



# Oxbridge Lane Primary School

## Pupil Premium Impact Report & Strategy 2019/20



At Oxbridge Lane Primary School, 46% of our pupils attract extra funding through pupil premium. This means we are able to make additional investments in a range of areas to achieve the aims set out below, however this premium may be used as a fair proportionate of funding.

For the financial year 2019-20, our allocated Pupil Premium Funding was £238,800. There were 176 pupils eligible for Pupil Premium Funding. This funding was used to narrow the gap between pupils eligible for Pupil Premium and their peers, to support them reach their full potential.

As part of this process we identified:

- Specific children who are underperforming
- Barriers to learning through discussions with class teachers and parents
- Barriers to learning for children in our community and disadvantaged children in general
- Next steps in identifying appropriate interventions to combat identified barriers to learning.

### **Barriers to learning**

Last year the Pupil Premium Strategy set out to continue narrowing the achievement gap between the disadvantaged groups and their peers.

The identified barriers to the educational success were:

#### **Out of school barriers**

- Significant percentage of population live in some of the most deprived areas in the town.
- A high proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success – in some cases these children require alternative educational provision.
- Access to enrichment activities outside of school environment is limited – including visiting places away from the immediate community and accessing clubs such as football or dance

#### **Additional Needs**

- \* 65% of SEND children are also Pupil Premium
- \* 19.6% of Pupil Premium children have SEND needs
- \* Signification % of pupils have specific social and emotional needs which affect their learning
- \* Language and Communication skills for the majority of children are below what they should be for their age.

#### **Parental Engagement**

- Parental engagement with their child's readiness to learn and to support learning is low for the majority of Pupil Premium pupils.
- Having resources at home to complete homework or additional work at home.

## How we use our funding

At Oxbridge we are committed to giving every child an exceptional start that provides them with a platform of skills, knowledge and values to ensure their success throughout the rest of their education and in later life. We have a strong community and support all children and families to ensure that all children can reach their potential. We use our funding to support teaching and learning to close academic gaps and offer services and experiences to improve cultural capital. It allows children to be provided with a holistic and well-rounded curriculum that provides opportunities to raise aspirations, self-confidence, resilience and first-hand experiences.

<b>KEY EXPENDITURE</b>		
<b>Area of spend</b>	<b>Focus</b>	<b>Total Allocation</b>
<b>Staffing</b>	Quality support and intervention across the curriculum as well as focused EAL/SEMH/SALT, EHA support and advice around helping children be ready for learning. Personal, social and emotional support to facilitate breakfast club.	£166,032
<b>Educational Visits</b> (including residential visits)	Personal and social, enrichment and quality first hand experiences	£30,310
<b>Sports Provision</b>	To enable participation and experiences of a wide range of physical activity to all. SEMH	£17,300
<b>Outside agencies (such as SaLT, Counselling, Educational Psychology)</b>	Communication and language skills. Social, emotional and personal support. Personal, social and emotional support and guidance for individuals and staff.	£22,250
<b>Resources</b>	Provision of materials, uniform	£2908
		£238,800

## COVID-19

Oxbridge Lane Primary school have been affected by the partial school closures linked to the global outbreak of COVID-19 from March 2019. Staff and governors worked hard to ensure that the attainment gap does not increase and have supported disadvantaged pupils in the new ways including the development of the Recovery Curriculum to support children's social, emotional and mental health.

The wellbeing of children and families at Oxbridge Lane has been the main focus of support during closures.

The aims of the 'Pupil Premium Strategy' 2019/20 document intended to level the playing field for our disadvantaged children.

This strategy had been adapted inline with the school closure. Key Worker and vulnerable groups of children still attended during lockdown where they accessed sporting activities and curriculum activities.

Due to the close of schools, there is no official data or assessments for this academic year.

## Curriculum

Secure and high quality interventions

Targeted year groups gained access to Wilderness School

At Oxbridge Lane we offer secure regular and high quality support for PP children in need of additional help through specific resources – Accelerated reader, specific teacher assistant dedication intervention.

During school closures, school was committed to continue the sense of community and belonging by engaging with all families regardless of privilege. At the beginning of school closure, teachers and staff provided weekly videos so that children could see familiar faces each day. Class teachers set weekly video challenges alongside weekly homework menu tasks that consisted of all areas of the curriculum. Upon partial school reopening, pupils accessed daily story reading.

No families were at a disadvantage if they did not have internet access as paper copies were available and accessed. Families without computing facilities were offered a laptop on loan.

