



## Pupil premium strategy statement 2018-2021

1. Summary information					
School	Oatlands School				
Academic Year	2020/21	Total PP budget	£18,830 (£1,345)	Date of most recent PP Review	NA
Total number of pupils	270	Number of pupils eligible for PP 2020/21 (Jan census)	14 (Jan 2021 census)	Date for next internal review of this strategy	October 2021

2. Statutory Assessment outcomes for Pupil Premium children July 2019			
EYFS			
	All pupils	Pupil premium	Non Pupil Premium
Good level of development (GLD)	75% (N-75%)	67%	
Year 1 phonics screening check	79% (N – 82%)	100% (N – 70.6%)	78.6% (N – 84.7%)
Proportions achieving the expected standard in reading	73% (N-75%)	29% (N – 62%)	76.2% (N-78.6%)
Proportions achieving the greater depth standard in reading	46% (N-25%)	0% (N – 13.8%)	48.8% (N – 28.1%)
Proportions achieving the expected standard in writing	62% (N-70%)	0% (N – 55%)	69% (N – 73.2%)
Proportions achieving the greater depth standard in writing	7% (N-15%)	0% (N – 7.2%)	7.1% (N – 16.8%)
Proportions achieving the expected standard in maths	78% (N-76%)	14% (N -62.5%)	82.1% (N – 79.3%)
Proportions achieving the greater depth standard in maths	23% (N-22%)	0% (N – 11.8%)	25% (N – 24.4%)

### Numbers of PP children in each year group October 2020

**Reception** 2/90 children  
**Year 1** 6/90 children (2 EHCP)  
**Year 2** 7/90 children

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Oral language skills are lower for pupils eligible for PP than other pupils. This slows reading and writing progress in subsequent years.	
<b>B.</b>	The majority of the children in this group are currently working below the expected standard.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Attendance rates for pupils eligible for PP is lower than that of all pupils compared to all pupils. This reduces their school hours and causes them to fall behind on average.	
<b>D.</b>	Parental engagement is significantly lower for this group.	
<b>E.</b>	Some children have unsettled home lives and therefore find focussing at school challenging.	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in Reception and Year 1 classes.	Pupils eligible for PP in Reception make rapid progress by the end of the year and meet age related expectations.
<b>B.</b>	To narrow the attainment gap between PP and non PP children	The gaps in outcomes for PP pupils are within 10% of all pupils in reading, writing and mathematics
<b>C.</b>	Increase attendance rates for pupils eligible for PP.	Overall PP attendance improves and is in line with 'other' pupils.
<b>D.</b>	Increase parental engagement	Parents attend extra curricular events and understand how to support their children at home.
<b>E.</b>	Children have better focus in class as are not preoccupied or worried about home circumstances	Children make good progress

4. 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?
Proportions of children working at the expected standard and greater depth standard in writing are in line with National figures	<p>Embedding new approach to planning using new text choices.</p> <p>Embed approaches to marking and editing routines.</p> <p>Embed strategies taken from Taken from 'Greater Depth' research project</p> <p>Embed whole school writing 'non-negotiables' with a focus on high expectations and presentation.</p>	<p>Our reading outcomes are currently much higher than writing.</p> <p>Approaches to planning have not been consistent and text choices do not always capture interests of underperforming pupil groups (Boys).</p>	<p>Observations</p> <p>Pupil Progress meetings</p> <p>Staff questionnaire pre and post implementation</p> <p>Governor monitoring.</p>	<p>Head teacher</p> <p>Deputy Head teacher</p>	Termly
EYFS Outcomes in Language for communication remain in line with national figures.	EYFS planning to focus on promoting communication and language skills.	EYFS baseline data indicates that the majority of children are entering reception not being able to speak in sentences.	<p>Performance management meetings and pupil progress meetings.</p> <p>Governor monitoring.</p>	EYFS lead	Termly
The quality of teaching and learning is consistently outstanding across the school.	<p>Joint planning</p> <p>Peer observations</p> <p>Curriculum evaluation and development</p>	With job shares and staff turnover, it is important that all staff are clear about expectations and routines for their year group so that there is equality of high quality provision.	<p>Learning walks and performance management observations. Governor monitoring.</p>	Head teacher	Termly

Children leave the school with a breadth of identified key skills and knowledge in all curriculum areas.	Curriculum review ensuring chosen key concepts are taught throughout the school. Inset 'Making it stick' focussing on strategies to embed learning in the long-term memory. To develop assessment systems to allow children to demonstrate their knowledge and understanding.	The school's current curriculum is broad and balanced but children do not always have the time to embed key learning or to link their learning to what has come before. This will deepen their understanding.	Learning walks and performance management observations. Governor and School Improvement partner monitoring.	Head teacher	Termly
Children show a good understanding of emotions and their own and others mental health and wellbeing.	The story project - These are 5 sessions each half term based around a specific text from YR-Y2, with objectives linked to wellbeing, mental health and other RSE objectives.  1 member of staff is attending the training, which involves 3 training sessions throughout the year. <b>(£300)</b>	Children do not all have the language and understanding to be able to express their emotions and empathise with others.	Schedule staff meetings for teachers and Teaching assistants delivering the sessions.  Staff and pupil questionnaire at the end of the project.	Deputy Head Teacher	Summer 2021
<b>Total budgeted cost</b>					£300
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Parents are engaged with their children's learning, completing book share and spending quality time with their children.	Inviting parents in to share teaching approaches and showing them what they can do to support learning at home.	Outcomes of pupil progress meetings show that many PP are not completing book share and homework. Attendance at curriculum evenings is low due to difficulty with childcare arrangements in for evening workshops.	Parent consultation. Feedback from teachers at pupil progress meetings.	Deputy Head EYFS lead	Termly

Children show positive attitudes to their learning	Play Therapy Play therapist works with identified pupils to support emotional well-being. (£4,500)  Elsa intervention	Some children have underlying emotional issues, which are hindering the progress they are making. Play therapy provides the emotional support needed for pupils to cope with and/or overcome the issues affecting them.	Senior leadership team will have half termly meetings focussing on the emotional wellbeing of pupils.	Head teacher/ SENCO	Termly
PP children make accelerated progress and reach the expected standard.	1:1 or small group provision in identified areas  1:1 daily reading  (£34,500)	We want to provide extra support to ensure all PP pupils make good progress and meet the expected standard.	Extra teaching time and preparation time paid out of PP budget.  Impact overseen by SLT and Governors curriculum committee.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Senior Leadership Team	Termly
PP children reach age related expectations in reading.	Lexia-Core 5 reading intervention  Daily  (£3,800)	EEF – shows that this programme supports children to make good progress with their reading through targeting gaps and providing clear next steps. The program can also be used at home.	Pupil Progress meetings	Deputy Head	Termly
<b>Total budgeted cost</b>					£42,800
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
c. Increased attendance rates	Head teacher to monitor attendance weekly and follow up quickly on absences. Family support worker to	We cannot improve attainment for children if they are not in school.	Through briefing the administrative staff and Family support worker about existing absence issues.	Head teacher	Half termly

	follow up with persistent absentees.				
B. Improved progress and attainment for PP pupils	Home school link worker to support identified families to ensure routines are in place to promote positive learning routines. (£3,300)	We want to make sure that all families are well supported and are able to meet their children's emotional and learning needs.	Through briefing staff and providing support for making referrals. Provide opportunities for families to meet the family link worker.	Head teacher	Half termly
<b>Total budgeted cost</b>					£3,300
<b>Total</b>					<b>46,400</b>