

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 and the effect that last year's spending of pupil premium had within our school.

## School Overview

Detail	Data
School Name	Ox Close Primary School
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	22.5% 72
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	Year 1 - November 2021 Year 2 – November 2022 Year 3 – September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Pam Sneath – COG
Pupil Premium Lead	Anna Bowden
Governor Lead	Nicola Milne

## Funding Overview for 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year	£85845
Recovery premium funding allocation this academic year	£10005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£95850</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Ox Close Primary School, we want all of our children to “Be The Best You Can Be” in all aspects of life. Our aim is to nurture the children, teach them to aspire and have goals and ensure that they leave Ox Close ready to prosper.

We believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind. As a school, we will provide opportunities to break through barriers by adhering to our core values and key intentions which demonstrate our high aspirations for all our children.

The main barriers to learning for disadvantaged pupils at our school are speech and language difficulties, lack of resilience and independence skills, low levels of writing and lack of exposure to real life experiences.

We focus our Pupil Premium spending on delivering high quality teaching in language rich environments, effective and targeted interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their independence and resilience and also promoting positive mental health.

## Challenges

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

Challenge Number	Detail of Challenge
1	High levels of speech and language difficulties on entry and lack of exposure to high quality vocabulary.
2	Limited levels of parental engagement for children who are persistently absent.
3	Narrowing the gap between our disadvantaged children and all other groups by the end of Key Stage Two.
4	Low confidence levels in writing across a variety of genres.
5	Children’s lack of exposure to real life experiences that enhance their cultural capital.
6	Low resilience, independence and basic skills.
7	Mental health and emotional wellbeing.

## 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
<p>To improve oral language skills beginning in EYFS and progressing throughout the school.</p> <ul style="list-style-type: none"> <li>• <i>Blast</i></li> <li>• <i>NELI</i></li> <li>• <i>Ongoing CPD for staff</i></li> </ul>	<p>EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal. Staff to work alongside Oxclose Nursery in order to improve language and communication from an earlier starting point.</p> <p>KS1 and KS2 – Increase in the percentage of children reaching the age-related expectation in Reading and Writing including increasing the percentages of those children reaching greater depth.</p>
<p>To ensure that children have access to a language rich environment.</p> <ul style="list-style-type: none"> <li>• <i>Curriculum linked language mats and displays within the classroom.</i></li> <li>• <i>Sharing language resources between home and school</i></li> <li>• <i>Staff modelling of the correct use of language within context.</i></li> <li>• <i>Ongoing CPD for staff</i></li> </ul>	<p>All children will be exposed to high quality vocabulary across school and will be confident at using transferrable vocabulary in everyday situations and also their writing.</p>
<p>To improve levels of parental engagement and increase attendance of children who are persistently absent.</p> <ul style="list-style-type: none"> <li>• <i>Parent Support Advisors employed by the school.</i></li> <li>• <i>Variety of parent workshops and events in school.</i></li> <li>• <i>1:1 meeting held with persistently absent families to address barriers and put interventions in place.</i></li> <li>• <i>Regular attendance initiatives to encourage attendance.</i></li> <li>• <i>Regular meetings between PSAs and Leaders.</i></li> </ul>	<p>Increase in the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children’s learning.</p> <p>Parental surveys to be used pre and post events to demonstrate the increased knowledge of the parents on how to support their children to learn.</p>

<p>To narrow the gap between disadvantaged and non-disadvantaged children at the end of each key stage.</p> <ul style="list-style-type: none"> <li>• <i>Rigorous tracking in place across school to ensure early identification is key to diminishing the learning gap.</i></li> <li>• <i>Additional teaching staff to reduce class sizes.</i></li> <li>• <i>Quality first teaching for all.</i></li> <li>• <i>Effective deployment of teaching assistants.</i></li> </ul>	<p>Assessment data will show that the gap between disadvantaged and non-disadvantaged children narrows over time.</p> <p>By the time children leave at Ox Close at the end of Year 6, it is hoped that disadvantaged children will be in line with non-disadvantaged within the school and nationally.</p>
<p>To increase the percentage of children achieving greater depth in all subject areas.</p> <ul style="list-style-type: none"> <li>• <i>Additional teaching staff to reduce class sizes.</i></li> <li>• <i>Quality first teaching for all.</i></li> <li>• <i>Effective deployment of teaching assistants.</i></li> <li>• <i>Challenge and enrichment activities.</i></li> <li>• <i>Specific interventions in order to accelerate progress from expected to greater depth.</i></li> <li>• <i>Ongoing CPD and EDA support for staff to understand what is expected of a greater depth child.</i></li> </ul>	<p>Increase in the percentage of disadvantaged children reaching greater depth in all subject areas.</p>
<p>To raise the profile and increase confidence in writing at Ox Close which results in improved outcomes.</p> <ul style="list-style-type: none"> <li>• <i>Ongoing staff CPD.</i></li> <li>• <i>Implementation of Talk for Writing in KS1 and KS2.</i></li> <li>• <i>Moderation of writing internally and externally.</i></li> <li>• <i>Implementation of a new approach to spelling in Y2 and KS2.</i></li> </ul>	<p>A positive culture towards writing throughout school evidenced through the outcomes from pupil surveys. Increase in the percentage of children reaching the age-related expectation and greater depth in writing.</p>

