



## Oaklands Community Primary School: Pupil Premium Strategy Review

**Due to the COVID 19 pandemic, this review is different in nature. Due to National school closures and partial re-opening, we have not been able to provide and analyse a range of data such as progress, attainment or attendance.**

| Summary information           |                                   |   |           |   |           |
|-------------------------------|-----------------------------------|---|-----------|---|-----------|
| <b>School</b>                 | Oaklands Community Primary School |   |           |   |           |
| <b>Academic Year</b>          | 2019-20                           | <b>Total PP budget</b>                  | £219,820  | <b>Date of this PP review</b>           | July 2020 |
| <b>Total number of pupils</b> | 421                               | <b>Number of pupils eligible for PP</b> | 149 (35%) | <b>Number of pupils eligible for SP</b> | 26 (6%)   |

| Likely barriers to future attainment (for pupils eligible for PP including high ability) |   |
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| <b>In-school barriers</b>  |   |
| <b>A.</b>  | Baseline levels for many areas of development, particularly the prime areas, are below age-related expectations. Communication and Language, Physical Development, PSED, Literacy and Number are significantly below for those children eligible for PP.  |
| <b>B.</b>  | Low confidence, lack of resilience and poor motivation for learning identified in children eligible for PPG   |
| <b>C.</b>  | Many pupils do not have access to additional opportunities that are needed to provide a rounded education and the characteristics that lead to successful employment in the future and are at risk of not being in education, employment or training (NEET 16 -24 year olds).   |
| <b>External barriers</b>   |   |
| <b>D</b>   | Oaklands is located in an area which includes an area of deprivation where unemployment is a significant issue. Living Environment and Barriers to Housing and Services deprivation indicators are high (within the 20% most deprived neighbourhoods in England) – source 'Indices of Deprivation'                                |
| <b>E</b>   | Pupil attendance, although improved, is an area that needs constant monitoring. Research 'March 2016 Gov.DFE.UK' report states that 'pupils with no absences are 1.3 times more likely to achieve age related expectations and 3.1 times more likely to make above expected levels than pupils that miss 10-15% of all sessions.' |
| <b>F</b>   | Parental engagement in supporting the children in developing learning and behaviour at home and in school needs support.  |

| Desired Outcomes & Yearly Review  |  |  |
|---|--|--|
| <b>A.</b>   | Accelerated progress for pupils in EYFS will ensure they meet Age Related Expectations   | <b>Success criteria:</b> Pupils in Foundation Stage make rapid progress from their low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations by the end of their Foundation year                                  |
| <p>Due to the COVID pandemic, it has been unrealistic to use progress data as a measure of success. From the start of lockdown, all children and families were set age and stage appropriate work and regular contact between home and school was established. During this period the school offered places to children of keyworkers and for vulnerable families including children in their Reception Year. Throughout the lockdown, the school actively targeted children with Speech and Language difficulties and provided home packs to support parents in the delivery of these. All children in EYFS were offered the opportunity to return to school from 1<sup>st</sup> June as per the government guidelines, and from the 60 places offered, 24 children took up their full-time place. Due to 36 children not being in school to be assessed, 36% of the overall cohort achieved GLD and 24% of the PPG cohort. In order to ensure rapid catch up, and reduce the impact of the Corona Virus lockdown, targeted, specific intervention has been put into place for the Autumn Term to include Speech &amp; Language, Phonics, as well as Literacy &amp; Numeracy catch up. The effectiveness of these programs will be stringently monitored and regularly reviewed and adapted to meet the needs of the children.</p> |  |  |
| <b>B.</b>   | Opportunities for 'More-Able' children are available to support them to reach the Greater Depth standard in both Key Stages.   | <b>Success criteria:</b> Children are accurately targeted and progress is accelerated to ensure that the percentage of children in receipt of the PPG meeting the National Standard at Greater Depth in all areas is at least in line or above in both Key Stage 1 & Key Stage 2 |
| <p>Through teaching and learning development throughout the year, as well as an enriched and broadened curriculum, children have responded well to high expectations to deepen their understanding. Staff report feeling more confident to teach at this level and children show a greater awareness of this expectation. As a result of this, the percentage of Greater Depth across the school has improved in Reading, Writing &amp; Maths which is evident from teacher assessment. This needs to continue to be a focus in the next academic year to ensure that this progress is sustained and fully embedded across the school.</p>  |  |  |
| <b>C.</b>   | Attainment at Key Stage 2 particularly in Writing & Maths as well as the percentage of students achieving Reading, Writing & Maths combined is increased to meet National standards. | <b>Success criteria:</b> Children are accurately targeted and accelerated progress ensures that the percentage of PPG meeting the expected standards are at least in line with National expectations.  |
| <p>Aspirational targets were set this year which take into consideration the prior attainment at EYFS and KS1, and teachers have ensured high quality learning for all. Again, due to the recent lockdown there was less time to action target intervention time and access high quality teaching and learning but despite this, good progress has been made which has been evidenced in Teacher Assessments. The end of Key Stage 2 data that has been submitted shows that school data is in line or above National benchmarks for children reaching the expected and Greater Depth Standards.</p>  |  |  |

