

Pupil premium strategy intended outcomes

This details the impact that our pupil premium activity had on pupils in the 2023- 2024 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 2023/24 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 2023/24 PPG attendance at King's Oak (89%) was in line with national PPG attendance (89.2%). Overall attendance at King's Oak (91%) 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 32.2%.

The school's attendance policy was embedded. Regular meetings were held with the Education and Welfare Office. A system of early intervention and communication with parents was established. Individual tailored support was offered to pupils (eg Nurture Breakfast Club, support from the Education Inclusion Service, funded places at Breakfast and After School Club).

Actions:

Further review and update of attendance policy in line with new government regulations.

Continue to develop 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.

Further develop a sense of belonging across the school by involvement in Attachment Aware Schools programme.

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:

Almost all 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 four year groups went to the theatre and the others watched a local theatre company performance in school; 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.

The school's recent Ofsted report concludes that 'pupils enjoy the weekly 'golden time' activities, including origami, sports and art. The school supports all pupils to access the range of educational visits and extracurricular clubs that the school organises.

Cultural capital has been developed for the arts with theatre and live music as a focus.

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. All trips offered are under £10 per head and subsidy is available for disadvantaged children.

Cultural capital to be further developed through a 2 year teacher project with the Polka Theatre called 'Talking Tales' with a focus on children's oracy in KS1.

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 2023/24 end of EYFS outcomes for Speaking for King's Oak children eligible for Pupil Premium were in line with national outcomes for all children (2022/23 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 consistently high.

KS1 data is no longer submitted to the DfE due to changes in assessment. Due to COVID there were no end of Key Stage 1 assessments. Therefore progress and value added is not able to be calculated.

The percentage of disadvantaged children attaining the expected standard in reading at the end of KS2 was in line with the national for disadvantaged pupils. The percentage of disadvantaged children attaining the expected standard in writing at the end of KS2 was in line with the national for disadvantaged pupils.

Actions:

Embedding the 'Re-igniting Writing' project by English Leads throughout the school. Continue to develop and monitor the use of subject-specific vocabulary across the curriculum. Oracy to be further developed through a 2 year teacher project with the Polka Theatre called 'Talking Tales' with a focus on children's oracy in KS1.

Intended outcome 4:

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

Success Criteria:

Year 6 maths outcomes in 2023/24 show that the attainment of disadvantaged pupils is in line with or above the national standard.

Evaluation:

The percentage of disadvantaged children attaining the expected standard in maths at the end of KS2 was in line with the national for disadvantaged pupils.

Actions:

Embedding NCETM's Mastering Number strategy in Year 4 and 5; targeted continued professional development for teachers across EYFS, KS1 and KS2 on elements of the mastery curriculum.

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 6 reading outcomes in 2023/24 show that the attainment of disadvantaged pupils is in line with the national standard. Year 6 writing outcomes in 2023/24 show that the attainment of disadvantaged pupils is in line with or above the national standard.

Evaluation:

Year 1 phonics outcomes for disadvantaged children are not yet in line with the national percentage. This was a small cohort. Analysis of outcomes of the phonics screening for disadvantaged pupils show that SEND was a factor for 14 children and multilingualism, in particular new to English or recent arrival in the country, was a factor for three of the pupils not meeting the threshold.

Ofsted, who visited the school in May 2024 stated that, 'Pupils who need additional support with communication and language, including pupils at the early stages of speaking English as an additional language (EAL), are supported to help them develop their spoken and written English quickly. Published outcomes for phonics are weaker than national averages. However, the school's approach to teaching early reading is well structured and effective in helping pupils catch up. Phonics teaching begins in the early years and continues for as long as pupils need it. This includes pupils with SEND and pupils who speak EAL. The school checks pupils' knowledge of phonics when pupils start part way through their primary education. Teaching is carefully matched to pupils' phonics knowledge. Where needed, additional support is put in place to help pupils keep up. Pupils enjoy reading and develop the confidence and skills to read fluently'.

Of the 21 children who took the phonics screening at the end of Year 2, 12 are PPG (in receipt or eligible). 8 of the PPG children met the threshold and 4 did not.

At the of KS2, 60% of PPG children achieved age related expectations or higher in reading at King's Oak at the end of 2023/24, an increase of 12% over last year and in line with national for disadvantaged children in reading at the end of Key Stage 2 (70%).

At the end of KS2, 60% of PPG children achieved age related expectations or higher in writing at King's Oak at the end of KS1 in 2023/24 . This is higher than the national average for PPG (58%).

Actions:

Additional provision for targeted children in years 1 and 2. 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 who are not fluent are heard daily with a focus on fluency and automaticity. Year 1 teachers will be part of a Local Authority working party. Phonics is a priority on the School Development Plan.

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 2023/24 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 reduced significantly from last year, as have incidents of challenging behaviour. In terms of participation in enrichment activities, all of the disadvantaged Year 6 children who wanted to attend the residential trip were part or fully funded to do so. After school enrichment clubs, targeted at disadvantaged children, included LAMDA, Coding, Choir, Athletics, Chess, Polka, Arts and Crafts, Ukulele and Dance. The EISA and Play Therapist returned from maternity leave in the summer term. As such, interventions have not been in place long enough to be evaluated. Because of this, we have not been able to evaluate the impact of these interventions has not been robust. There are now two staff trained as ELSAs.

Actions:

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

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

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

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) and the Ofsted inspection all continue to 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.