

Pupil Premium Strategy Statement 2020-21

1. Summary information					
School	Oak View Academy				
Academic Year	2020-21	Total PP budget	£97,460	Date of most recent PP Review	Sept 2020
Total number of pupils	112	Number of pupils eligible for PP currently in school		Date for next internal review of this strategy	February 2021
		Amount received per pupil	£1345		
Total EYPP budget	£2273.70	Number of pupils eligible for Early Years Pupil Premium	9	Number of pupils in School's Early Years Disadvantaged Group	9

Due to Covid-19, there is no attainment data for 2020.

2. Current attainment					
End of KS1 Assessment Data 2019					
Context: There were 4 children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 0% were SEND children.					
		Pupil Premium children at Oak View Academy	Non-SEND Pupil Premium children at Oak View Academy	All children at Oak View Academy	National Average 2019
Reading	Average Scaled Score				103
	% reaching expected standard	29%	%	30%	75%
Writing	Average Scaled Score	-	-	-	-
	% reaching expected standard	21%	%	30%	69%
Mathematics	Average Scaled Score				104
	% reaching expected standard	64%	%	63%	76%

End of KS2 Assessment Data 2019

Context: There were 9 children entitled to the Pupil Premium Funding. Of these Pupil Premium children, 11% were SEND children.

		Pupil Premium children at Oak Kew Academy	Non-SEND Pupil Premium children at Oak View Academy	All children at Oak View Academy	National Average 2019
Reading	Average Scaled Score				104
	% reaching expected standard	73%	%	73%	73%
Writing	Average Scaled Score	-	-	-	-
	% reaching expected standard	63%	%	68%	78%
Mathematics	Average Scaled Score				105
	% reaching expected standard	69%	%	68%	79%
SPAG	Average Scaled Score				106
	% reaching expected standard	%	%	68%	78%

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Percentage of each year group entitled to Pupil Premium funding 2020-21	13%	40%	35%	61%	36%	58%	65%
Percentage of pupil premium children with SEND	0%	40%	30%	36%	33%	40%	54%

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	During 2019-20, the average attendance of pupil premium children before lockdown was 90.7% which is well below the national average for attendance. 36% of pupil premium children were persistently absent (>10% of possible school missed). This negatively impacts on the children's ability to make good progress because of the lack of consistency in their learning and will impact on their future outcomes
B.	Lockdown during 2020, has acted as a significant barrier to the progress of some children as some children did not engage with the daily lessons provided by the school (PP children: 37% did not engage, 40% engaged a little and 23% engaged a lot). In addition, from 1.6.20 and 22.6.20 when children were given the opportunity to attend school, many did not (PP children: 47% did not attend, 53% attended for some/all of the time).
C.	Of the pupils eligible for the pupil premium currently in school, 33% also have SEND (FS2 0%, Y1- 40%, Y2- 30%, Y3- 36%, Y4- 33%, Y5- 40%, Y6- 54%). Although high expectations are paramount these children have specific barriers to learning and so it is less likely they are able to achieve ARE, accelerated progress is paramount.
D.	Low entry points to school for the majority of children impacts on their outcomes at the end of EYFS and KS1 as staff work hard to help them catch up with their peers. Accelerated progress here is paramount.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Currently % of pupils eligible for the pupil premium also have additional needs outside of school.
F.	<p>A need to raise the aspirations of our children, in partnership with parents and carers, and encouraging support with homework/ reading/additional revision for a number of pupils eligible for the pupil premium, has an impact on their education and attitude towards learning.</p> <p>Some children eligible for pupil premium do not experience a range of enrichment experiences outside of school because of additional costs attached. (43% of school population is eligible for Pupil Premium Grant and currently 32% are in receipt of FSM). Of all pupil premium children 88% are currently in receipt of free school meals.</p> <p>Numbers have fallen following the introduction of Universal Free School Meals however our context has only changed a little due to some new houses being built. Numbers are slowly rising due to Covid-19 as parents have been made redundant.</p>
G.	A need to address low self-belief and confidence levels in many pupils eligible for the pupil premium exists.

2. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	The attendance of pupil premium children will improve.	<ul style="list-style-type: none"> • Fortnightly register checks with follow up letters and meetings where required. • Identification of barriers for children whose attendance drops below 95% and solutions to be sought e.g. use of the club before school. • Use of FPN where required.
B.	Children who missed education during lockdown will start to catch up with their peers.	<ul style="list-style-type: none"> • Catch up approach to be used in all classes. • Use of Maths support materials to track back to key objectives will be used in all classes. • Use of interventions to support with accelerated progress in phonics and reading will be used with the appropriate children.
C.	Use of interventions to support pupil progress children with SEND where appropriate will enable children to make good progress.	<ul style="list-style-type: none"> • Use of individual interventions to support with accelerated progress in phonics and reading will be used with the appropriate children. • Daily practice with appropriate spellings and times tables will be used in Y2-Y6. • Frequent handwriting practice where required to improve the children's presentation.
D.	All pupils in our EYFS disadvantaged groups will make accelerated progress in the areas of communication (speaking and listening) and reading and writing, managing feelings and behaviour.	<ul style="list-style-type: none"> • Accelerated progress will be seen in termly data analysis • Discussions at pupil progress meetings about any concerns/celebrations. • Gap in attainment between disadvantaged and non-disadvantaged groups will close • Activities will be planned to meet gaps • An impact will be seen in all 17 aspects of learning for the appropriate children. • Welcomm screen used effectively to assess and support language development where required.

E.	The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	<ul style="list-style-type: none"> ● Increase the amount of families who engage with school as an early intervention to improve parenting through 1:1 work with the school's Safeguarding support worker. ● Families will be supported at TAF, reducing the need for engagement with safeguarding and CP teams. ● Support will be offered to parents in applying for and in receipt of Universal Credit- including access to IT.
F.	Children who are eligible for the pupil premium will be supported to enhance aspirations. All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided where needed to ensure engagement.	<ul style="list-style-type: none"> ● Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. ● Family support. ● Pupils will experience residential trips (when allowed) and educational visits. ● Children will be encouraged to participate in a range of extra-curricular activities and clubs. Funding will be supported where needed.
G.	All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.	<ul style="list-style-type: none"> ● Pupils will benefit from an engaging balanced curriculum which provides learning opportunities in a wide range of subjects. ● Pupils will benefit from developing an understanding of the characteristics of learning, requiring them to take risks, engage in new experiences, think critically and demonstrate a 'can do' attitude- being persistent, resilient and seeking challenges.

3. Planned expenditure					
Academic year	2020-21				
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?
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 and KS2 in Reading, Writing and Maths will increase in all year groups.	Quality first teaching and effective use of Teaching Assistants for all lessons in KS1 and KS2.	The effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.	Monitoring through regular learning walks and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data. £71,250 Use of consultants from RWInc to monitor teaching and leadership of phonics (termly) followed by staff training (fortnightly). £1500 Engagement with the Maths hub and the English hub to improve teaching in Maths teaching, phonics and early reading. Staff training for new phonics teachers. £100	FW AM AC AM	Spring 2021
	Provision of TA support	Teacher and teaching assistant for every Maths and English lesson (adult to child ratios 1:15 or less), by keeping the class sizes as small as possible, we are maximising the feedback and support each pupil is able to receive.	Monitoring through regular learning walks, and book scrutiny. Termly pupil progress meetings. Termly analysis of pupil assessment data.	SLT	Spring 2021
Total budgeted cost					72,850

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?
Pupils with SEND will make expected progress in reading, writing and maths. Pupils with additional needs will meet targets in learning plans.	Provide additional teaching provision for children with SEND. Additional teaching assistant interventions, and one to one support in reading, writing and mathematics with specialist teacher.	Additional teaching and learning opportunities from teachers and teaching assistant's demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	Provision will be mapped termly on a provision map. £39,900 There will be assessment both before and following all interventions. Pupil attainment and progress will be monitored termly at pupil progress meetings. Reading plus £1200	LA (CA support)	Spring 2021
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS1 in reading, writing and maths will increase.	All KS1 classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed. This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.	Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or small group support using a clearly specified approach- which the teaching assistant is trained to deliver. In addition, progress is most effective when misconceptions and misunderstandings are addressed immediately and are pertinent to each individual child.	Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term.	SLT	Spring 2021
The percentage of pupils eligible for the pupil premium reaching the expected standard and making expected or better progress in KS2 in reading, writing and maths will increase.	All KS2 classes have a Teaching Assistant working alongside the class teacher to enable additional feedback and immediate intervention to take place where and when it is needed.	Previous experience within school indicates that a positive impact has been seen on pupil progress, where the class teacher and teaching assistant have developed an effective working relationship. This is supported by research from the EEF, which also states that positive benefits are seen when teaching assistants provide one to one or	Monitoring through frequent learning walks. Lesson observations. Feedback from interventions. Termly pupil progress meetings. Analysis of assessment data at the end of each term.	SLT & Y6 staff.	Spring 2021

