventions are proven to accelerate progress.</p>	<p>Monitoring of interventions will be organised and carried out by SH on a regular basis. Snapshot updates to be provided to the SLT.</p>	SH	Ongoing throughout academic year
	<p>EYFS – Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills.</p>	<p>Children enter school with low levels of language and communication, which is a barrier to their learning.</p>	<p>EYFS lead to arrange groups for intervention. These will be changed frequently in line with the differing needs of the children.</p>	MB	Ongoing through academic year
	<p>KS1 – Small groups for RWI and spelling. Pupil Premium children are targeted to accelerate progress towards Y1 Phonics test. Additional 1:1 intensive reading intervention</p>	<p>Successful strategy from previous years. Phonics results continue to improve year on year.</p>	<p>RWI lead to arrange groups and carry out learning walks on a termly basis to ensure consistency across provision.</p>	LW	RWI assessments carried out on a 6 weekly basis
	<p>KS2 – Accelerated Reader to be used throughout KS2. Lexia to be rolled out to struggling readers.</p>	<p>Evidence shows that Accelerated Reader provision was successful. Children to be tracked by Accelerated Leader in school.</p> <p>LEXIA reading package to be rolled out as an intervention for those that are making slow progress and those that are not in line with age related expectations.</p>		<p>AB, KS2 Staff and English leads</p> <p>LS and SH</p>	<p>Rolled out in Autumn Term 2018 and monitored on a half-termly basis</p> <p>Ongoing</p>

<p>To accelerate the progress of all children in the run up to the Key Stage One and Two SATs.</p> <p><i>Linked to desirable outcomes C and D.</i></p>	<p>Key Stage One:</p> <p>After School Booster Spring Term 2019</p> <p>Children to be taught in sets for English and Maths.</p>	<p>All of the actions outlined, have been used previously at Ox Close and have proved to be extremely successful. The results for the academic years 2016 – 2017 and 2017- 2018 were extremely positive.</p>	<p>Staff and groupings will be in place from September 2018.</p>	<p>AB</p>	<p>September 2018</p>
	<p>Key Stage Two:</p> <p>DHT to be additional adult in Y5/6 during the Spring Term 2019 so that Year 6 children can be taught in smaller and more focussed groups.</p>	<p>The learning sets in KS1 allow children to be taught to their stage of learning. This allows challenge for more able pupil premium children. In addition, due to high levels of Teaching Assistants, the adult to child ratio is favourable.</p>	<p>SLT to continue to monitor the quality of teaching and learning and effectiveness of provision for Pupil Premium children.</p>	<p>DH, AB and SLT</p>	<p>Ongoing throughout academic year</p>
	<p>After School Booster – KS2- Spring Term 2019</p>		<p>Data will be tracked by DHT on a half-termly basis and meetings will be held with phase teams.</p>	<p>AB</p>	<p>Data meetings to be half-termly. Full data termly</p>
			<p>Monitoring of interventions will be organised and carried out by SH on a regular basis. Snapshot updates to be provided to the SLT.</p>	<p>SH</p>	<p>Ongoing</p>
Total budgeted cost					<p>£42000 (Towards the cost)</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?
<p>To improve levels of parental engagement.</p> <p><i>Linked to desirable outcome B.</i></p>	<p>Parent Support Advisor/Attendance Manager (0.5) to work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation.</p> <p>They will also work in partnership with families, parents, carers, pupils and other agencies to assist the SLT in the strategic leadership of school's drive to improve pupil attendance and punctuality.</p>	<p>During 2016 – 2017, school bought into the services of a PSA through the local secondary school. This service has now ceased so in January 2018, the school employed a PSA/Attendance Manager on a part time basis.</p>	<p>PSA/Attendance Manager to be line managed by HT and DHT.</p>	<p>DH and AB</p>	<p>Ongoing – fortnightly meetings</p>
<p>To improve the persistent absenteeism of Pupil Premium children – aim is to narrow gap between Pupil Premium and non-Pupil Premium.</p>	<p>Attendance Manager to analyse attendance from SIMS on a weekly basis and to meet with the HT/DHT on a fortnightly basis.</p> <p>Follow DCC protocols for attendance – communicate and meet with parents in order to improve attendance.</p> <p>Identify barriers to attendance and address on an individual basis.</p> <p>New attendance reward system to be designed launched and implemented across the school.</p>	<p>The attendance for Pupil Premium children was lower than that of non-pupil premium children and therefore school need to implement actions in order to close this gap.</p>	<p>Regular meetings with PSA/Attendance Manager.</p> <p>Close tracking of attendance data on a weekly basis.</p>	<p>RB</p> <p>DH to monitor</p>	<p>Fortnightly meetings</p> <p>Weekly.</p>
Total budgeted cost					£6260

