



**2019 – 2021**

**Pupil Premium Strategy**

1. Summary information					
<b>School</b>	Ox Close Primary School				
<b>Academic Year</b>	2019 – 2020 2020 - 2021	<b>Total PP budget</b>	£93770 £83010	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	298	<b>Number of pupils eligible for PP</b>	66 (22.2%) 58 (19.4%)	<b>Date for next internal review of this strategy</b>	January 2021

2. Current attainment			
<b>End of Key Stage Two Results</b>			
	<b>Pupils eligible for PP (Ox Close Primary) July 2019</b>	<b>Estimated results for pupils eligible for PP (Ox Close Primary) July 2020</b>	<b>Pupils not eligible for PP (National Average)</b>
% meeting standard or above in reading, writing and maths	90%	80%	71%
% meeting standard or above in reading	90%	80%	78%
% meeting standard or above in writing	90%	80%	83%
% meeting standard or above in maths	90%	87%	83%
<b>End of Key Stage One Results</b>			
	<b>Pupils eligible for PP (Ox Close Primary) July 2019</b>	<b>Estimated results for pupils eligible for PP (Ox Close Primary) July 2020</b>	<b>Pupils not eligible for PP (National Average)</b>
% meeting standard or above in reading	44%	55%	78%
% meeting standard or above in writing	44%	45%	73%
% meeting standard or above in maths	67%	73%	79%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	High levels of speech and language difficulties on entry.	
<b>B.</b>	Limited level of parental engagement.	
<b>C.</b>	Readiness for learning – children are lacking confidence, resilience, vocabulary and the basic skills needed for learning.	
<b>D.</b>	Low confidence levels in writing across a variety of genres.	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>E.</b>	Persistent absenteeism of Pupil Premium children – aim is to narrow gap between Pupil Premium and non-Pupil Premium.	
<b>F.</b>	Limited access to wider enrichment / language activities.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
<b>A.</b>	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. Staff to work alongside Oxclose Nursery in order to improve language and communication from an earlier starting point.  KS1 and KS2 – Increase in the percentage of children reaching the age-related expectation in Reading and Writing including increasing the percentages of those children reaching greater depth.
<b>B.</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.
<b>C.</b>	To develop the children’s readiness to learn and behaviour for learning.	Increased confidence in lesson observations evident. Children becoming increasingly independent of their own learning and showing appropriate behaviour for learning.  Increase in the percentage of children reaching the age-related expectation in all subjects.
<b>D.</b>	To raise the profile and increase confidence in writing at Ox Close which results in improved outcomes.	A positive culture towards writing throughout school evidenced through the outcomes from pupil surveys.  Increase in the percentage of children reaching the age-related expectation and greater depth in writing.
<b>E.</b>	To increase the percentage of children achieving greater depth in all subject areas.	Increase in the percentage of children reaching greater depth in all subject areas.

