

Pupil premium strategy statement – The Oval School

1. Summary information					
School	THE OVAL SCHOOL				
Academic Year	2019/20	Total PP budget (including EYFS funding of £4531)	£426,931	Date of most recent PP Review (external review by Drb)	February 2018
Total number of pupils	602 R to Yr 6 41 Nursery	Number of pupils eligible for PP	300 R to Yr 6 17 Nursery	Date for next internal review of this strategy	July 2020

2. Performance of Pupil Premium Pupils at end of KS2 in 2018 compared with Non-Pupil Premium Pupils		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% pupils attaining expected level in Reading, Writing and Maths combined	70	76
% pupils attaining expected level in Reading	80	87
% pupils attaining expected level in Writing	74	82
% pupils attaining expected level in Spelling, Punctuation and Grammar	82	89
% pupils attaining expected level in Maths	80	92
pupils making expected progress in Reading	4.1	2.5
pupils making expected progress in Writing	1.6	-0.6
pupils making expected progress in Maths	2.8	2.6
3. Barriers to future attainment (for pupils eligible for PP)		
A.	Low oral language skills for pupils in Nursery and Reception. This slows reading and phonics progress in later years	
B.	Lack of parental engagement and support is a barrier – pupils not receiving support and encouragement at home, impacting on progress	

C.	Social and emotional issues preventing pupils being ready to learn	
D.	Coupled vulnerability with SEND is an issue for our PP eligible children	
E.	PP children making less progress at Greater depth in reading, writing and maths at KS1 / 2 : and expected standard in writing at KS1 and 2	
4. Desired outcomes (desired outcomes and how they will be measured) Success Criteria		
A	the difference between disadvantaged and non-disadvantaged pupils diminishes	Percentage of pupils working at ARE in Reading, Writing, Maths is in line with National outcomes. Disadvantaged pupils are motivated to learn and attend school at least in line with National. Disadvantaged pupils have access to a range of experiences to enable them to fully participate in learning opportunities and activities. Disadvantaged pupils make at least sufficient progress and those where there are differences make more than sufficient progress
B	high attaining pupils who were tested prior 2016 or those who achieved GD continue to work at greater depth	Pupils who exceeded ELGs at end of EYFS, and those who achieved L3/GD at end of KS1, continue to work at a higher standard and at GD at the end of KS1/2 Disadvantaged pupils make at least sufficient progress and those where there are differences make more than sufficient progress. Differentiation is evident through the use of Blooms Taxonomy leading pupils to access open ended learning tasks at GD on a regular basis, using and applying the knowledge and skills they have been taught. Pupils are able to evaluate their own learning and identify their next steps to further their learning
C	SEND pupils make accelerate progress from their starting point to diminish the difference with pupils nationally	Disadvantaged pupils make at least sufficient progress and those where there are differences make more than sufficient progress. SEND interventions match the needs of pupils and accelerate their progress. The difference between SEND and non SEND pupils diminishes. Support staff are effectively deployed and are able to meet the learning needs of every child making adjustments where necessary