6. Review of expenditure

Previous Academic Year **2017 – 2018 £98860**

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																																
<p>To focus upon the provision and progress of all Pupil Premium children, including the challenge available for more able Pupil Premium children.</p> <p><i>Linked to desirable outcomes C and D on 2017 – 2018 plan.</i></p>	<p>Two extra teachers to facilitate smaller class sizes across the school throughout the academic year.</p>	<p>Pupil premium children across Key Stage Two accessed smaller class sizes due to this provision.</p> <p>End of Key Stage One Results:</p> <table border="1" data-bbox="689 539 1225 762"> <thead> <tr> <th></th> <th>EYFS 2016 Pupil Premium Children</th> <th>Year 2 2018 Pupil Premium Children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>25%</td> <td>90%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td>40%</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>70%</td> </tr> </tbody> </table> <p>Year 6 Results:</p> <table border="1" data-bbox="689 858 1225 1050"> <thead> <tr> <th></th> <th>School Pupil Premium Children</th> <th>Overall National Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>92%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>75%</td> <td>78%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>76%</td> </tr> </tbody> </table> <p>KS1 to KS2 Progress Measures:</p> <table border="1" data-bbox="689 1145 1046 1273"> <thead> <tr> <th></th> <th>All Children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.6</td> </tr> <tr> <td>Writing</td> <td>3.5</td> </tr> <tr> <td>Maths</td> <td>3.3</td> </tr> </tbody> </table>		EYFS 2016 Pupil Premium Children	Year 2 2018 Pupil Premium Children	Reading	25%	90%	Writing	25%	40%	Maths	50%	70%		School Pupil Premium Children	Overall National Average	Reading	92%	75%	Writing	75%	78%	Maths	83%	76%		All Children	Reading	3.6	Writing	3.5	Maths	3.3	<ul style="list-style-type: none"> This provision has been extremely successful and this success justified the large proportion of the pupil premium allocation that has been directed towards it. Outcomes in writing for pupil premium children are less favourable than other subjects – this is historical and we have steps in place in 2018 – 2019 to further address this gap. <p>Next Steps:</p> <ul style="list-style-type: none"> Continue with this model for the academic year 2018 – 2019. Continue to address the writing provision at Ox Close, with a specific focus on pupil premium children. 	<p>£45000 towards the overall cost</p>
	EYFS 2016 Pupil Premium Children	Year 2 2018 Pupil Premium Children																																		
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<p>To improve the outcomes of writing across the school.</p> <p><i>Linked to desirable outcomes A and on 2017 – 2018 plan.</i></p>	<p>Stronger focus on development and consolidation of writing skills in English lessons.</p> <p>More opportunities for cross-curricular writing to be built into science and topic lessons.</p>	<p>Writing Results:</p> <table border="1" data-bbox="689 204 1359 464"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">July 2017</th> <th colspan="2">July 2018</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>71%</td> <td>43%</td> <td>68%</td> <td>43%</td> </tr> <tr> <td>Y2</td> <td>66%</td> <td>58%</td> <td>76%</td> <td>40%</td> </tr> <tr> <td>Y3</td> <td>69%</td> <td>43%</td> <td>78%</td> <td>43%</td> </tr> <tr> <td>Y4</td> <td>68%</td> <td>71%</td> <td>79%</td> <td>86%</td> </tr> <tr> <td>Y5</td> <td>62%</td> <td>55%</td> <td>71%</td> <td>64%</td> </tr> <tr> <td>Y6</td> <td>62%</td> <td>42%</td> <td>90%</td> <td>75%</td> </tr> </tbody> </table> <p>By the time the children leave Ox Close, outcomes for Pupil Premium children are in line with national figures for all children in writing and significantly above those of pupil premium children nationally.</p> <p>Overall in 2017 - 2018, writing outcomes have improved across the school. By the end of Year 2, 40% of Pupil Premium children were working at the expected level for their age and this was an improvement upon 25% at the end of EYFS despite changes in the pupil premium cohort.</p>		July 2017		July 2018		All	PP	All	PP	Y1	71%	43%	68%	43%	Y2	66%	58%	76%	40%	Y3	69%	43%	78%	43%	Y4	68%	71%	79%	86%	Y5	62%	55%	71%	64%	Y6	62%	42%	90%	75%	<ul style="list-style-type: none"> Evidence shows that although outcomes have improved across school, there are still some areas of concern which needs to continue to be addressed. This is a key school priority for 2018 – 2019 and the SIP reflect this. <p>Next steps:</p> <ul style="list-style-type: none"> Diagnostic analysis of the writing of Pupil Premium by WSPPL. Needs identified and training provided to teachers and teaching assistants by English leads and DCC EDA. Specific interventions to run with a focus on improving pupil premium writing. Findings from diagnostic analysis to help inform the planning for these. Impact of training to be monitored by English leads and feedback to HT and DHT on a regular basis. 	<p>£5000</p>
	July 2017			July 2018																																							
	All	PP	All	PP																																							
Y1	71%	43%	68%	43%																																							
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To provide additional TA support and personalised intervention for Pupil Premium children in order to accelerate progress.</p> <p><i>Linked to desirable outcomes A, C and D on 2017 – 2018 plan.</i></p>	<p>Additional Teaching Assistants employed across the school, 3 of whom are qualified teachers.</p> <p>Whole School – variety of interventions.</p> <p>EYFS – Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills.</p> <p>KS1 – Small groups for RWI and spelling. Pupil Premium children are targeted to accelerate progress towards Y1 Phonics test.</p> <p>Additional 1:1 intensive reading intervention – Fresh Start Phonics to run in KS2. Accelerated Reader to be rolled out across KS2.</p>	<p>Results across the school indicate that in the majority of year groups and subjects, there is a greater proportion of Pupil Premium children currently working at age related expectations compared to the data in Summer 2017.</p> <p>This shows the success of the range of in class interventions carried out by the skilled Teaching Assistants, which includes a number of qualified teachers.</p>	<ul style="list-style-type: none"> The provision was effective in supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. <p>Next Step:</p> <ul style="list-style-type: none"> Continue with favourable adult to pupil ratio in order to accelerate progress. Specific interventions to run with a focus on improving pupil premium writing. Findings from diagnostic analysis to help inform the planning for these. 	<p>£30000 towards overall cost</p>