## 5. Planned expenditure

**Academic Year** 2019 – 2020 – progress towards outcome reviewed in green  
2020 - 2021

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, D and E.</i></p> <p><b>2020 – 2021 Desired outcome to continue.</b></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><b>2019 – 2020 Review:</b></p> <p>Pupil premium children across Key Stage Two accessed smaller class sizes due to this provision.</p> <p>Estimated Year 6 Results:</p> <table border="1"> <thead> <tr> <th colspan="4">Working at the Expected Level</th> </tr> <tr> <th></th> <th>Estimated School PP 2020</th> <th>Overall National 2019</th> <th>PP National 2019</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>80%</td> <td>73%</td> <td>62%</td> </tr> <tr> <td><b>Writing</b></td> <td>80%</td> <td>79%</td> <td>68%</td> </tr> <tr> <td><b>GPS</b></td> <td>87%</td> <td>78%</td> <td>68%</td> </tr> <tr> <td><b>Maths</b></td> <td>80%</td> <td>79%</td> <td>68%</td> </tr> </tbody> </table> <p>Results across Year 3, 4 and 5 prior to lockdown, indicated that there is a greater proportion of Pupil Premium children currently working at age related expectations and it was hoped that this would continue to increase.</p>	Working at the Expected Level					Estimated School PP 2020	Overall National 2019	PP National 2019	<b>Reading</b>	80%	73%	62%	<b>Writing</b>	80%	79%	68%	<b>GPS</b>	87%	78%	68%	<b>Maths</b>	80%	79%	68%	<p>DH (EHT) AB (HoS)</p>	<p>Termly</p>
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<p>To increase the proportions of children working at greater depth in all areas of the curriculum, with a particular focus that a greater number of children leave KS2 working at greater depth.</p> <p><i>Linked to desirable outcomes D and E..</i></p> <p><b>2020 – 2021 Desired outcome to continue.</b></p>	<p>Monitor provision of intervention through learning walks.</p> <p>Monitor outcomes of intervention through talking to staff and pupils.</p> <p>Use of EDA's to moderate and evaluate practice.</p> <p>Look at groupings of children to ensure that they match the needs of the children.</p> <p>Half-termly pupil progress meetings to be held with SLT.</p> <p>Targets to be reviewed by class teachers, Executive Head Teacher and Head of School on a termly basis.</p>	<p>Results at the end of 2018 – 2019 were less favourable for greater depth children in some year groups. In order to accelerate the progress of all groups of children, it is important to analyse the provision for greater depth children in order to improve overall outcomes.</p> <p>Favourable adult to pupil ratios accelerate the learning of those children that are making slower progress than others are so we need to learn from this in order to target greater depth children.</p>	<p>Regular monitoring of books with a focus on those children that are being targeted to move from expected to exceeding.</p> <p>EDA support to be provided by DCC to analyse the provision for greater depth across the school with a particular focus in Y2 and Y6. Actions from this to be addressed and reviewed on a regular basis.</p> <p><b>2019 – 2020 Review:</b></p> <p>Greater depth results were improving across the school.</p> <p>Estimated Year 6 results for greater depth PP children were on track to be above the national average:</p> <table border="1" data-bbox="1182 691 1657 1007"> <thead> <tr> <th colspan="4">Working at Greater Depth</th> </tr> <tr> <th></th> <th>Estimated School PP 2020</th> <th>Overall National 2019</th> <th>PP National 2019</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>33%</td> <td>27%</td> <td>17%</td> </tr> <tr> <td><b>Writing</b></td> <td>33%</td> <td>20%</td> <td>11%</td> </tr> <tr> <td><b>GPS</b></td> <td>47%</td> <td>36%</td> <td>25%</td> </tr> <tr> <td><b>Maths</b></td> <td>33%</td> <td>27%</td> <td>16%</td> </tr> </tbody> </table>	Working at Greater Depth					Estimated School PP 2020	Overall National 2019	PP National 2019	<b>Reading</b>	33%	27%	17%	<b>Writing</b>	33%	20%	11%	<b>GPS</b>	47%	36%	25%	<b>Maths</b>	33%	27%	16%	<p>DH, AB and subject leaders</p> <p>EDA working with JP and LP</p>	<p>Ongoing</p> <p>Autumn Term 2020 with reviews in the Spring and Summer 2021</p>
