The Oval School Pupil Premium Strategy 2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2023/24) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Oval School
Number of pupils in school	606 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	58% (350 Pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021 – 2024 (Year 3 2023-2024)
Date this statement was published	29.09.23
Date on which it will be reviewed	19.07.24
Statement authorised by	Dawn Williams
Pupil premium lead	Claire Mason
Governor / Trustee lead	David Peters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£509,250
Recovery premium funding allocation this academic year	£50,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£560,000

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Cohort Context

Characteristic	Number in group	Percentage of group
Boys	174	49%
Girls	176	51%
SEND support	62	18%
EHC plan	0	0%
EAL	15	4%
LAC	2	1%

Year Group	Total Number of Pupils	Percentage of group
Rec.	89	47%
1	81	52%
2	86	60%
3	77	58%
4	89	70%
5	90	54%
6	94	62%

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) and Recovery premium funding by utilising a long-term strategy aligned to the school improvement plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

We believe in equality of opportunity for all pupils. This is at the centre of our decision-making process, as we strive to overcome barriers to learning, ensure all pupils attend school regularly and that they thrive in their learning. We set ambitious targets for our pupils, so they are inspired to learn and aspire to achieve in all areas of their lives. The strategy is based on a solid foundation of Quality First Teaching, with targeted interventions in place for the most vulnerable. Our planning process is informed by research and a deep understanding of our community and context. The impact is judged by the outcomes of pupils at key points in their education journey.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact of the pandemic school closures on academic achievement
2	The impact of the pandemic on the mental wellbeing and physical health of pupils and their families
3	The impact of the pandemic on speaking and listening skills
4	Poor language and comprehension skills on entry to school
5	A significant number of pupils in receipt of pupil premium are on the SEND register
6	Phonics knowledge and reading skills are not well developed, resulting in a lack of reading fluency and understanding
7	A significant number of pupils in receipt of pupil premium are persistently absent

8	Complex family needs result in pupils not being ready to learn when they arrive at school
9	Lack of family engagement with school and learning

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Good outcomes for pupils in reading, writing and maths	Attainment at EYFS, KS1 and KS2 is at least in line with national outcomes. Progress at key points is in line with national progress measures. Pupil Premium Pupils attain as well as their peers.
Pupils on the SEND register make good progress, based on their starting points	Personalised targets are in place Interventions target pupil needs Successes are recorded and celebrated
Speech and language skills are embedded in school	Pupils on the S&L caseload are moved to in school provision
Pupils attend school regularly and are ready to learn	Attendance data in line with national data Families engage with Early Help
Improve enrichment and enhanced opportunities, e.g., clubs, visits, visitors, trips	Pupils to have a broad and exciting curriculum and can take part in life changing experiences beyond the classroom
Close the attainment gap between PPG and their peers in conjunction with the National Tutoring Fund	Pupils to have small group tutoring to allow them to make accelerated progress in their learning

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all pupils receive QFT Further develop quality first teaching by: - senior leaders coaching underper-forming teachers - weekly target set-ting - team teaching and modelling - instructional coaching Mentoring ECTs, to successful comple-tion of the ECF	EEF: Reading comp. Strategies +6 months Feedback +8 months QFT in phonics +4 months Great Teaching Toolkit: "Evidence suggests the best route to expertise is likely to involve a focus on developing competencies, guided buy formative feedback in a supportive professional learning environment." Deans for Impact, 2018 (taken from Ambition Institute ECF) "Expert teachers have well-developed mental models of that things should look like in the classroom. This ranges from how the pupils should enter the classroom to what an explanation of a complex idea should like like. Noice teachers need to be shown what things should look like, and then have it broken down and explained." Renaissance Learning – gov.uk pupil progress 2020/21 "In reading, boys, pupils in receipt of FSM, pupils from EAL backgrounds and SEND pupils, experienced less catch-up by the second half term of the autumn than the average for all primary pupils (FSM 0.4m/non-FSM 0.8m)"	1, 4, 5, 6

