

Pupil premium strategy statement – The Oval School

1. Summary information					
School	THE OVAL SCHOOL				
Academic Year	2017/18	Total PP budget (including EYFS funding of £5830)	£420,355	Date of most recent PP Review (external review by Drb)	April 2016
Total number of pupils	703 R to Yr 6 73 Nursery	Number of pupils eligible for PP	304 R to Yr 6 19 Nursery	Date for next internal review of this strategy	July 2018

2. Performance of Pupil Premium Pupils at end of KS2 in 2017 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	56	67
% pupils attaining expected level in Reading	70	78
% pupils attaining expected level in Writing	60	76
% pupils attaining expected level in Spelling, Punctuation and Grammar	72	87
% pupils attaining expected level in Maths	74	84
pupils making expected progress in Reading	1.4	1.9
pupils making expected progress in Writing	-1.6	0.4
pupils making expected progress in Maths	2.0	2.0

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 at Greater depth in reading, writing and maths at KS1: and expected standard in writing at KS1 and 2

4. Planned expenditure					
Academic year		September 2017- July 2018			
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 per year group.	AHTs delegated responsibility to close PP gap through intensive support of teaching and learning. Lead interventions Additional support in class Parent meetings	AHT monitors pupil premium progress within the phase as part of regular monitoring cycle	Data manager provides monthly reports for HT and AHTs. Headteacher monitors quality and standard of teaching and Learning termly- reported to GB.	AHTs, Monitored by Heads of School	Monthly reviews begin end September 2017.
Raising standards for Pupils benefitting from PP monies. Higher percentage of combined attainment Y6	Additional teacher for year 6. Pupils taught in class groups of 23 (instead of 30 per class) English & Maths lead teachers non class based – Smaller class groups- quality teaching in place focussed on PP pupils.	Reduces ratio; class teachers to pupils improves outcomes.	School data analysis Y6 half termly focus on PP pupils progress. Book scrutiny for PP pupils show their progress	Y6 AHT English and Maths lead teachers	Pupil progress reviewed monthly by HoS Do Y6 records of PP progress & combined show an improvement in all areas Reading, Writing, Maths?
Total budgeted cost					£162,456
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 £5830</u> 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 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)</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>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 2018</p>
<p>Improved progress for PP children with SEN and behavioural needs</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>1.Beco provides Nurture and counselling weekly. 2.Behaviour support worker x2 integrating high level pupils into class with mentoring strategies. 3.Intervention teacher for SEN provides targeted support for SEN, PP pupils. 4.ADHD champion advises class teachers and works in class to support 5 year one pupils</p>	<p>Class based monitoring – formal process termly. staff professional development planned in response to observations</p> <p>Pupils are well settled to class and able to access curriculum effectively- this may be a graduated approach across the year. Nurture prevents the need for fixed term exclusions. FT Exclusions reduce across the year</p>	<p>Inclusion lead reports to HT and GB</p>	<p>June 2018</p>
<p>PP children are more engaged with reading, making greater progress in spelling across school working towards at least expected for their age.</p>	<p>New phonics and spelling scheme across school. Supported across the year by external consultant (Alex Phinn)</p> <p>Additional phonics and reading support across EYFS and Y1 from FT qualified Reading teacher</p>	<p>Reading comprehension strategies seen to improve learning by additional 5 months-EEF research.</p>	<p>Standards reported as a result of formal testing year one Phonics tests, and reading tests completed termly</p>	<p>Test standards reported to HT.</p>	<p>July 2018</p> <p>Does formal testing at half way point and end of year demonstrate progress for PP children in reading comprehension year one and two phonics, and PIRA tests KS2?</p>

Improved oral language skills. Pupil's specific needs addressed Are children with speech and language needs making progress along the SEN continuum?	Speech and Language 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.	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.	Pupil progress as evidenced on Speech and Language toolkit.	HoS for Inclusion reports on speech therapist expert.	Jan 2018
Total budgeted cost					£207,703
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?
Pupils <i>work together</i> on creative learning approaches , through cooking and growing topic in an area where obesity can be a factor. (NHS statistics) Teaching life skills. Case studies provided by FT teacher show collaborative learning approach has improved pupils approach to learning and the curriculum/motivation?	Provide enrichment opportunities such as: cooking, growing, music, camping experience Y6 Children have the opportunity to learn new skills and encourage further parental engagement through performances. 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)	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. PP pupils targeted for School Nutrition action group work- as leaders	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.	Food Technology Teacher 2x allotment workers Peripatetic music teacher.	Annually each June for following academic year. Annually for impact and enjoyment. Report presented to Finance Governor Committee

<p>Increased attendance rates for PP pupils and close gap between PP and non PP attendance and punctuality</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.</p>	<p>Pastoral worker</p>	<p>Termly analysis and feedback to Governors. Has attendance for PP pupils improved over the year? Can case studies show the difference that has been made?</p>
Total budgeted cost					£50,196
TOTAL PUPIL PREMIUM SPEND					£420,355