



Oxley Primary School

Pupil Premium Impact Report 2018-19

In 2018-19, the school was originally expected to receive **£48,840** for Pupil Premium income. As a result of additional pupils becoming eligible and more looked after pupils joining the school, the actual income received was **£60,700**.

Principles for allocation of Pupil Premium at Oxley Primary School:

- Clear accountability for funding so that its use is carefully monitored and the impact tracked.
- Regular pupil progress discussions, focusing on eligible pupils, to ensure teachers are accountable and responsible for the outcomes of these pupils.
- A member of the school Leadership Team is deployed to manage the effectiveness of the use of the premium.
- Interventions in English and Maths are carefully planned and based on pupil assessment data.
- The school Leadership Team support staff in developing effective teaching and learning strategies and intervention.
- Feedback is given to staff about which children are eligible for support and the progress they are making.
- Governors are fully involved in decisions about how the premium is allocated and monitored.

Objectives in spending PPG 2018-2019:

- To ensure that progress of eligible pupils is as good as or better than other pupils, in order to diminish the difference.
- For the attainment of eligible pupils to be in line with national expectations in reading, writing and maths.
- To ensure disadvantaged pupils make accelerated progress towards a good level of development at the end of the foundation stage.
- To enable equal access to wider educational provision and extra-curricular opportunities provided by the school and outside school, regardless of children's financial circumstances.
- To enhance self-esteem and build confidence
- To develop motor skills
- To provide a free nutritious breakfast along with adult-led play activities for all pupils and parents who would like it.
- To provide support for effectively managing behaviour, particularly at lunch times.
- To provide support for vulnerable pupils and their families at times of difficulty.
- To ensure that attendance for eligible pupils is at least as good as the school average, which is above the national average.

Examples of the barriers to educational achievement faced by eligible pupils:

NB: These do not apply to every eligible pupil.

- Low prior attainment
- Poor attitudes to learning and low aspirations for future achievement
- Inconsistent support from home, eg with homework
- Fewer opportunities outside school, such as clubs, visits to places of interest and wider experiences that are often available to their peers.
- Low self-esteem
- Emotional and behavioural difficulties, such as anger, disrupting learning
- Some eligible pupils also have Special Educational Needs.
- Poor fine and gross motor skills which affect presentation and handwriting
- Language and vocabulary understanding and usage
- Poor attendance and punctuality

