

Pupil premium strategy statement

School overview

Metric	Data
School name	Oldbury Park Primary RSA Academy
Pupils in school	334
Proportion of disadvantaged (PP) pupils	68/334 – 20%
Pupil premium allocation this academic year	Estimated £93,720
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Di Smith
Pupil premium lead	Margaret Phillips
Governor lead	Sarah Bishop

KS2 Teacher Assessment July 2020

	Reading	Writing	Maths	Combined
Expected	56%	50%	67%	50%
Greater Depth	11%	6%	16%	5%

July 2021 Targets for pupil premium

Measure	Percent
Meeting expected standard at KS2 (combined)	(13 pupils)67%
Achieving high standard at KS2	14%
Meeting expected standard at KS1 (combined)	(5 pupils) 20%
Achieving high standard at KS1	20%
Achieving GLD in EYFS	(5 pupils) 60%

Teaching and Learning Whole School Strategies for current academic year:

Measure	Activity
Priority 1: Oracy	Clearly defined opportunities in all curriculum areas eg through the use of KASE as part of the teaching and learning cycle to promote high expectations of Oracy and the development of language rich vocabulary for all pupils.
Priority 2: Reading	All Reception and KS1 staff are trained to deliver high quality phonics teaching through Read, Write, Inc to all children. Focus on daily reading interventions across the school for lower attaining children to close gaps and so to accelerate progress. E.g. Saturated reading, Rapid Reading.
Priority 3: Mental Health and Well being	Implement the Pixl Autumn Well-Being package across the school. Introduce the Thrive approach to support all children but specifically one to one support for PPM and disadvantaged children.
Projected Spending	£26,000

Targeted academic support for current academic year

Measure	Activity
To raise attainment and accelerate progress of PPM children across the school	Use PiXL diagnostic assessments and therapies to support learning and close gaps in Reading, Maths and GPS. Provide support for identified PPM children to enable them to make rapid progress e.g. Rapid reading, First Class at number.
To use PiXL diagnostics and therapies to support PPM children to make accelerated progress	Forensic analysis of any gaps in learning. Identified, targeted support to close learning gaps.
To use First Class at number to support Maths	Forensic analysis of data to identify learning gaps. Deliver targeted interventions to improve basic skills and close learning gaps.
Rapid reading to support reading progress	Pupils who are not working at the expectations for their age to be provided with high quality, daily reading intervention to ensure rapid "catch up" progress.
Projected spending	£35,000

Wider strategies for current academic year

Measure	Activity
Priority 1: Reducing personal barriers to learning	Thrive screening to inform PSHE curriculum planning and identify social and emotional gaps in development and therefore increase self-confidence and self-esteem leading to readiness to learn.
Priority 2: Parental Engagement	Introduce a home learning platform. Maths, Phonics and English online tutorials to support parents in helping their children with homework and home learning. Virtual Parent Consultations led by pupils. Survey parents to establish home technology availability. Provide IT or alternative learning methods for families without necessary IT for home learning use.
Barriers to learning these priorities address	Lack of stationery / IT resources / Internet at home. Parental capacity to support home learning Social, emotional and mental health of pupils. Low Self-esteem and low confidence of pupils.
Projected spending	£28,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Accurate assessment of pupils Ensuring quality first teaching across classes. Ensuring consistency across classes and subjects. Time and capacity for CPD and mentoring.	Introduction of assessment tool. Focused monitoring cycle with phase and individual supportive feedback with strategies to improve. Middle leader involvement in subject monitoring. CPD calendar
Targeted support	Capacity and resources. Support from home.	Effective use of Thrive screening to support children when in school. Tutorials for parents and children on website.
Wider strategies	Adequate resourcing in the event of school closure. Impact of the pandemic having a negative impact on wellbeing.	Provide an online learning platform and training for the staff and children Resource packs for home learning provided to enable full engagement of PPM children from first day of isolation. Effective communication with parents and early help offered.

		PP Parents to have weekly contact to support learning of pupils.
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Review: last year's aims and outcomes

<p>Pupils make accelerated progress as gaps in learning are addressed so that they achieve in line with non-PP children. PP children will be involved in targeted focussed teaching groups by the class teacher or TA for English and /or Maths every day.</p>	<p>Measuring progress across the year is problematic due to school closure. Mid year data reflects some progress in Reception Year 3, 4 and 5. Progress in Writing and Maths for Year 6 and Year 1 Maths PP groups. Concern with Y1 and 2 data for PP children overall. Recovery Catch Up funding to be used to target these children's needs and ensure accelerated progress in 20-21. No published academic data available for July 2020.</p>
<p>Pupils achieve the expected standard in Reading, Writing and Maths combined, attaining in line with their non-PP peers. First Class at Number Intervention for specific children (including PP) identified as being below or cusp ARE carried out by AHT or experienced Year 2 teacher.</p>	<p>Interventions were carried out in the Autumn Term. The closure of school for most children due to Covid meant that interventions planned did not take place. Impact was therefore limited. Catch up funding to be used for these identified children in 20-21.</p>
<p>Children are more socially and emotionally ready for learning.</p>	<p>Regular contact with identified children was provided giving support at the beginning and end of the day to ensure smooth transition from home to school and back again. Four children benefitted through the THRIVE input from a visiting specialist developing their emotional strength. Nurture TA built effective communication with parents and children and saw great improvements in classroom learning behaviours. Behavioural issues reduced in class and on the playground. Fixed-term exclusions for PP children reduced from 7 in 18-19 to 1 in 19-20. Whole school thrive training to be introduced from Autumn 2020.</p>

<p>Pupils achieve ARE as gaps in learning are addressed. Individual interventions scheduled for afternoons with experienced TAs</p>	<p>Class teachers reported more confidence in learning. Pre-teaching was used successfully across KS2. Year 6 PP children targeted through PiXL interventions with TA in liaison with DHT. An increase of 14% in attainment for PPM pupils by end of KS2 (teacher assessment). PiXL to be extended across school for PPM pupils with data to be input and therapies introduced.</p>
<p>Pupils achieve in line with their non PP peers and attain the expected standard in R,W and M combined. Rapid reading intervention, reading comprehension groups, daily EDAR</p>	<p>This was carried out by KS2. An increase in RR outcomes across KS2 implemented in Year 3, 4 and 5. Improved outcomes in reading for PP children: Y3 – 16%, Y4 – 6% Y5 – 1% on previous year. Rapid reading to continue across KS2</p>
<p>Attendance for PP children is 95% + AHT with responsibility for attendance is informed about low attendance levels by school office and made aware of persistent absenteeism so he can contact parents to offer support.</p>	<p>Some limited success but not enough improvement across the school. Like for like data not available due to the school closing for Covid. Difficulty in making contact with some parents continued. Parents were not consistently engaging with the need for their children to attend regularly. Greater focus needed in the coming year as the effects of Covid has made the analysis of that data difficult. New protocols for Attendance introduced Autumn 2020.</p>