

Pupil premium strategy intended outcomes

This details the impact that our pupil premium activity had on pupils in the 2022- 2023 academic year.

Intended outcome 1:

To improve and sustain excellent attendance for disadvantaged pupils, including those who are vulnerable but not in receipt of FSM.

Success Criteria:

Increasing and sustained high attendance from 2022/23 demonstrated by:

- the overall attendance % for PPG and other vulnerable children of statutory school age is in line with national or above.
- the percentage of PPG and other vulnerable 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:

In 2022/23 PPG attendance at King's Oak (88.2%) was in line with national PPG attendance (88.6%). Overall attendance at King's Oak (90.2%) was lower than the national average overall which is 94%.

National average for persistent absenteeism (attendance below 90%) was 17.2%; at King's Oak, persistent absenteeism was 35%.

Actions:

Review and update attendance policy

Implement strategies to address persistent absenteeism including regular meetings with Education Welfare Office, early intervention and communication with parents, attendance 'drop ins' signposting to outside agencies, regular communication with parents, individually tailored support for pupils when required.

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 experience cultural capital through trips and activities and make links between these trips and activities and their class work

They are able to talk about their experiences and how this links to their growing knowledge.

Evaluation:

The majority of year groups visited a place of worship (different faiths covered) linked to their learning in RE; all PPG children accessed this. Class trips were linked to topics studied in science, history and geography in all year groups and three year groups went to the theatre; all PPG children accessed this. Subject lead booklooks and pupil voice with children in receipt of PPG evidence key aspects of local national and global cultural capital are taught and the children are learning more and remembering more and they are able to talk about how their experiences link to their growing knowledge.

Actions:

Educational Visits Coordinator and Subject Leads to continue to liaise with year group teachers to ensure that curriculum trips and other enhancement activities continue to be offered and cost-effective alternatives are sought for trips which have increased in price. Subject Leads to continue to explore and expand the repertoire of trips available to year groups.

Cultural capital to be further developed for the arts: theatre, art galleries and live music events to be a focus.

Curriculum Lead to develop a mechanism to measure pupils' sense of belonging.

Intended outcome 3:

Improved oral language skills and vocabulary among disadvantaged pupils when leaving EYFS and maintain this throughout the key stages, in order to further improve reading and writing.

Success Criteria:

Assessments and observations indicate significantly improved oral language skills and vocabulary at the end of EYFS among disadvantaged pupils and throughout the key stages. This is evident when triangulated with other sources of evidence, including observation of lessons, pupil voice, teacher discussions and ongoing formative assessment.

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

Evaluation:

The 2022/23 end of EYFS outcomes for Speaking King's Oak children eligible for Pupil Premium were in line with national outcomes for comparable children (2021/22 figures are the latest available so have been used).

Writing book looks for children working at Greater Depth, across the school, show that the level of vocabulary in independent pieces of writing is improving rapidly.

In KS1, 17% of King's Oak PPG children achieved Greater Depth in reading; nationally, 19% of children achieved this standard in reading. In writing, 13% of King's Oak PPG children achieved Greater Depth; nationally 16% of children achieved this standard in writing.

Of the disadvantaged pupils at the end of Year 6, progress in reading and writing (Value Added) showed that they made better than the national average. (+0.7 in reading and +1.1 in writing). This compares to an overall negative Value Added score last year of -4.4 and -0.4 respectively).

Reading KS2 was 25% Greater Depth overall, this is almost in line with the national average for great depth which is 28%; 8% of PPG children attained the greater depth standard in reading at the end of KS2. In writing, 8% of King's Oak children achieved Greater Depth in writing but none of these children were PPG. Nationally 14% of children attained greater depth for writing.

Actions:

Implementation of 'Re-igniting Writing' project by English Leads throughout the school.
Further development of reading through the science and non-core curriculum by the purchase and use of subject-specific non-fiction texts throughout KS1 and KS2.
Continue to develop and monitor the use of subject-specific vocabulary across the curriculum.
Additional teaching hours (an additional teacher) four mornings a week within the Year 6 team to ensure provision for all prior low attaining pupils is designed to close the gap between them and their peers and previous high attainers continue to be stretched.

Intended outcome 4:

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

Success Criteria:

Year 6 maths outcomes in 2022/23 show that the attainment of disadvantaged pupils is in line with or above the national standard.