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<p>To improve the outcomes of writing across the school.</p> <p><i>Linked to desirable outcomes A, C, D and E.</i></p> <p><b>2020 – 2021 Desired outcome to continue.</b></p>	<p>Continue to include opportunities for cross-curricular writing to be built into science and topic lessons.</p> <p>Specific interventions to run with a focus on improving pupil premium writing – both at expected and greater depth levels. Findings from diagnostic analysis to help inform the planning for these.</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>Although huge progress was made with writing in 2018-2019, the progress in writing made by Pupil Premium children was less favourable compared to other subjects so therefore it is important that we continue to have a focus on this during this academic year.</p>	<p>Monitoring of English books.</p> <p>Writing triads to be held 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 2019.</p> <p>Regular feedback from staff and pupils on how they feel writing is progressing.</p> <p><b>2019 – 2020 Review:</b></p> <p>It was evident in the Autumn Term that children were making progress in writing. Writing was an integral part of the curriculum and from observations, learning walks and work scrutinies it was clear that children were engaged in writing activities.</p> <p>Further work was planned however this did not occur due to COVID so the full impact upon this outcome could not be measured.</p>	<p>AB and MB</p> <p>AB</p> <p>DH, AB and SLT</p> <p>All Staff</p>	<p>Ongoing</p> <p>Spring Term 2021</p> <p>Autumn Term 2020</p> <p>Ongoing</p>
<b>Total budgeted cost</b>					<p><b>£50000</b> (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, D and E.</i></p> <p><b>2020 – 2021 Desired outcome to continue.</b></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>	AB and DH	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 continue 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 used as an intervention for those that are making slow progress and not in line with</p>	<p><b>2019 – 2020 Review:</b></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>It is expected that in 2020 – 2021 this additional support and targeted intervention will be required as part of the recovery and catch up curriculum.</p>	<p>AB, KS2 Staff and English leads</p> <p>AB</p>	<p>Class teachers to monitor. AB to oversee progress 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, D and E.</i></p> <p><b>2020 – 2021 Desired outcome to continue.</b></p>	<p>Key Stage One:</p> <p>Children to continue to be taught in sets for English and Maths.</p> <p>Key Stage Two:</p> <p>Additional adult in Y5/6 during the Spring Term 2020 so that Year 6 children can be taught in smaller and more focussed groups.</p> <p>After School Booster – KS2- Spring Term 2020</p> <p>Easter School 2020 for KS2 – all Y6 children to be invited.</p> <p>Maths Intervention Teacher – KS2 – weekly intervention for selected children.</p>	<p>All of the actions outlined, have been used previously at Ox Close and have proved to be extremely successful. Results have been positive over the last few years due to this strategy.</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>Data will be tracked by Head of School on a half-termly basis and meetings will be held with phase teams.</p> <p>Monitoring of interventions will be organised and carried out by AB and DH on a regular basis. Snapshot updates to be provided to the SLT.</p> <p><b>2019 – 2020 Review:</b></p> <p>Children were on track to make accelerated progress and the estimated results were pleasing.</p> <p>This will be especially important in 2020 – 2021 as part of the recovery curriculum.</p>	<p>DH, AB and SLT</p> <p>AB</p> <p>AB and DH</p>	<p>Ongoing throughout academic year</p> <p>Data meetings to be half-termly. Full data termly.</p> <p>Ongoing</p>
<b>Total budgeted cost</b>					<p><b>£26750</b> (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><b>2020 – 2021 Desired outcome to continue.</b></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>PSA/Attendance Manager to be line managed by EHT and Head of School.</p> <p><b>2019 – 2020 Review:</b></p> <p>Out Parent Support Advisor worked with families to improve levels of parental engagement focusing primarily on those families who had barriers to attending school. This included 1:1 meetings, workshops and drop in events.</p>	DH and AB	Ongoing – fortnightly meetings
<p>To improve the persistent absenteeism of Pupil Premium children – aim is to narrow gap between Pupil Premium and non-Pupil Premium.</p> <p><i>Linked to desirable outcome B and C.</i></p> <p><b>2020 – 2021 Desired outcome to continue.</b></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>Although in 2018 – 2019, the pupil premium attendance had increased from the previous year, the attendance for Pupil Premium children was lower than that of non-pupil premium children and therefore school need to continue 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><b>2019 – 2020 Review:</b></p> <p>Persistent Absenteeism of Pupil Premium continued to be an issue however intervention from PSA/Attendance Manager meant that this was reducing over time. Due to lockdown, we were not fully able to address these issues and are therefore continuing in 2020 – 2021.</p>	<p>RB</p> <p>DH and AB to monitor</p>	<p>Fortnightly meetings</p> <p>Weekly</p>
<b>Total budgeted cost</b>					<b>£6260</b>

