

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021- 2022 academic year.

Intended outcome 1:

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Success Criteria:

Sustained high attendance from 2021/22 demonstrated by:

- the overall attendance % for children of statutory school age is in line with national or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced year on year.
- the percentage of all pupils who are persistently absent is in line with or below national average and for disadvantaged pupils it is in line with their peers.

Evaluation:

For 2021/22, attendance for non-PPG recipients was 91.1%, for those not PPG eligible was 91.4% and PPG attendance was 90.5%. This is an improvement on 2020/21 (88%). The gap between PPG and non-PPG pupils is reducing year on year at King's Oak. National attendance figure for 2021/22 was 92.4% with PA at 22.5%. Persistent absenteeism is 28% overall, with PPG eligible pupils at 35%.

The Child Protection Office supported 78 children and their families. Of those still at King's Oak, 64% have an improved attendance this year. The EWO has supported 35 children and their families. 65% of these children who are still at King's Oak have an improved attendance this year.

Action:

Develop and implement strategies to address persistent absenteeism.

Continue to adopt an interdisciplinary model to support families with complex issues affecting attendance (Behaviour Lead, Attendance Lead, Child Protection Officer, outside agencies).

Develop case studies of what works. Conduct parent and pupil voice on attendance and the support received.

Intended outcome 2:

To increase cultural capital for our PPG pupils leading to greater engagement with the curriculum, as well as a sense of belonging.

Success Criteria

Through book looks, focus groups, pupil and parent voice, class events and observations, pupils demonstrate knowledge of key aspects of local, national and global cultural capital through the curriculum. They make links between trips and activities and their class work and

being able to talk about their experiences and how this contributes to their growing knowledge.

Evaluation

PPG children in KS2 reported that they had not been to a forest or the theatre out of school and school trips were their only experience of this. All reported that they enjoyed Forest School and learnt about nature as well as feeling calmer in the forest and developing teamwork skills and resilience. Similarly, all of the children could talk about how their visits to local theatre performances helped them when they saw a performance and got a chance to talk to the actors, directors or producers. Only 10% of the PPG children had been to a museum out of school. All of the children asked were able to link the history trips to learning in class and explain how it helped their understanding and some were able to talk about how their trips to places of worship linked to their learning in RE. PPG children enjoyed their opportunities for extra music sessions (learning to play an instrument).

Actions:

RE leaders to ensure that the learning on trips to places of worship is explicit to the children and develops children's learning in class.

Intended outcome 3a:

Improved oral language skills and vocabulary among disadvantaged pupils in EYFS

Success Criteria:

Assessments and observations indicate significantly improved oral language in EYFS among disadvantaged pupils by 2022/23. This is evident when triangulated with other sources of evidence, including engagement in lessons, teacher discussions and ongoing formative assessment.

Evaluation:

2021/22 end of EYFS outcomes for Communication (Listening, attention and understanding and Speaking) were high for FSM children (83%). The national standard was 86%. 92% of FSM pupils have made 6 or more steps of progress in Communication.

Actions:

Continue to develop systems for triangulating this data, including in relation to children in Nursery and Pre-School. Further analyse data to consider why children did not reach national on an individual basis and implement activities to address needs. Investigate the feasibility of Speech and Language Therapy to support disadvantaged children in EYFS.

Intended outcome 3b:

Continue this focus on talk, vocabulary and language throughout the school to ensure progress and attainment in reading and writing.

Success Criteria:

Greater comprehension in reading and higher levels of writing in KS1 and KS2 are evidenced in results including the % of PPG pupils gaining GD.

Evaluation:

2021/22 Year 2 reading outcomes were higher for PPG children at age expected or greater depth (81%) than the national average (2022) which was 68%. National average for PPG was 51%. PPG children also achieved at Greater Depth above the national average for 2022 (21%). Further analysis of outcomes show that girls are outperforming boys in reading (75% at age expected or greater depth compared to 65%) and writing (67% at age expected or greater depth compared to 56%). This is specific to this cohort and not evident in other year groups.

