

Pupil premium strategy statement – The Oval School

1. Summary information					
School	THE OVAL SCHOOL				
Academic Year	2016/17	Total PP budget (including EYFS funding of £8,522)	£426,962	Date of most recent PP Review (external review by Drb)	April 2016
Total number of pupils	622 R to Yr 6 78 Nursery	Number of pupils eligible for PP	317	Date for next internal review of this strategy	Mar 2017

2. Performance of Pupil Premium Pupils at end of KS2 in 2016 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	34	53
% pupils attaining expected level in Reading	46	66
% pupils attaining expected level in Writing	62	74
% pupils attaining expected level in Spelling, Punctuation and Grammar	61	72
% pupils attaining expected level in Maths	52	70
pupils making expected progress in Reading	-3.24	0
pupils making expected progress in Writing	-2.06	0
pupils making expected progress in Maths	-1.52	0

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.	PP children making less progress in reading in KS2

4. Planned expenditure					
Academic year		September 2016- July 2017			
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.	Use of Iris Connect Software to develop quality of teaching across the school to ensure all teaching is 'good' with a large proportion of 'outstanding' teaching daily NQT/RQT use IRIS as a coaching and development tool	IRIS videos best practise from Leading Practitioners in school to model for other staff and also used as a coaching tool	Leading Practitioners x2 have action plan to implement this software. Headteacher monitors quality and standard of teaching and Learning termly- reported to GB. An improvement of 4% good/outstanding lessons seen across Autumn term 1 and 2 2016	Leading Practitioner teachers. Monitored by Heads of School	June 2017 Has percentage of good and better teaching improved – has this had a proven impact on PP children's attainment?
Additional skilled practitioner per phase (EYFS, KS1, KS2) enables progress towards raising standards for Pupils benefitting from PP monies.	AHT supports and leads team and supports in classes all morning and during afternoons to team teach, model lessons, develop staff practice when planning and delivering lessons and supporting data analysis in order to move children forward	Reduces ratio; class teachers to pupils improves outcomes. AHT monitors pupil premium progress within the phase as part of regular monitoring cycle	Monitoring reports discussed with Heads of school at pupil progress meetings monthly. Strategies revised and re-planned to ensure standards continue to improve and work towards closing gaps in learning	AHTs	Reviewed monthly by HoS Do AHT's records of PP progress show an improvement in all areas Reading, Writing, Maths?
Total budgeted cost					£63,098
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>Improved progress for PP children y6. PP pupils make good progress towards Expected standard at end of each academic year.</p>	<p>Raise standards and rates of progress in Year 6. Additional Teaching Assistants in year 6 to allow for smaller group work and individualised learning, targets Pp children in Reading and Maths.</p>	<p>Reduced ratio of adults to pupils enables learning in smaller groups. Some Pupil premium children learn better and make progress in smaller group situation (+3 months impact EEF Toolkit)</p>	<p>Rates of progress analysed by data manager monthly and reported to HoS.</p>	<p>AHT Year 6 AHT EYFS</p>	<p>June 2017</p> <p>Does analysis of small group teaching show that individuals have made progress as a result?</p>
<p>EARLY YEARS PUPIL PREMIUM £8,522 PP children make early gains to reduce gaps in learning during EYFS so are able to start NC at required level.</p>	<p>Additional TA time in EYFS targeted at PP pupils who are underachieving, to raise standards in Reading and speaking and listening.</p> <p>Professional story teller sessions weekly to boost teaching and learning £7312</p> <p>Additional 1:1 reading for PP pupils (8 hours a week)</p>	<p>Reduced ratio of adults to pupils enables learning in smaller groups. Some Pupil premium children learn better and make progress in smaller group situation (+3 months impact EEF Toolkit)</p>	<p>AHTs monitor and track individual progress. PP group progress analysed and plans in place to reduce gaps</p>	<p>AHT for EYFS</p>	<p>May 2017</p>
<p>Improved progress for PP children with SEN</p>	<p>Raise standards for SEN children across the school, through differentiation, appropriate intervention and careful planning. Line managers support staff and liaise with external agencies, delivering training and monitoring progress.</p>	<p>Quality first teaching, and interventions specific to pupil need are planned and taught. High quality teaching raises standards. EEF Toolkit suggests high quality feedback is an effective way to improve attainment +8 months – developing feedback approach for SEND/PP pupils</p>	<p>Class based monitoring – formal process termly. Teachers professional development planned in response to observations</p>	<p>Inclusion Manager reports to HT and GB</p>	<p>June 2017</p> <p>Do teaching observations demonstrate quality first teaching? Is appropriate differentiation in each lesson?</p>