## Intent

At Oxbridge Lane Primary we aim to narrow the achievement gap between the disadvantaged groups and their peers. We use pupil premium funding to:

- close the attainment gap between disadvantaged and non-disadvantaged pupils
- raise aspirations
- develop resilience in our pupils for the next steps in their learning
- improve attendance
- identify and provide services for disadvantaged families

## Implement & Impact



### **Breakfast Club**

During 2019/20 the attendance of breakfast club was 50% PP children. Prior to COVID 19 closure, this was improving the attendance and punctuality of our PP children. It ensured that pupils attending receive nourishment at the beginning of the school day in preparation for learning and reduced hunger.

This before school provision is heavily subsidized and some fee free places have been given to ensure children are in school on time and ready to learn.

Breakfast Club also increased the number of pupils taking part in physical activity during the

morning activities and developed social skills through participation in a range of clubs provided by the school or external providers.

## **Cultural Capital**

In order to level the playing field, we use our personalised curriculum to enhance the experiences available to our pupils at every opportunity. This is because we understand the need to prepare them to be successful citizens in society once they leave school. As a result of the cross curricular learning experiences we have given our children, pupils are inspired and enthusiastic to continue their learning in the classroom. This had a significant impact on their classroom learning and evidence is shown through their high quality writing and has raised aspirations across each year group.



## **Enrichment**

At Oxbridge Lane Primary we aim to level the playing field by ensuring that all children can access the curriculum and experiences regardless of privilege.

From March 2020, all school visits, trips and visitors to school had to be cancelled due to the COVID-19 pandemic therefore all planned enrichment opportunities could not go ahead.

Prior to this regular sports trips, competitions and visits took place across the year and this is evidenced in the sports premium impact report. Pupil premium accessed and thoroughly enjoyed the range of opportunities they were presented with. This improved team work, resilience and perseverance.

## **Outdoor Learning**

Learning outside the classroom is an integral part of our pupil's education and have been providing a wealth of opportunity for children to access outdoor education prior to school closure. Although Oxbridge Lane Primary School is in a built up area with limited outdoor space, pupils have adapted ways to access the outdoor areas.

Pupil Premium children throughout the school have experienced Wilderness School. The impact that the outdoor learning opportunities has had has boosted self-confidence, improved speaking and listening and offered experiences that promote writing within the classroom. The pupils accessing Wilderness Schooling have voiced that they enjoy being in the outdoors and learning new things.

The impact of Forest School includes improved behaviour, improved mental health and well-being, improved physical health, greater understanding of our school rules and values, greater familiarity with and appreciation for our local environment. Pupils were given the opportunities to problem solve which developed their perseverance and resilience within the classroom, improved their teamwork skills, explore, experiment and contextual learning. This started to show impact for developing resilience in our pupils for the next steps in their learning, however due to COVID this offer needs to be extended.



### **Improving attendance and supporting families**

Our persistent absence and punctuality rate adversely affect the prospects and outcomes for disadvantaged children. Our school attendance policy reflects the proactive measures we take as a school to improve pupil attendance. Many rewards, services or assistance with individual circumstances are funded using pupil premium. This approach has led to significant rise in prospects and outcomes for individual children. Our Early Help Advisor is part funded by Pupil Premium so she can help families (particularly of disadvantaged pupils) improve academic attainment but also access services and assistance that they may require. EHA made a huge impact to COVID hit disadvantaged families eg. Free school meals deliveries, sign posting services, ensuring ability to access home learning. There continues to be a high level of engagement with Pupil Premium families and this has contributed to a strong home school relationship. The pastoral team continues to offer significant support to target families.

### **Close the attainment gap**

To close the attainment gap, funding was used towards Teaching Assistant staff to deliver intervention programmes and support teachers across school. These staff are used strategically for the teaching of phonics, English and maths. The deployment of these staff is overseen by class teachers in order to narrow the gap in achievement by small step group work for same day or next day interventions. TAs have been used to address small steps in learning where intervention is needed. The positive impact of this is measured in pre and post topic testing and through use of AfL.

#### **Strengths**

- Maths – The attainment gap between PP and non PP in Reception, Year 1, Year 2, Year 3 and Year 6 has closed.
- By the end of KS2, the gap between PP and non PP has narrowed.
- Pupil Voice for wider school experiences and enrichment show great impact on their wellbeing and express their love and enjoyment coming to school.
- Reading is a particular strength – having closed across all cohorts (except Year 5)

#### **Gap Analysis**

- Additional staff support needed to support Pupil Premium children across Reading, Writing and Maths is needed for Year 5.
- Continuing to work closely with children and families around wellbeing and mental health.
- Through pupil and staff voice, pupils need to develop more resilience.