2021/22 Year 6 reading outcomes were higher for PPG children at age expected or the higher standard (87%) than the national average (2022) which was 74%. 17% of PPG children achieved the higher standard compared to 27% nationally. Further analysis shows that 40% of PPG pupils in the cohort made good progress in reading. This is in line with the cohort as a whole. Of the 5 PPG children who did not meet age expected in reading, all were girls and three of these were on the SEN register. Analysis of current cohort indicates that the percentage of PPG children who will reach greater depth this year will be higher.

2021/22 Year 2 writing outcomes were higher for PPG children (69%) at age expected or greater depth, exceeded the national average for all children (59%, 2022). 6% of King's Oak PPG children attained greater depth in writing compared to the national average of 8%. 69% of PPG pupils made good progress in writing.

2021/22 Year 6 writing outcomes were higher for PPG children (68%) at age expected or greater depth and in line with the national average (2022) which was 69%. 9% of PPG children achieved the higher standard compared to 14% nationally. Further analysis shows that 70% of PPG pupils in the cohort made good progress in writing. This is at least in line with the cohort as a whole. Of the 5 PPG pupils who did not meet age expected in writing, four were girls and three were on the SEN register.

Actions:

Focus on increasing the numbers of PPG children at greater depth in writing at the end of Year 6 but adapting the planning, focus groups and additional intervention group for identified children. Focus on ensuring the number of PPG children at greater depth in reading is in line with national by a whole school focus on increasing fluency, automaticity and prosody. CPD on the effective use of talk in teaching reading and writing.

Intended outcome 4:

Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.

Success Criteria:

Year 2 and Year 6 maths outcomes in 2023/4 show that the attainment of disadvantaged pupils is in line with or above the national standard.

Evaluation:

2021/22 Year 2 maths outcomes were above national (81.3%) for KOP PPG children at age expected or greater depth. Nationally, 68% of children overall met the expected standard but only 52% of PPG children met the expected standard. 19% of PPG children achieved the higher standard compared to 16% nationally. Further analysis shows that 100% of the PPG pupils made good progress in maths. This is at least in line with the cohort as a whole. Of the 3 pupils who did not meet age expected in maths, 2 have an EHCP and significant learning needs and the other made good progress.

2021/2022 Year 6 maths outcomes were below national (71%) for KOP PPG children (48%). This is in line with the cohort. Further analysis shows that 39% of PPG pupils in the cohort made good progress in maths. This is at least in line with the cohort as a whole. The maths audit from local authority and further analysis of individual SATs results from last year's cohort have highlighted the need to address curriculum coverage post-Covid.

Actions:

The Year 6 team, with support from SLT, the maths lead and PPG lead, to ensure provision for all prior low attaining pupils is effective by adapting the curriculum based on the needs of the incoming cohort and providing additional maths interventions to address children's gaps. INSETs/CPD to focus on modelling, questioning and reasoning. Regular ongoing assessment is to be used formatively to ensure PPG children are making learning and retaining skills and are able to show their knowledge in the context of a test environment.

Intended outcome 5:

Improved phonics attainment among disadvantaged pupils at the end of Year 1

Success Criteria:

Year 1 Phonics outcomes in 2023/4 show that the % of disadvantaged pupils meeting the threshold is in line with or exceeding the national standard.

Evaluation:

2021/22 Year 1 phonics outcomes for PPG (FSM) children were 55% compared to the national standard which was 75%. Of the children who did not meet the threshold in Year 1, just under half had English as an additional language.

In Year 2, 15 of the 16 PPG children met the threshold for the phonics screening. The one PPG child who did not made significant progress and has an EHCP in progress.

Teachers and Teaching Assistants, when questioned, all commented on the positive impact the Sounds Write approach had on phonics throughout the school.

Actions:

In Year 2, two whole class phonics sessions and additional intervention groups 3 times a week to ensure that the children who did not meet the threshold in the phonics screening in Year 1 catch up. Regular and ongoing assessment of progress for those children who need to catch up. The success of whole-class teaching and catch-up interventions over the previous year means that the same model will be followed.