PP children are more engaged with reading, making greater progress, towards at least expected for their age.	English Lead has introduced new reading approach to boost whole school results and provides in class support to 2 classes per half term. Medium term planning to support teaching and learning across the school. Booster groups in year 2 and 6.	Reading comprehension strategies seen to improve learning by additional 5 months-EEF research.	English lead monitors class planning and teaching. Standards reported as a result of formal testing PIRA reading tests completed termly	English Lead and class teachers reporting test standards to HT.	July 2017 Does formal testing at half way point and end of year demonstrate progress for PP children in reading comprehension?
Improved oral language skills. Pupil's specific needs addressed in order to access the curriculum - a yearlong intervention.	Speech and Language interventions across school according to need. Pupils receive speech and language support leading to raised attainment and standards in reading and writing. TAs trained to deliver speech and language activities.	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.	Trained TAs observed by Inclusion manager. Feedback from parents following parental/child target setting. Pupil progress as evidenced on Speech and Language toolkit.	Inclusion Manager, speech therapist expert.	Jan 2018 Are children with speech and language needs making progress along the SEN continuum?
Self confidence improves for y5/6 pupils through reduced barriers to learning and improves motivation.	On-line 1:1 tuition tool (Third Space Learning) to support year 6 pupils who are under achieving in maths. Y5 Sounds Training	More confident pupils, are receptive to learning and the challenges of y5/6 curriculum- become Secondary Ready. (EEF Toolkit – technology +4 months, small group +3)	Programmes provide monitoring data, progress in terms of 'new concepts learned' can be evaluated- pupils' self reviews show progress. Weekly progress report allowing staff to set next targets	Y5/6 AHT	July 2017 Do 'Third Space' reports show progress and can this be evidenced in pupils book/conversations and standards of work and presentation?
Total budgeted cost					£225,158
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, through cooking and growing topic. This also develops a knowledge of Nutrition and cooking skills with pupils, in an area where obesity can be a factor. (NHS statistics) Teaching life skills.</p>	<p>Provide enrichment opportunities for children to support healthy living and lifestyle. Food Technology teacher across the whole school takes out groups of children to complete various cooking activities. PP pupils are given additional support and have the opportunity to self-assess their skill level. There is a major drive for independent learning, the development of thinking skills and clear assessments that support learning. That also links to healthy school approach.</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>Spring2 and Summer term 2017 lowest performing PP pupils in EYFS and KS1 in speaking and listening targeted for support to accelerate learning, and confidence to learn.</p>	<p>Delivery monitored through class based observation of cooking teacher. Food for Life- external validation by National organisation. FT teacher gives pupil feedback. Pupil questionnaire provide positive feedback.</p>	<p>Food Technology Teacher</p>	<p>Annually each June for following academic year.</p> <p>Do case studies provided by FT teacher show collaborative learning approach has improved pupils approach to learning and the curriculum/motivation?</p>
<p>Y4 pupils work together on creative learning approaches through music lessons.</p> <p>Y5/6 pupils elect to continue with lessons</p>	<p>Children learning music from trained specialists and perform termly for parents (encouraging parental engagement). Develops children's self-confidence and skill set</p>	<p>EEF Toolkit states participation in the Arts increases progress by +2months. 46% y4 on track Jan 2017, target minimum 50-57% achievement by end 2017.</p>	<p>Lessons delivered by specialists who are monitored by Music Service provider. Class teacher and pupil feedback</p>	<p>Peripatetic teacher and class teacher</p>	<p>Annually for impact and enjoyment. Report presented to Finance Governor Committee Do classes involved in whole school music make good progress in other areas?</p>
<p>Practical application of skills improves Oracy in non-threatening environment for pupils who would otherwise struggle to communicate effectively, or who need to improve their speaking skills.</p>	<p>Allotment workers – funding on enrichment activities for pupils to help impact on their learning. 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>EEF- collaborative learning techniques. Improves motivation for learning and improves learning behaviour. As a behaviour intervention, evidence is clear that improved behaviour allows for improved standards of learning outcomes. EEF communication and language approaches can make up to 6 months difference to pupils learning***</p>	<p>Data achieved through class teacher analysis of speaking and listening areas of curriculum. Speaking and listening assessed monthly by data manager provides evidence of improvements, per pupil.</p>	<p>Food Technology Teacher</p>	<p>Annually each June for following academic year.</p> <p>Do case studies provided by FT teacher (who manages allotment work) show collaborative learning approach has improved pupils approach to learning and the curriculum/motivation?</p>