Evaluation:

'Value added points' for maths (at the end of KS2) , which represents the progress of the children who have been our pupils throughout their school career, was above the national percentage which is strong. For disadvantaged children the value added was +0.3). The overall Value Added for maths has increased from -4.1 to 1.1 from last year). While the progress is 'excellent' for disadvantaged pupils across the school, the focus remains on raising their attainment.

Actions:

Implementation of NCETM's Mastering Number strategy in Year 4 and 5; targeted continued professional development for teachers across Key Stage 2 on elements of the mastery curriculum; additional teaching hours (an additional teacher) four mornings a week within the Year 6 team to ensure provision for all prior low attaining pupils is designed to close the gap between them and their peers.

Intended outcome 5:

Improved phonics attainment among disadvantaged pupils at the end of Year 1;
Improved knowledge of phonics across the school at all stages

Success Criteria:

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

Assessments and observations indicate significantly improved reading, spelling and writing as a result of greater confidence in using knowledge of phonics.

Year 2 and Year 6 reading outcomes in 2022/23 show that the attainment of disadvantaged pupils is in line with or above the national standard.

Year 2 and Year 6 writing outcomes in 2022/23 show that the attainment of disadvantaged pupils is in line with or above the national standard.

Evaluation:

2022/23 Year 1 phonics outcomes for PPG children (55%) were below the national average for PPG children (67%). Further analysis of outcomes of the phonics screening show that SEND or multilingualism, in particular new to English or recent arrival in the country, was a factor for seven of the pupils not meeting the threshold.

Of the 11 disadvantaged PPG children who entered Year 2 not having met the threshold in the phonics screening at the end of Year 1, only two children had not met it by the end of Year 2, and one of those scored within 4 marks of the threshold.

67% of PPG children achieved age related expectations or higher in reading at King's Oak at the end of KS1 in 2022/23 . This is in line with the national average of 68%.

48% of PPG children achieved age related expectations or higher in reading at King's Oak at the end of 2022/23. Nationally , 73% of children achieved age related expectations in reading at the end of Key Stage 2.

63% of PPG children achieved age related expectations or higher in writing at King's Oak at the end of KS1 in 2022/23 . This is in line with the national average of 69%.

55% of PPG children achieved age related expectations or higher in writing at King's Oak at the end of 2022/23. Nationally, 71% of children achieved age related expectations in reading at the end of Key Stage 2.

Evaluation by AfC Advisor for English showed a rapid improvement in spelling (application of phonics) in the English books of PPG children across the school.

Actions:

Further enhance and develop the diagnosis and monitoring of SEND and multilingual/new to English children recently arrived in the country.

Year 2 to continue with daily whole class phonics sessions and additional intervention groups to ensure that the children who did not meet the threshold in the phonics screening in Year 1 catch up. In order to increase prosody, PPG readers are heard daily with a focus on fluency and automaticity.

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 wellbeing from 2022/23 demonstrated by:

- qualitative data from student voice, student and parent surveys, teacher observations, evaluation of ELSA and other interventions
- case studies showing how intervention and support has been effective
- a significant increase in participation in enrichment activities among disadvantaged pupils, demonstrated by attendance and feedback (as above)
- Analysis shows a reduction in incidents of emotional or behavioural need within the PPG cohort due to behaviour for learning approaches, and timely and appropriate intervention/ support

Evaluation:

Incidents of low-level behaviour outside the classroom have halved from Spring 1 to Summer 2, as have incidents of challenging behaviour. All behavioural incidents have decreased by 34% over two terms. Three quarters of the participants in the Polka Theatre KS1 and KS2 after school drama clubs were disadvantaged pupils. Due to the maternity leave of Play Therapist and ELSA, the evaluation of the impact of these interventions has not been robust.

Actions:

Further analysis of the impact of intervention and support for children identified as having complex behavioural or emotional needs.

ELSA training for an additional member of KS1 staff.

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

Analysis of the uptake of enrichment activities (including pupil and parent voice and) on the engagement

Additional collection of qualitative data from student voice, student and parent surveys, teacher observations, evaluation of ELSA and other interventions.

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:

Book looks and learning walks by curriculum leads, the senior leadership team and local authority advisors (including the PPG Advisor for AfC) all evidence quality first teaching strategies being used, e.g. questioning, differentiation, assessment for learning and feedback.

Teacher evaluations of CPD delivered on aspects of quality first teaching show that their understanding of and confidence in how to implement these strategies has increased.

Actions:

Leaders continue to develop and deliver a CPD programme based on their extensive reading of recent educational research.

Widening of training on aspects of quality first teaching to meet the needs of our learners to teaching assistants.