6. Review of expenditure																																
Previous Academic Year		2018 - 2019 £98260																														
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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 2018 – 2019 strategy.</i></p>	Two extra teachers to facilitate smaller class sizes across the school throughout the academic year.	<p>Pupil premium children across Key Stage Two accessed smaller class sizes due to this provision.</p> <p>Year 6 Results: Number of Pupil Premium Children - 10</p> <table border="1"> <thead> <tr> <th></th> <th>School Pupil Premium Children</th> <th>Overall National Average</th> <th>Pupil Premium National Average</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>90%</td> <td>73%</td> <td>62%</td> </tr> <tr> <td>Writing</td> <td>90%</td> <td>79%</td> <td>68%</td> </tr> <tr> <td>GPS</td> <td>70%</td> <td>78%</td> <td>68%</td> </tr> <tr> <td>Maths</td> <td>90%</td> <td>79%</td> <td>68%</td> </tr> </tbody> </table> <p>KSI to KS2 Progress Measures:</p> <table border="1"> <thead> <tr> <th></th> <th>All Children</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0.7</td> </tr> <tr> <td>Writing</td> <td>3.2</td> </tr> <tr> <td>Maths</td> <td>0.4</td> </tr> </tbody> </table> <p>Results across Year 3, 4 and 5 indicate that there is a greater proportion of Pupil Premium children currently working at age related expectations compared to the data in Summer 201</p>		School Pupil Premium Children	Overall National Average	Pupil Premium National Average	Reading	90%	73%	62%	Writing	90%	79%	68%	GPS	70%	78%	68%	Maths	90%	79%	68%		All Children	Reading	0.7	Writing	3.2	Maths	0.4	<ul style="list-style-type: none"> <li>This provision has been successful and this success justified the large proportion of the pupil premium allocation that has been directed towards it.</li> <li>Greater depth outcomes for pupil premium children are less favourable than other subjects – we have steps in place in 2019 - 2020 to further address this gap.</li> <li>Writing continues to an area for development with pupil premium children however steps were put in place in 2018 – 2019 and the gaps id narrow in some year groups. A focus on improving pupil premium writing will continue to be a focus for 2019 -2020.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>Continue with this model for the academic year 2019 – 2020.</li> <li>Use EDA support to analyse the provision for greater depth children – focussing on narrowing the gap between pupil premium and non-pupil premium children.</li> <li>Continue to address the writing provision at Ox Close, with a specific focus on pupil premium children.</li> </ul>	£45000 towards the overall cost
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<p>To improve the outcomes of writing across the school.</p> <p><i>Linked to desirable outcomes A and C and D on 2018 – 2019 strategy.</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><b>Writing Results:</b></p> <table border="1" data-bbox="689 204 1359 464"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">July 2018</th> <th colspan="2">July 2019</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td><b>Y1</b></td> <td>77%</td> <td>67%</td> <td>63%</td> <td>58%</td> </tr> <tr> <td><b>Y2</b></td> <td>68%</td> <td>43%</td> <td>74%</td> <td>44%</td> </tr> <tr> <td><b>Y3</b></td> <td>76%</td> <td>40%</td> <td>81%</td> <td>82%</td> </tr> <tr> <td><b>Y4</b></td> <td>78%</td> <td>43%</td> <td>82%</td> <td>73%</td> </tr> <tr> <td><b>Y5</b></td> <td>79%</td> <td>86%</td> <td>71%</td> <td>75%</td> </tr> <tr> <td><b>Y6</b></td> <td>71%</td> <td>64%</td> <td>89%</td> <td>90%</td> </tr> </tbody> </table> <p>Overall in 2018 – 2019, writing outcomes have improved in most areas across the school. The lack of progress in Y1 is due to the children transitioning from EYFS to Y1 and we expect this to improve in 2019 – 2020. There was also significant staffing disruption to this year group during 2018 – 2019.</p> <p>Year 5 children have also decreased. This is due to new intake pupils with social, emotional and behavioural needs. One child is also awaiting EHCP and move to specialist provision.</p> <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>		July 2018		July 2019		All	PP	All	PP	<b>Y1</b>	77%	67%	63%	58%	<b>Y2</b>	68%	43%	74%	44%	<b>Y3</b>	76%	40%	81%	82%	<b>Y4</b>	78%	43%	82%	73%	<b>Y5</b>	79%	86%	71%	75%	<b>Y6</b>	71%	64%	89%	90%	<ul style="list-style-type: none"> <li>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 2019 - 2020 and the SIP reflect this.</li> <li>Data analysis for 2018-2019 also shows that school need to focus on greater depth children in the next academic.</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>Continued diagnostic analysis of writing – this to completed as a staff team. Needs to be identified and interventions to be put in place to address these on a termly basis.</li> <li>Use EDA support to analyse the provision for greater depth children – focussing on narrowing the gap between pupil premium and non-pupil premium children.</li> <li>Impact to be monitored by English Leads, Head of School and Executive Headteacher.</li> </ul>	<p>£5000</p>
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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria?</b> Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<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 2018 – 2019 strategy.</i></p>	<p>Additional Teaching Assistants employed across the school, 4 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 2018.</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> <p>Ofsted highlighted the key work of the Teaching Assistants in their report in March 2019.</p>	<ul style="list-style-type: none"> <li>The provision was effective in supporting all children but in particular providing additional support for Pupil Premium children.</li> <li>Highly favourable adult to pupil ratio had a positive impact on learning within the class.</li> </ul> <p>Next Step:</p> <ul style="list-style-type: none"> <li>Continue with favourable adult to pupil ratio in order to accelerate progress.</li> <li>Specific interventions to run which are to be needs driven from termly data analysis.</li> </ul>	<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 2018 – 2019 strategy.*