<p>Parental engagement improving and impacting positively on pupil attainment.</p>	<p>Implement new approach to consultations – termly target setting meetings with child/parent</p> <p>Parent informed weekly of next steps in learning and previous weeks successes through weekly class newsletters</p> <p>Increased number of parent workshops</p> <p>Adult English/Maths courses weekly to enhance parent confidence and capabilities</p>	<p>EEF- changing parental aspirations will raise their childrens' aspirations and achievement over time. (+3 months positive impact)</p>	<p>External validation of parent course. Parental feedback sessions.</p> <p>Improved homework completion rate.</p> <p>Target to further improve the % parents attending individual consultations presently 80% attendance.</p>	<p>Class teachers Parent support worker.</p>	<p>Course assessed by attendance and feedback each 6 weeks before a new course is run.</p> <p>Review of parent consultation process and feedback to governors</p> <p>Has level of parental engagement improved as a result of</p> <ol style="list-style-type: none"> 1) New style parents consultations? 2) Parent courses?
<p>Parents support pupils in the Early Years. Pupils confident and able to excel and achieve.</p>	<p>Support worker provides a range of training/parenting courses/support.</p> <p>Daily 1:1 support for parents to enable them to engage effectively with school and their child's learning.</p> <p>Works closely with parents and children providing courses for parents and giving them different strategies to help with their children's behaviour.</p>	<p>EEF- changing parental aspirations will raise their childrens' aspirations and achievement over time. (+3 months positive impact)</p>	<p>External validation of parent course. Parental feedback sessions.</p> <p>10 parents attending an extended course, weekly morning sessions.</p>	<p>Inclusion Manager. Parent support worker AHT</p>	<p>Termly review of success of each intervention with parent.</p> <p>Has level of parental engagement improved and has this had an effect on pupils learning?</p>

<p>Increased attendance rates for PP pupils.</p>	<p>Improve quality of children's access to education. Attendance Officer works with families where the attendance of pupils is less than 90% and monitors data, conducts support meetings with families and develops school strategies and initiatives to increase attendance through awareness. Targeted support and monitoring for PP pupils</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 GB. Individual plans put in place by attendance worker. Average attendance PP pupils Sept16- Jan 17 is 95.42% this figure is 0.31% less than non PP pupils. Attendance gap over last two terms has decreased between PP and non PP pupils at The Oval by 0.5%</p>	<p>Attendance Officer</p>	<p>Termly analysis and feedback to Governors.</p> <p>Has attendance for PP pupils improved over the year? Can case studies show the difference that has been made?</p>
<p>Pupils understand that their behaviour has a direct consequence on their learning. Pupils make positive choices.</p> <p>Improved class standards- result from maximising the learning time, for all pupils within the class as a direct result of Good standard of behaviour.</p>	<p>Improve behaviour standards across the school. Behaviour Coordinator monitors behaviour across the whole school during lesson times and lunchtimes. She works with individual children, their class teachers and parents to ensure children with behaviour issues are supported effectively in school. Children with additional needs have a 'safe' space called the Nuture room where they can go at break/lunchtimes. Social skills/anger management are timetabled to support children Strong relationships forged with outside agencies to support</p>	<p>EEF- behaviour interventions/ school level approach provides positive school ethos and improves discipline which in turn supports greater involvement in learning.</p> <p>Behaviour interventions improve attainment by reducing the risk of challenging behaviours disrupting learning time.</p>	<p>Monitored by HTLA - data collected half termly and analysed for improvements. Class support in place as necessary to improve delivery of behaviour strategies and to enable children to make good choices. This reduces barriers to learning.</p> <p>27 PP pupils across school, with high level behavioural needs have support plans in place to reduce possibility of exclusion and help remove barriers to learning</p>	<p>BECO</p>	<p>Termly review of behaviour and reported to Governors.</p> <p>Has behaviour improved for PP children, does behaviour monitoring prove this? Have individuals improved where there were difficulties?</p>
<p>Total budgeted cost</p>					<p>£138,708</p>