5. Planned expenditure	
Academic year	September 2019- July 2020
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?
Pupils benefit from good and better teaching strategies. The PP gap is reduced in line with National	AHT/DHTs delegated responsibility to close PP gap through intensive support of teaching and learning. Lead interventions Additional support in class Parent meetings	DHT / AHTs monitors pupil premium progress within the phase as part of regular monitoring cycle	Data manager to ensure class teacher has regular updates on PP progress. Data manager to provide class teacher with NFER data/analysis to support with next steps of leaning	DHTs / AHTs. Data Manager Monitored by Headteachers	Monthly reviews begin end September 2019.
Raising standards for pupils benefitting from PP monies. Higher percentage of combined attainment in EY/ KS1 / KS2	DHT/AHT/SEN lead teaching in year 6. Pupils taught in class groups of 23 (instead of 30 per class) Smaller class groups- quality teaching in place focussed on PP pupils. DHTs / AHTs supporting classes across school. Interventions for each year group in place with additional PPA staff	Reduces ratio; class teachers to pupils improves outcomes (+3 months impact EEF Toolkit)	School data analysis termly focus on PP pupils progress. Book scrutiny for PP pupils show their progress	AHTs English and Maths lead teachers Data manager	Pupil progress reviewed monthly by DHTs / HTs Do pupil records of PP progress & combined show an improvement in all areas Reading, Writing, Maths?
Total budgeted cost					£135,641
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p><u>EARLY YEARS PUPIL PREMIUM £4531</u> PP children make early gains to reduce gaps in learning during EYFS so are able to start NC at required level.</p> <p>Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions</p>	<p>Additional TA time in Nursery and Reception, targeted at PP pupils who are underachieving, to raise standards in Reading and speaking and listening.</p> <p>Additional 1:1 reading for PP pupils (8 hours a week in Reception)</p> <p>WellComm strategy to support S&L development in EYs</p> <p>Ratio of staffing enables effective delivery of social skills. Use of Jigsaw approach to develop social and emotional learning. TA support in EY 2.5 days week</p>	<p>Reduced ratio of adults to pupils enables learning in smaller groups in YN. Some Pupil premium children learn better and make progress in smaller group situation (+3 months impact EEF Toolkit)</p> <p>Oral language and communication development impacting on learning (+5 months impact EEF Toolkit)</p> <p>Social and emotional learning</p>	<p>DHT monitors and tracks individual progress.</p> <p>PP group progress analysed and plans in place to reduce gaps</p>	<p>DHT for EYFS</p>	<p>Termly</p>
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<p>Improved progress for PP children with SEND and behavioural needs</p> <p>Improved oral language skills. Pupil's specific needs addressed</p>	<p>Raise standards for SEND children across the school, through differentiation, appropriate intervention and careful planning.</p> <p>Line managers support staff and liaise with external agencies, delivering training and monitoring progress.</p> <p>Those identified with SEND and PPG have access to QFT in all lessons – gaps identified and addressed</p> <p>S& L therapist lead interventions across school according to need. Pupils receive speech and language targeted support from trained S&L teacher: leading to raised attainment and standards in reading and writing.</p> <p>SEND teacher to support SEND/PP children across school</p> <p>TA/HLTA to support pupils with highly complex needs – delivering specialised programme to develop social and emotional skills</p>	<p>Intervention teacher for SEN provides targeted support for SEN, PP pupils.</p> <p>Structured interventions with clear entry and exit testing is shown to have impact on attainment and testing</p> <p>EEF Toolkit suggests high quality feedback is an effective way to improve attainment +8 months – developing feedback approach for SEND/PP pupils</p> <p>Locally such provision is not available through NHS, unless on a long waiting list. School aims to get pupils early help, to reduce gaps in learning occurring. EEF- 6 months additional progress across a year.</p>	<p>DHT monitors and tracks individual progress of SEND.</p> <p>SEND / PP group progress analysed and plans in place to diminish difference</p>	<p>Inclusion lead reports to HT and EGG</p> <p>SLE reports to HT</p>	<p>Termly</p> <p>At the end of each intervention</p> <p>Autumn term 2018</p>
<p>PP children are more engaged with reading, making greater progress in reading</p> <p>Impact on spelling across school working towards at least expected for their age.</p>	<p>AHT focus on Reciprocal Reading and Accelerator Reader to impact on standards of reading and writing</p> <p>Audit reading books to ensure effective teaching of early reading</p> <p>Challenge Partner to undertake Reading Deep Dives to enhance provision</p>	<p>Reading comprehension strategies seen to improve learning by additional 5 months- EEF research.</p>	<p>NFER tests how gap is diminishing</p> <p>Pupil progress meetings to discuss progress of PP children</p> <p>Standards reported as a result of formal testing Year 1/2 Phonics tests</p> <p>AR data to be analysed and plan next steps for each child</p>	<p>AHTs for English and KS1</p> <p>KC</p> <p>Data Manager</p> <p>Test standards reported to HT.</p>	<p>July 2019</p>