**Key Stage One:**

Children to be taught in sets for English and Maths.

**Key Stage Two:**

DHT to be additional adult in Y5/6 during the Spring and Summer 1 Term 2019 so that Year 6 children can be taught in smaller and more focussed groups.

After School Booster – KS2- Spring Term 2019

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 2019	School	National 2019
Reading	81%	75%	31%	25%
Writing	74%	69%	24%	15%
Maths	86%	76%	36%	22%

Pupil Premium Children:

	In Line with Expectations		Working at Greater Depth	
	School	National 2019	School	National 2019
Reading	44%	62%	22%	14%
Writing	44%	65%	22%	7%
Maths	67%	63%	33%	12%

**Key Stage Two Results**

All Children:

	In Line with Expectations		Working at Greater Depth	
	School	National 2019	School	National 2019
Reading	86%	73%	19%	27%
Writing	89%	79%	32%	20%
GPS	81%	78%	14%	36%
Maths	92%	79%	11%	27%

Pupil Premium Children:

	In Line with Expectations		Working at Greater Depth	
	School	National 2019	School	National 2019
Reading	90%	62%	0%	17%
Writing	90%	68%	20%	11%
GPS	70%	68%	10%	25%
Maths	90%	68%	0%	16%

- 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. A large number of children attended these sessions and positive feedback was received by both children and parents.
- Results for greater depth children were less favourable in KS2. Analysis on the provision and EDA support for greater depth to be carried out during 2019 – 2020.

Next Steps:

- After School Booster to be continued in 2019 – 2020.
- Continuation of Maths Intervention Teacher – this commenced for Y5 pupils in May 2019 to ensure that time was maximised.
- Use EDA support to analyse the provision for greater depth children – focussing on narrowing the gap between pupil premium and non-pupil premium children and raising attainment for greater depth across the school.
- Specific interventions for greater depth children to try and accelerate progress and improve attainment.
- Easter School to continue in 2019 - 2020.