Impact of expenditure

Item/project	Cost	Outcomes																																
Additional adult support to provide interventions and targeted support.	£23,500	<p>Reception (1 eligible pupil): All of this pupil started school below the "typical" stage of development for their age in these areas.</p>																																
<p>Contribution towards provision of additional teaching staff for Y6 pupils, to reduce pupil:teacher ratio. This year group has relatively large proportion of eligible pupils.</p> <p>Support for looked-after and recently adopted pupils, including support for staff to attend review meetings.</p>	£10,500	<p>Expected progress across the year is 4 points.</p> <p>This pupil made better than expected progress to diminish the difference between them and their peers. This pupil made the following progress:</p> <table border="1" data-bbox="678 499 1505 636"> <thead> <tr> <th data-bbox="678 499 1091 535">Pupil Premium child</th> <th data-bbox="1091 499 1505 535">Non-Pupil Premium children</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 535 1091 571">Reading progress: 8 points</td> <td data-bbox="1091 535 1505 571">Reading progress: 6.7 points</td> </tr> <tr> <td data-bbox="678 571 1091 607">Writing progress: 7 points</td> <td data-bbox="1091 571 1505 607">Writing progress: 7.2 points</td> </tr> <tr> <td data-bbox="678 607 1091 636">Maths progress: 6 points</td> <td data-bbox="1091 607 1505 636">Maths progress: 5.5 points</td> </tr> </tbody> </table> <p>All pupils made better than expected progress, from their starting points. The PP child made progress that was in line with or better than their non-PP peers.</p> <p>This pupil also achieved the expected standard in Reading, Writing and Maths and achieved a Good Level of Development.</p> <p>KS1 and KS2 (38 eligible pupils): <i>NB – all progress figures are based on teacher assessment.</i></p> <table border="1" data-bbox="678 994 1505 1261"> <thead> <tr> <th data-bbox="678 994 954 1061"></th> <th data-bbox="954 994 1230 1061">Pupil Premium Pupils</th> <th data-bbox="1230 994 1505 1061">Non-Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 1061 954 1128">In-year progress in Reading</td> <td data-bbox="954 1061 1230 1128">3.2 points</td> <td data-bbox="1230 1061 1505 1128">3.2 points</td> </tr> <tr> <td data-bbox="678 1128 954 1196">In-year progress in Writing</td> <td data-bbox="954 1128 1230 1196">3.4 points</td> <td data-bbox="1230 1128 1505 1196">3.2 points</td> </tr> <tr> <td data-bbox="678 1196 954 1261">In-year progress in Maths</td> <td data-bbox="954 1196 1230 1261">3.2 points</td> <td data-bbox="1230 1196 1505 1261">3.2 points</td> </tr> </tbody> </table> <p><i>Expected progress is 3 points.</i></p> <p>Overall, all pupils made better than expected progress in Reading, Writing and Mathematics. Pupils eligible for Pupil Premium funding made progress that was the same or better than non-eligible pupils.</p> <p>Progress from KS1 to KS2 (teacher assessment)</p> <table border="1" data-bbox="678 1525 1505 1792"> <thead> <tr> <th data-bbox="678 1525 954 1592"></th> <th data-bbox="954 1525 1230 1592">Pupil Premium Pupils</th> <th data-bbox="1230 1525 1505 1592">Non-Pupil Premium Pupils</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 1592 954 1659">Reading</td> <td data-bbox="954 1592 1230 1659">11.8 points</td> <td data-bbox="1230 1592 1505 1659">12.1 points</td> </tr> <tr> <td data-bbox="678 1659 954 1727">Writing</td> <td data-bbox="954 1659 1230 1727">12.5 points</td> <td data-bbox="1230 1659 1505 1727">12.5 points</td> </tr> <tr> <td data-bbox="678 1727 954 1792">Maths</td> <td data-bbox="954 1727 1230 1792">12.2 points</td> <td data-bbox="1230 1727 1505 1792">12.2 points</td> </tr> </tbody> </table> <p><i>Expected progress is 12 points.</i></p> <p>Pupils eligible for Pupil Premium funding made progress that was in line with or better than non-eligible pupils.</p>	Pupil Premium child	Non-Pupil Premium children	Reading progress: 8 points	Reading progress: 6.7 points	Writing progress: 7 points	Writing progress: 7.2 points	Maths progress: 6 points	Maths progress: 5.5 points		Pupil Premium Pupils	Non-Pupil Premium Pupils	In-year progress in Reading	3.2 points	3.2 points	In-year progress in Writing	3.4 points	3.2 points	In-year progress in Maths	3.2 points	3.2 points		Pupil Premium Pupils	Non-Pupil Premium Pupils	Reading	11.8 points	12.1 points	Writing	12.5 points	12.5 points	Maths	12.2 points	12.2 points
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<p>Provision of Family Outreach Worker to support vulnerable pupils and their families.</p>	<p>£7308</p>	<p>Over the 2017-18 year, 14 vulnerable pupils and/or their families were supported directly.</p> <p>As part of the accountability process, termly reports detailing the outcomes and impact of their work are written by the FOW given to the school, and then monitored by the Headteacher and Governors.</p> <p>Short term targets were set for each pupil. In all cases, the targets were achieved within the specified time period.</p> <ul style="list-style-type: none"> - providing emotional support for eligible pupils. - providing support and advice to families. - support to families of eligible pupils experiencing emotional and mental health difficulties - To improve pupils' self esteem. - To enable families to provide better quality support for their child(ren). - To ensure that adults feel emotionally supported in order to be able to support and care for their child(ren) more effectively. - Attendance at Child Protection meetings for eligible pupils, contributing to safeguarding of these pupils. - Referring to and liaising with Social Services to protect children at risk of harm. 																				
<p>Provision of Education Welfare Officer</p> <ul style="list-style-type: none"> - To ensure that the attendance and punctuality of all eligible pupils is at least as good as other pupils. - To support the school in early identification of poor attendance or punctuality. - To investigate circumstances leading to poor attendance or punctuality and overcome barriers. 	<p>£3000</p>	<ul style="list-style-type: none"> - Target 97% attendance. <p>National figures for all pupils 2017-18 (the most recent available): 4.2% absence / 95.8% attendance</p> <p>National figures for Free School Meals (pupil premium figures are not published): 7.6% absence / 92.4% attendance</p> <p>Oxley Primary – all pupils 2018-19 2.9 % absence / 97.1% attendance</p> <p>Oxley Primary – Pupil Premium pupils 2018-19 3.5% absence / 96.5% attendance</p>																				

- To provide direct support to families experiencing difficulties.		Absence rates for disadvantaged pupils remain above national figures and in line with non-disadvantaged pupils in school.
One to one counselling and play therapy	£1190	Provision of specialist emotional support for vulnerable pupils experiencing effects of trauma. Pupils taking part in this programme have demonstrated improvements in their general demeanour and an ability to communicate their feelings appropriately.
Provision of free Breakfast Club places	£1748.50	- Ensured eligible pupils had a nutritious breakfast each day. - Ensured eligible pupils were able to access structured play activities to strengthen relationships and social skills.
Provision of speech and language therapist (Spring and Summer term)	£6383	Contribution towards provision of individual speech and language assessment and support for 24 pupils in Reception, KS1 and KS2. Assessments were used to devise individual support plans for pupils, to be delivered by school staff. Contribution towards evidence base for applications for Education, Health and Care Plan (EHCP) and Top-Up funding. <ul style="list-style-type: none"> • 8 pupils made sufficient progress to be discharged from S+L intervention. • 10 pupils made good progress and will require monitoring and in-class support. • 6 pupils require further S+L intervention next year.
Financial support for pupils and families. Subsidies for access to curriculum enrichment	£10,337.41	Support provided for: <ul style="list-style-type: none"> • uniform • free places on educational visits • free or subsidised places residential visits • free places on after school clubs and enrichment activities. • payment of after-school swimming lessons • payment of instrumental lessons
Total expenditure: £63,966		