To ensure high quality oral and written feedback for all pupils	All staff provide oral or written feedback to pupils. Feedback is evident in books and is responded to consistently by all pupils. All staff check pupil's responses for misconceptions and accuracy. Regular evidence of self-assessment. Pupil voice developing - pupils able to describe their knowledge and skills effectively and progression of learning	EEF Toolkit suggests high quality feedback is an effective way to improve attainment +8 months – developing feedback approach for SEND/PP pupils	YGLs and Leadership Team monitor	All staff	Learning walks and pupils progress meetings.
To ensure higher attaining children achieve GD in their learning.	Those identified as higher attaining and PPG have access to QFT in all lessons. Flexible grouping is evident in all lessons Pupils evaluate their competency at the beginning and end of each unit of work. Consistent approach to Blooms Taxonomy to support GD Curriculum provides opportunity to use and apply the skills and knowledge they have been taught. YGLs attend GD writing training to disseminate across their year group TA to lead GD interventions – half termly focus on one Year Group	(+5 months impact EEF Toolkit)	All staff to include in planning. Monitoring – learning walks / book looks / moderation	YGLs / AHTs / DHTs	
Total budgeted cost					£248,508
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>Pupils <i>work together</i> on creative learning approaches – cooking and growing topic in an area where obesity can be a factor. (NHS statistics) -Teaching life skills.</p> <p>Pupils develop leadership skills</p>	<p>Provide enrichment opportunities such as: cooking, growing, music, camping experience Y6, participation in Creative Partnership events Children have the opportunity to learn new skills and encourage further parental engagement through performances.</p> <p>Children with limited experience often have limited vocabulary and this helps to provide opportunities for children to gain experiences to draw upon, whilst also supporting our healthy school approach.(seasonal)</p> <p>Range of pupils groups to be established – RRR, School Council, Art Ambassadors, Sports Council</p>	<p>EEF- collaborative learning study. Motivation and enjoyment of learning is proven through this initiative (+5months) Teaching of Literacy and Numeracy are ably supported through cooking curriculum. Reading recipes and research-measuring and quantities.</p> <p>PP pupils targeted for Leadership roles</p>	<p>Delivery monitored through class based observation of cooking teacher. FT teacher gives pupil feedback. Pupil questionnaire provide positive feedback.</p>	<p>2x allotment workers Peripatetic music teacher.</p>	<p>Annually each June for following academic year. Annually for impact and enjoyment.</p>
<p>Parents provided with the resources and skills to support at home</p>	<p>Range of parent workshops provided across school both with an academic focus & informal approach to develop relationships eg coffee mornings, parent library, phonic/reading/Y2 SATs/Y6SATs</p> <p>Parent and pupil attend formal meetings to discuss progress</p> <p>S& L therapist working with parents on structured programme of how to support at home</p>	<p>Parental engagement (+3 months impact EEF Toolkit)</p>	<p>Parent library monitored by AHT YGLs / Senior leaders monitor</p>	<p>class teacher Pastoral lead BEC0</p>	

<p>Increased attendance rates for PP and SEN pupils and close gap between PP and non PP / SEN and non SEN attendance and punctuality</p>	<p>Improve quality of children's access to education. Attendance Officer works with families where the attendance is a concern - monitors data, conducts support meetings with families (Early Help) and develops school strategies and initiatives to increase attendance through awareness. Targeted support and monitoring for PP pupils. Termly rewards in place.</p>	<p>Improved attendance allows for higher standards, as pupils have received more quality first teaching. EEF – behaviour interventions, proven to improve learning, parental involvement and support proven to raise pupil aspirations, can therefore be attributed to raised standards in the longer term.</p>	<p>Attendance monitored half termly against National standards and reported to HT and EGG. Individual plans put in place by attendance worker.</p>	<p>Pastoral worker</p>	<p>Termly analysis and feedback to TIB. Has attendance for PP pupils improved over the year? Can case studies show the difference that has been made?</p>
Total budgeted cost					£42,782
TOTAL PUPIL PREMIUM SPEND					£426,931