Ambitious targets are set for all pupils and progress is tracked throughout the year.	Tracking pupil data throughout the year, at key points such as teacher judgements or following summative tests, allows timely interventions to be made.	1, 5, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £280,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for phonics, early reading and S&L in the EYFS	EEF: Early years interventions +5 months Oral language and communication interventions +5 months	3, 4, 5, 6
S&L therapist employed for 1 day per week	S&L is the basis of all learning, without these skills children cannot access the curriculum. Improving S&L skills impacts on all academic outcomes, as well as developing self-esteem, confident and resilience. It is also safeguarding pupils by giving them a means of expressing themselves, their wishes and their feelings. S&L support also provides training for teaching staff so they can complete assessments and implement intervention throughout the working week.	3, 4
High quality, targeted support and interventions. Robust tracking of pupil performance in early reading and phonics allows for catch up to be put in place	EEF: Feedback +8 months Oral language and communication interventions +5 months Small group sizes +3 months	1, 3, 4, 5, 6

Monitoring of interventions and ITP targets allows pupils to make progress in their learning, gaps are narrowed, and pupils grow in confidence and self-esteem		
Year 6 pupils are taught in reduced class sizes	EEF: Learning conversations +8 months	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral manager – to support the wellbeing of pupils and families, so that pupils are ready and able to learn Pupils are supported as they transition into school Pastoral manager, who is a DSL, works with families and outside agencies to identify barriers to pupils learning and put in place strategies to support access to education.	While barriers to education cannot always be removed, the pastoral team works with pupils to overcome challenges which can stop them from making progress. Supporting pupils and carers with pastoral issues improves outcomes for pupils.	2, 7, 8, 9
Behaviour coordinator – to support challenging behaviours	Our complex and diverse community results in a range of behaviours, needing additional support. Pupils do	2, 7, 8, 9

so that they, and their peers, can learn

Pupils are supported as they transition into school

Pupils lacking self-regulation and supported by adults, until they are ready to learn, reducing disruption to learning

Teachers are supported with behaviour management strategies

The graduated approach is followed for pupils, so that referrals to outside agencies can be made | not always arrive at school ready to learn and sometimes cannot access learning for the full day. A lack of self-regulation results in disrupted learning for themselves and others around them. Our behaviour coordinator supports teachers with behaviour management strategies, puts in place interventions for target pupils, monitored behaviour across the school and communicates with parents. Supporting pupils, parents and staff with challenging behaviours has a direct link to improved outcomes for all pupils. | |
| Attendance worker – to monitor the attendance figures of PPG pupils and ensure they are, at least, in line with national figures. Put strategies in place to ensure that there are no gaps between PPG and non-PPG.

To narrow the gap between PPG and non-PPG pupils with persistent absence, by working with pupils, parents and outside agencies, conducting SARMS meetings and incentivising good attendance. | A high proportion of persistent absentees are in receipt of pupils premium funding. An attendance worker to support these families is a vital resource. The attendance worker tracks attendance and punctuality, work informally and formally with family to encourage good attendance, completes relevant paperwork and reports weekly to the SLT. Our attendance worker is also a DSL, so able to highlight cause for concerns promptly and offer Early Help. Supporting families with attendance has a direct link to improved outcomes for pupils | 2, 7, 8, 9 |
| Strategies to raise aspiration, confidence, and resilience, including: music lessons, allotment | EEF:
Outdoor and adventurous activities +4 months
Arts appreciation +2 months | 2, 7, 8, 9 |

workers, Y6 outdoor learning, swimming.	Engagement in additionality results in pupils who are more engaged in school life, willing to take on more responsibility, have better resilience and perseverance and overall are more prepared for the next stages in their life.	

Total budgeted cost: £560,000

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 2022 to 2023 academic year.