	This may be through pre-teach or follow-up activities (afternoon gaps), or the delivery of a structured intervention.	small group support using a clearly specified approach- which the teaching assistant is trained to deliver. In addition, progress is most effective when misconceptions and misunderstandings are addressed immediately and are pertinent to each individual child.			
All pupils in our EYFS disadvantaged group will make accelerated progress in Speaking and Understanding, and Managing feelings and behaviour.	Early intervention targeting speech and understanding in Reception- WELLCOMM used to assess baseline. Learning mentor will deliver SALT interventions.. Provide specialist teaching support for individual pupils on a one to one, or small group basis.	Rationale is based around data that proves the majority of our Early Years disadvantaged pupils enter Little Acorns or Acorn Pre-school below or significantly below expectations in speaking and understanding, managing feelings and behaviour. This information has been considered along with the knowledge from research that early intervention and targeted approaches towards communication and language demonstrate a positive impact on pupils in the Early Years- and sometimes more considerably on children from disadvantaged backgrounds.	Assessment before and following all interventions. Monitoring through learning walks and professional dialogue. Pupil Progress meetings to monitor pupil attainment and progress. Termly analysis of EYFS data. Opportunities to talk with an adult throughout the day. Wellcomm screening to assess baseline and set targets. Individual support with Speech and language where appropriate. £14,650	CA & LC	Spring 2021
Total budgeted cost					55,750
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?
The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support.	To support families through early intervention by providing one to one and small group support and parenting advice. Coordinate TAF meetings where	75% of PP pupils have additional needs outside of school. Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing	Regular TAF meetings and review of minutes. Use of CPOMS to record individual meetings with parents. Evaluation and reviews by parents. Evaluations by children e.g. My Views completed Use of Boxhall profile with all children with complex needs to	LH GB	Spring 2021

	<p>required.</p> <p>Offer of Triple P parenting course to various families.</p>	<p>environment are known to attain less well in school than their peers. Research shows that positive home school partnerships enhance the quality of learning for all children. This is reinforced by West-Burnham et al, 2007, in Rethinking Educational Leadership (John West-Burnham, 2009), where a modal suggests 'that the school accounts for approximately 20 per cent of factors that influence well-being and life chances, with the social and personal factors being far more significant than the school.'</p>	<p>identify unmet needs in terms of wellbeing. £200 Daily wellbeing activities in all classes. ELSA support where required for individuals/groups on nurture plans. £5,700 Use of emotional thermometer in all classes to support children with the identification of their feelings. Access to Children's advocate to learn strategies to deal with emotional needs. £19,000</p>	RN	
Attendance of PP children will improve.	Regular monitoring of attendance and swift follow up where issues are developing.	Children need to be in school to be able to access their learning in a consistent way.	Attendance reviews and conversations recorded on CPOMS. Overall PP Attendance monitored half termly. Meetings with parents where this drops to 93% or below.	FW	Fortnightly attendance reviews.
Children who are eligible for pupil premium will be supported to enhance aspirations. All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	Encourage parents to engage and build confidence. Provide funding, where appropriate, and encouragement for pupils eligible for pupil premium to attend residential visits (when allowed), educational visits and to participate in enrichment activities at school, including music tuition and sports coaching.	Working effectively with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents. Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment. Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment opportunities such as music tuition, trips and family activities, helps to close the gap in learning and attainment.	Children's attitude to learning. Termly progress Parent and pupil voice will be used to inform the programme of enrichment events and activities when this is possible due to Covid-19. Monitoring of take-up of extra-curricular activities.	All teachers	Spring 2021

<p>All children who are eligible for the pupil premium will be supported in developing their self-belief and confidence.</p>	<p>Use the PSHE Association programme of study. All PP children to be engaged in the outdoor learning Sessions. ELSA support given to vulnerable pupils.</p>	<p>Evidence stemmed from reviews of the Early Years Foundation Stage curriculum and the importance of teachers developing an understanding of how their pupils learn. We have considered this information, along with guidance from the DfE which states that ‘Schools offer important opportunities to prevent mental health problems by promoting resilience. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges.’</p> <p>In addition Emotional intelligence is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.</p> <p>We have also considered information from the Ofsted document ‘Unknown children- destined for disadvantage’ (July 2016), which acknowledges that achievement in English and maths ‘is built on a child’s understanding that everyone has something to say – ideas, views and opinions are what make us unique,’</p>	<p>Discussions with children regarding their attitude towards their learning. My Views completed. Monitoring of PSHE teaching and learning. Use of Boxhall profile with all children to identify unmet needs in terms of wellbeing. £200 ELSA support where required for individuals/groups on nurture plans. £5700</p>	<p>All staff</p>	<p>Spring 2021</p>
Total budgeted cost					<p>£24,900</p>