

Pupil premium strategy: review statement 2018/19

Disadvantaged pupil performance overview for last academic year

	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
	18-19	19-20	20-21	18-19	19-20	20-21
Proportion achieving expected standard or above in reading, writing & maths	83.3%	No Data Due to		71%	No Data Due to	
Average progress score in reading	0.53	CV-19		0.3	CV-19	
Average progress score in writing (TA)	1.35			0.3		
Average progress score in maths	1.87			0.4		

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: QFT	For all pupils to receive quality-first teaching, ensuring personalisation for all learners, based on the BPP T&L priorities.
Priority 2: Targeted Support	Key stages to provide a personalised approach to interventions, which ensure that our disadvantaged students make maximum progress, using Pupil Premium funding in order support this
Priority 3: Other	To provide enrichment, support and opportunities for disadvantaged students in order to improve engagement in learning, thus ensuring students make excellent progress.
Barriers to learning these priorities address	

Projected spending	£163,560.00 with £38,081 top up from school fund
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Monitoring and Implementation

Area	Challenge	Mitigating action
Priority 1: QFT	New teachers (NQTs/RQTs) whom need enhanced development	Assigned support from the Phase Leader for planning and reflection. Staff members also had an assigned mentor for enhanced coaching, support and well-being. Support peer-peer project work linked around quality first teaching. Specific CPD such as Phonics at KS1/KS2.
Priority 2: Targeted Support	Children taking responsibility for actions.	Key CPD for the staff team and evaluation of the Behaviour Policy linked to restorative practice. Further enhancements with BPP training from Positive Regard RE:SEMH, restorative practice and regulation.
Priority 3: Other	Some reluctance in key groups of new parents to engage with family support	Develop parent centred workshops to build confidence and relationships with school staff. Identify needed and plan for early help where needed. Evaluate the need for the children within the learning setting and the support parents need to enable this.

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Disadvantaged children exceeded the National Average in Reading, Writing and Maths by a 12% increase.
Progress in Mathematics	The children exceeded the national average by 0.8 gaining a progress measure of 0.8. Oakwell Rise has increased progress significantly over time from pre-academy conversion which was -5.96 as a starting point.
Phonics	Phonics has seen the least progress predominantly due to transience within KS1. This is a continued key focus to support new to the country children.
Other	<ul style="list-style-type: none"> • Further assessments, interventions and online support provided to those in receipt of PPG and Catch Up Funding. • Highly rigorous FSW supporting and challenging families alongside social care to improve life outcomes for disadvantaged children. • Disadvantaged children's attendance was 97.5% at the year end point.

	<ul style="list-style-type: none">• Staff training, mentorship / leadership training has enhanced quality first teaching in the school for disadvantaged children.• Effective interventions are in place for targeted children and trained teaching assistants.
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