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| D.   | Attendance for children in receipt of PPG is in line with National benchmarks  | <b>Success criteria:</b> The percentage of Persistently Absent pupils who are eligible for the grant is in line with whole school figures and National benchmarks. Students arrive on time so that they experience a positive start to the school day<br>The percentage of families eligible for the grant engage with the school family learning programmes and family support services increase so that basic needs are met.       |
| Breakfast Club provision positively impacted on behaviour at the start of the school day and the amount of 'Lates' recorded on the register were therefore reduced. Attendance for PPG for the period before lockdown was 95%, which is a significant increase on the previous year and is now broadly in line with whole school and National figures. Persistent absenteeism was 13.37%, which again shows significant improvement from the previous academic year. The effect of Lockdown will have had a detrimental effect on figures across the year which will mirror the National picture due to families self-isolating and choosing to keep their children at home in light of the pandemic.  |  |  |
| E.   | Engagement, learning attitudes and behaviours of PPG children are improved; they are able to take responsibility for their own learning and rise to challenges set. High aspirations are evident and children have an awareness of how their learning links to later life. | <b>Success criteria:</b> Children eligible for the PPG will show greater confidence and engagement in their learning which will be evident through Pupil Voice feedback and teacher observations<br>PPG children will make at least good progress (1 standard per year) in all subjects<br>PPG children will take more responsibility in school life (Buddies, Ambassadors, Leadership roles) and will aspire to a range of careers. |
| During the first half of the year, PPG students were showing gains in confidence and were becoming more able to discuss their learning. Teachers reported greater confidence in children when attempting new learning and they showed a deeper understanding of learning covered. Systems were set up to ensure regular Pupil Voice conferences could be used as a platform for students to articulate their views. Due to the pandemic, this was then not possible. Again, due to the lockdown, academic tracking and progress measures are unreliable. In order to continue engagement strategies next year in the light of the Corona Virus, a range of opportunities will be put in place to support students. These will include a greater emphasis on feedback journals, teacher conferencing and a developed PSHE curriculum. |  |  |
| F.   | Parents of all PPG children are engaged in their children's learning and children are well supported at home.  | <b>Success criteria:</b> Children are engaged in home learning, homework is completed and greater parental participation is evident in workshops, attendance at parents' evenings and other school events.   |
| Parental partnership workshops were a valuable tool with some showing as much as 100% attendance. Welcome meetings were positive and helped to support parent liaison. Due to COVID, home learning was brought to the forefront with families accessing both online learning and paper packs set weekly for their year group. Parental surveys provided useful feedback which shows parents valued the work being set and found this accessible for their children. Families were not disadvantaged through the home learning period as support was directed based on need.  |  |  |