To accelerate the progress of all children in the run up to the Key Stage One and Two SATs.

Linked to desirable outcomes C and D on 2017 – 2018 plan.

Key Stage One:

After School Booster Spring Term 2018

Children to be taught in sets for English and Maths.

Key Stage Two:

DHT to be additional adult in Y5/6 during the Spring Term 2018 so that Year 6 children can be taught in smaller and more focussed groups.

After School Booster – KS2- Spring Term 2018

Maths Intervention Teacher – KS2 – weekly intervention for selected children.

Key Stage One Results

All Children:

	In Line with Expectations		Working at Greater Depth	
	School	National 2017	School	National 2017
Reading	85%	76%	34%	25%
Writing	76%	68%	20%	16%
Maths	83%	75%	31%	21%

Pupil Premium Children:

	In Line with Expectations		Working at Greater Depth	
	School	National 2017	School	National 2017
Reading	90%	63%	30%	41%
Writing	40%	53%	0%	8%
Maths	90%	63%	30%	11%

Key Stage Two Results

All Children:

	In Line with Expectations		Working at Greater Depth	
	School	National 2018	School	National 2018
Reading	93%	75%	36%	28%
Writing	90%	78%	31%	20%
Maths	93%	76%	29%	24%

Pupil Premium Children:

	In Line with Expectations		Working at Greater Depth	
	School	National 2017	School	National 2017
Reading	92%	59%	25%	14%
Writing	75%	66%	8%	10%
Maths	83%	63%	25%	13%

- Booster provision had a positive impact on the progress made by Pupil Premium children across the school.

- In addition, Easter school was again utilised in order for the children to consolidate skills and continue momentum over the holiday period.

Next Steps:

- After School Booster to be continued in 2018 -2019.
- Continuation of Maths Intervention Teacher – this commenced for Y5 pupils in May 2018 to ensure that time was maximised.
- Specific writing interventions for Pupil Premium children in order to narrow the gap.
- Easter School to continue in 2018 – 2019.

£12092 towards the cost

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>To improve levels of parental engagement.</p> <p><i>Linked to desirable outcome B on 2017 – 2018 plan.</i></p>	<p>Appointment of a Parent Support Advisor/Attendance Manager (0.5) who will work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation.</p> <p>They will also work in partnership with families, parents, carers, pupils and other agencies to assist the SLT in the strategic leadership of school's drive to improve pupil attendance and punctuality.</p>	<p>Appointment of Parent Support Advisor/Attendance Manager was delayed until January 2018 due to the recruitment process not being successful the first time.</p> <p>Since the appointment, the following has been implemented in order to improve the levels of parental engagement:</p> <ul style="list-style-type: none"> - Coffee Mornings acting as a drop in sessions for parents who require additional support. - Taking the lead for several TAF cases including Pupil Premium children. - Monitored attendance with a particular focus upon Pupil Premium children. Worked with families in order to improve attendance. This has included parental meetings and home visits. - Worked with SLT to identify areas of need for 2018 – 2019. - Introduction of Young Carers group in school. 	<p>Due to the delay in the appointment, it will be necessary to continue measuring the impact in the next academic year.</p> <p>Next steps:</p> <ul style="list-style-type: none"> - Pastoral group to be launched. - New attendance reward system to be designed launched and implemented across the school. 	<p>£2268 towards the cost</p>