Assessment Data

EYFS						
	Pupils eligible for pupil premium	**All pupil**	**National average**	**Data from previous years (all)**		
				2020-21	**2021-22**	**2022-23**
Good level of development (GLD)	**68.4%**	**64.6%**	**67%**	**63%**	**64%**	**65%**

Year 1 Phonics Screening Check						
Pupils eligible for pupil premium	**All pupil**	**National average**	**Data from previous years (all)**		
			2020-21	**2021-22**	**2022-23**
71.4%	**79.5%**	**82%**	**81%**	**75%**	**80%**

Year 2 Phonics Screening Check						
Pupils eligible for pupil premium	**All pupil**	**National average**	**Data from previous years (all)**		
			2020-21	**2021-22**	**2022-23**
90.5%	**90%**	**93%**	**76%**	**85%**	**90%**

Year 4 Multiplication Timestable Check Average						
Pupils eligible for pupil premium	**All pupil**	**National average**	**Data from previous years (all)**		
			2020-21	**2021-22**	**2022-23**
14% score of 25	**16% score of 25**	**20.4**	**-**	**12%**	**16%**

End of KS1

	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years (all)		
		All pupil	National average	2020-21	2021-22	2022-23
% achieving expected standard or above in reading, writing and maths	55%	53%	59%	-	58%	53%

End of KS2

	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		All pupil	National average	2020-21	2021-22	2022-23
% achieving expected standard or above in reading, writing and maths	59%	64%	59%	-	64%	64%

Other Data

Look at:	Strengths	Weaknesses
Attendance data	- An attendance manager supports pupils in receipt of PPG to attend school regularly and punctually. - PPG pupils' attendance is in line with national. - Attendance manager meets with HT/SLT fortnightly to report on attendance figures and robust monitoring is in place, with a strong strategy in place - 'watch list', LITT referrals and Fast Track.	Persistence absence for PPG pupils is higher than national percentages.

Behaviour data	A behaviour coordinator; - supports pupils to access education and to thrive throughout the day - supports parents and carers; so that the children in their care can access education - is experienced in working with pupils with ASD and leads weekly intervention groups. She also leads parent coffee mornings and training courses and advises on strategies to use at home - is experienced in bereavement support and deploys strategies to support pupils in school, with the aim of reintegrating back to their learning	• PPG pupils at The Oval School are more likely to be involved in behaviour issues at school. • Pressure on the NHS, post-pandemic, means that some pupils cannot access external support in a timely manner. • The cost-of-living crisis has put additional pressure on local services and on families, meaning that they are seeking more support from school with pastoral and behavioral issues.
Safeguarding referrals	• A pastoral manager is in place to support access to education. • The pastoral team ensures the safeguarding and wellbeing of pupils is a high priority and as a result pupils are accessing Early Help interventions. • The pastoral manager engages with families to provide additional support to enable their children to fully access learning. • The pastoral manager keeps accurate and robust records of the support in place for all pupils, including which services are accessed and which referrals are made, so that	• Referrals to social services are disproportionally made for pupils in receipt of PPG. • PPG pupils at The Oval School are more likely to have contact with outside agencies, than pupils not in receipt of PPG. • The cost-of-living crisis has put additional pressure on local services and on families, meaning that they are seeking more support from school with pastoral and behavioral issues.

	pupils can be supported to engage with their learning.	

Long-term plan (3-year timescale):

1. To ensure outcomes for PPG pupils are in line with national outcomes at the end of each key safe, and that there are no gaps between disadvantaged pupils and the whole school cohort.
2. To ensure equality of opportunity for all pupils and to support pupils in overcoming barriers to education
3. To ensure that all pupils attend school regularly and punctually, so that they can thrive in their learning

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Ark – ECT Framework	Ambition
Accelerated Reader	Renaissance Learning
Music Service	Birmingham Music Service
Speech and Language Therapist	West Midlands SALT
Wellcom Programme	DLP project