In Year 1, an extra focus by class teachers on white FSM pupils and in year arrival who were proven from our data analysis to be just below the pass mark last year. Year 1 teachers to design and deliver a bespoke phonics catch up strategies for newly arrived EAL pupils. The monitoring programme for phonics will analyse the impact of this.

Intended outcome 6:

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Success Criteria:

Sustained high levels of pupil wellbeing from 2023/24 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
- Analysis shows a reduction in incidents of emotional or behavioural need within the PPG cohort

Evaluation:

Of those who responded to our parent/carer survey, 93% agreed or strongly agreed that their child was happy at school and 96% that their child felt safe. 82% of parents/carers agreed that the school supports the wider personal development of their child. Parents/carers rated the school's approach to equality and inclusivity highly.

Two recent reviews by the local authority have found positive behaviour. In September 2022, the PPG review highlighted good behaviour for learning strategies as a strength of the teaching. The Curriculum review (November 2022) also reported positive behaviour for learning. It concluded that pupils are courteous and kind to each other and to the adults they work with and a positive behaviour culture exists in the school.

Current methods of data collection on incidents of emotional or behavioural need have proved difficult to analyse. A new system has been developed by the Behaviour Lead for this, going forward.

Evaluation of Play Therapy – based on teacher and parent voice, all the children who had Play Therapy met their targets and 23 out of the 39 who had ELSA met all of their targets. An additional 9 children partially met their targets. Of the remaining 7, only 3 did not meet any of their targets. The needs of these children are now being addressed through support from external mental health support agencies.

Over half of the participants in the Polka Theatre KS1 and KS2 after school drama clubs are disadvantaged pupils. Pupil voice shows that all of the PPG children who participated in the clubs said their confidence had improved, especially in English lessons; three children also said they were more focused in class as a result of their participation. Parents also shared the view about confidence, with one PPG parent saying that her daughter had read a poem at her wedding, something she would never have had the confidence to do before participating in the drama club.

The Child Protection Office supported 78 children and their families over the course of the academic year. They attended 126 meetings with other professionals and dealt with 31 information requests from external professionals. 23 of these 78 children closed to social services and an additional 35 closed without being put on a plan. Dedicated time spent by the Child Protection office liaising with families, external professionals and preparing reports frees up members of the Senior Leadership Team to support teaching and learning. Case studies show that the involvement of the CPO streamlined the process of referrals to the Single Point of Access and how low level and child protection concerns were dealt with in school.

Only two children from one family were funded for breakfast/after school clubs. Attendance for these children improved over the year. Fifteen children were financially supported to

attend the Year 6 residential trip. These children would not have been able to participate in the residential trip without this financial support.

Actions:

Implement additional ways to elicit parent/carer views from disadvantaged families.

Data collection on incidents of emotional or behavioural need are now being recorded more effectively.

Increase the offering of after school clubs, with a focus on the participation of disadvantaged pupils.

Staff CPD to be evaluated in a more consistent way.

More PPG children and their families to be made aware of the availability of places at breakfast and after school club.

Intended outcome 7

To ensure staff are supported to deliver high quality teaching for all in order to meet the complex needs of our PPG and other vulnerable pupils.

Success Criteria

Evaluation of CPD delivered by middle leaders, learning walks, book looks, staff discussions and peer feedback demonstrates a high level of understanding of QFT strategies and ability to implement them to meet individual needs.

Evaluation: The recent local authority review of PPG provision highlighted good examples of teacher delivery with good pace and stimulating interest, use of a variety of learning approaches and peer/group work, peer assessment before completing a final version of a piece of work, questioning and feedback strategies with careful focus on PPG pupils and teacher knowledge of metacognitive strategies. However, this was not consistent throughout the school.

Actions:

Ensure that there is a consistently high level of QFT strategies throughout the school and all teachers are able to implement them to meet individual needs. SLT to monitor QFT strategies through a PPG lens to ensure the activities on the PPG strategy are being implemented and embedded, what is working and what needs to change. This will include monitoring on how fluid interventions and focus groups in class are arranged and what their impact is in supporting QFT. Teacher CPD on a range of effective strategies for PPG pupils to help them accelerate progress and attainment for specific pupils or groups of pupils and to meet individual needs.