<p>To promote a love of reading at Ox Close which results in improved outcomes.</p> <p>To improve levels of parental engagement.</p> <p><i>Linked to desirable outcomes A, B and D on 2017 – 2018 plan.</i></p>	<p>Jane Kennedy, Durham EDA for English, to work with parents on Tuesday 28th November.</p> <p>Jane Kennedy, Durham EDA for English, to work with staff to ensure that they are promoting a love of reading in their lessons and auditing resources in school.</p> <p>Workshops to be organised so that parents can come into school and observe the different strategies teachers use to assist children with their learning. We aim to try and increase the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children's learning.</p>	<p>Reading Results:</p> <table border="1" data-bbox="689 165 1359 427"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">July 2017</th> <th colspan="2">July 2018</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>83%</td> <td>57%</td> <td>78%</td> <td>57%</td> </tr> <tr> <td>Y2</td> <td>80%</td> <td>71%</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>Y3</td> <td>79%</td> <td>57%</td> <td>83%</td> <td>71%</td> </tr> <tr> <td>Y4</td> <td>71%</td> <td>85%</td> <td>73%</td> <td>79%</td> </tr> <tr> <td>Y5</td> <td>76%</td> <td>72%</td> <td>76%</td> <td>73%</td> </tr> <tr> <td>Y6</td> <td>67%</td> <td>42%</td> <td>93%</td> <td>92%</td> </tr> </tbody> </table> <p>By the time the children leave Ox Close, outcomes for Pupil Premium children are above national figures for all children in reading and significantly above those of pupil premium children nationally.</p> <p>Overall in 2017 - 2018, reading outcomes have improved across the school. By the end of Year 2, 90% of Pupil Premium children were working at the expected level for their age and this was a huge improvement upon 25% at the end of EYFS despite changes in the pupil premium cohort.</p> <p>Jane Kennedy ran reading workshops on 28th November 2017. These were well attended by parents and the feedback was positive. Parents and staff work together during the workshop so that the same messages were given to both.</p> <p>In addition to this workshop, Mrs Woods ran a phonics session for parents. Workbooks were also created to assist children and parents with learning phonics at home.</p>		July 2017		July 2018		All	PP	All	PP	Y1	83%	57%	78%	57%	Y2	80%	71%	85%	90%	Y3	79%	57%	83%	71%	Y4	71%	85%	73%	79%	Y5	76%	72%	76%	73%	Y6	67%	42%	93%	92%	<ul style="list-style-type: none"> Evidence shows that outcomes have improved across school, however progress is variable in some year groups and efforts will be continued to be made in order to accelerate progress. <p>Next steps:</p> <ul style="list-style-type: none"> Accelerated Reader to continue to be used in KS2 and English leads to monitor impact. LEXIA reading package to be rolled across the whole school as an intervention for those that are making slow progress and those that are not in line with age related expectations. SENCO and English leaders to jointly monitor impact. EDA training in November 2018 will focus upon greater depth readers and writers and how to extend their learning further. 	<p>£3000</p>
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Y5	76%	72%	76%	73%																																							
Y6	67%	42%	93%	92%																																							

<p>To encourage positive behaviour during all parts of the school day with a particular focus on lunchtime provision.</p> <p><i>Linked to desirable outcome A and C on 2017 – 2018 plan.</i></p>	<p>Lunchtime Supervisors to continue with restorative questioning approach.</p> <p>Sports Apprentice to organise effective provision of games and to lead the LEAP leaders. PE Co-ordinator to oversee this.</p> <p>Play Council to continue to provide outdoor play opportunities on a rota basis.</p>	<p>Class Charts was introduced in November 2017. The impact has been extremely positive and children have responded well to the new system.</p> <p>Refresher training on the restorative questioning approach was completed in September 2017. A variety of equipment has been purchased and children have access to different play areas on a rota basis.</p> <p>Sports Apprentice organised a range of different sporting activities and competitions, which ran at different points throughout the school year. The children enjoyed these and it assisted with helping improved levels of behaviour and engagement at lunchtime.</p> <p>Play Council was successful during the Autumn and Spring terms however lost drive and momentum by the Summer when the children were able to play independently on the field.</p>	<ul style="list-style-type: none"> • Ofsted outcomes indicated that behaviour and safety in school was effective. Pupil, parent and staff survey indicated that children behaviour well in school and feel safe. <p>Next steps:</p> <ul style="list-style-type: none"> • Relaunch Play Council in September 2018. • Recruit and train new Sports Apprentice so that lunchtime provision can continue. Ensure that this caters for children across the school. • Consider the implementation of a lunchtime reward system. 	<p>£1500 towards the cost</p>
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7. Additional detail

Documents which may be useful to read in conjunction with this strategy:

- School Improvement Plan 2018 - 2019

An electronic version of this strategy can be found at <http://www.ox-close.durham.sch.uk/>