£12092 towards the cost

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To improve levels of parental engagement.</p> <p><i>Linked to desirable outcome B on 2018 – 2019 strategy.</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>Over the course of the academic year, the parent support advisor has completed the following tasks to try and improve parental engagement:</p> <ul style="list-style-type: none"> <li>- Coffee Mornings acting as a drop-in sessions for parents who require additional support.</li> <li>- The PSA/Attendance Manager has become a member of the Ox Close Friends and regularly attends meetings and supports their fundraising events.</li> <li>- Taking the lead for several TAF cases including Pupil Premium children.</li> <li>- 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.</li> <li>- Worked with SLT to identify areas of need for 2019 – 2020 following a parental questionnaire which she produced and analysed.</li> <li>- Running of a Young Carers group.</li> <li>- Launched BEE Group with the children aimed at improving children's confidence and emotional well-being.</li> </ul> <p><i>OFSTED – March 2019 - "The vast majority of parents and carers are extremely positive about the quality of education provided by the school. Parents are particularly complimentary about the school's commitment to their children's well-being and the progress that they make. One parent spoke for many when she said, 'My children run to school, they cannot wait to get there, and they are buzzing to tell me everything when they come home.'"</i></p>	<ul style="list-style-type: none"> <li>• The PSA/Attendance Manager has had a positive impact on parental engagement. More parents are attending events and we ensure that event timings are suitable for all parents.</li> <li>• The PSA/Attendance Manager has signposted parents to appropriate outside agencies.</li> <li>• Outside agency partnerships have been formed.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>• Parent workshops to be held in 2019 – 2020. The focus of these sessions will be taken from the analysis of parent questionnaires ensuring that the sessions are needs driven.</li> </ul>	<p>£2268 towards the cost</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><i>Linked to desirable outcomes B and C on 2018 – 2019 strategy.</i></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>Attendance Data for 2018 – 2019:</p> <table border="1" data-bbox="689 161 1151 389"> <thead> <tr> <th></th> <th>School</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>96.14%</td> </tr> <tr> <td>Boys</td> <td>96.30%</td> </tr> <tr> <td>Girls</td> <td>95.90%</td> </tr> <tr> <td>Pupil Premium</td> <td>95.02%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>96.52%</td> </tr> </tbody> </table> <table border="1" data-bbox="689 421 1151 552"> <thead> <tr> <th></th> <th>Persistent Absence</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>5.51%</td> </tr> <tr> <td>Pupil Premium</td> <td>13.15%</td> </tr> </tbody> </table> <p>Persistent Absence was slightly down in 2018 – 2019 compared to the previous academic year. This shows that actions put in place are beginning to have a positive impact. It is hoped that continuing these will ensure that figures of persistent absence continue to decrease.</p>		School	Overall	96.14%	Boys	96.30%	Girls	95.90%	Pupil Premium	95.02%	Non-Pupil Premium	96.52%		Persistent Absence	Overall	5.51%	Pupil Premium	13.15%	<ul style="list-style-type: none"> <li>Children responded well to the new attendance initiatives – they were very excited to be awarded with their golden tickets.</li> <li>Barrier to increasing attendance continues to be family holidays in term time – further advice on this needs to be sought.</li> <li>DCC policy was followed and referrals were made to the Attendance Intervention Team as and when required.</li> </ul> <p>Next Steps:</p> <ul style="list-style-type: none"> <li>New prizes to be launched for attendance – Ox Close Friends to support funding for prizes.</li> <li>Attendance Intervention Team to be approached regarding families taking term time holidays – advice to be sought on what initiatives could be put in place to help reduce this.</li> <li>PSA/Attendance Manager to continue to work with those families that are persistent absentees – with a particular focus on reducing pupil premium persistent absenteeism.</li> </ul>	<p>£3992 towards the cost</p>
	School																					
Overall	96.14%																					
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## 7. Additional detail

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

- School Improvement Plan 2020 – 2021
- Catch Up Premium Plan 2020 – 2021

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