<p>To increase the children’s cultural capital by providing them with a curriculum that is enriched with “real life” experiences.</p> <ul style="list-style-type: none"> <li>• <i>All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</i></li> <li>• <i>Continuing to enrich our holistic curriculum approach.</i></li> <li>• <i>Access to wider opportunities which will influence the thinking and values of children.</i></li> </ul>	<p>All disadvantaged children in school will have participated in a wide range of “real life” experiences that enhance their cultural capital.</p>
<p>To increase children’s independence, resilience and basic skills.</p> <ul style="list-style-type: none"> <li>• <i>Growth Mindset</i></li> <li>• <i>Emphasis on effective behaviours for learning.</i></li> <li>• <i>School will continue to be part of the Durham Resilience Programme.</i></li> <li>• <i>School have pledged to follow and participate in the Health and Wellbeing Framework.</i></li> <li>• <i>Continue to ensure that learning routines are embedded.</i></li> <li>• <i>Ensure opportunities rebuilt into curriculum to develop confidence and self-esteem.</i></li> </ul>	<p>Children’s independence and resilience will increase over time. They will be more confident with the completion of basic skills and this will have a positive impact on their overall attainment and progress.</p>

<p>To continue to promote positive mental health and emotional well-being throughout school.</p> <ul style="list-style-type: none"><li>• <i>Two staff members to be trained in Youth Mental Health First Aid.</i></li><li>• <i>Regular events in school to promote.</i></li><li>• <i>School to continue to use the services of the EWEL team.</i></li><li>• <i>Signposting parents to where they can get further support.</i></li><li>• <i>Curriculum focus where appropriate to raise awareness.</i></li><li>• <i>Developing children's emotional vocabulary in order to help them express themselves.</i></li></ul>	<p>There will be a positive culture at Ox Close which embraces and promotes positive mental health and wellbeing. The children will feel supported and openly talk about mental health. In addition, the number of children requiring additional support for mental health will decrease over time.</p>
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## 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: £50000 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of highly trained and experienced staff who deliver quality first teaching across school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/research-and-evidence/summary/Reducing-class-size-EEF">Reducing class size   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>This provision has been extremely successful in previous years and this success therefore justifies the large proportion of the pupil premium allocation that has been directed towards this action.</p> <p>Favourable adult to pupil ratios accelerate the learning of those children that are making slower progress than others are.</p>	<p>1 3 4 5 6</p>
<p>Effective deployment of Teaching Assistants across school to support children with their learning within the class and in small groups.</p>	<p><a href="https://educationendowmentfoundation.org.uk/research-and-evidence/summary/Teaching-Assistant-Interventions-EEF">Teaching Assistant Interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="https://educationendowmentfoundation.org.uk/research-and-evidence/summary/Small-group-tuition-EEF">Small group tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="https://educationendowmentfoundation.org.uk/research-and-evidence/summary/Making-Best-Use-of-Teaching-Assistants-EEF">Making Best Use of Teaching Assistants   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p>The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class and will allow us to run academic sets from Year 1 to Year 6. In addition, small group and intensive interventions are proven to accelerate progress.</p>	<p>1 3 4 6</p>

<p>Ongoing and current CPD for staff in order to further enhance their professional skills.</p>	<p><a href="#">Characteristics of Effective Teacher Professional Development   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Effective Professional Development   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Several staff are completing NPQ courses. In addition, we are continuing with our partnership with Teacher Development Trust (TDT) to embed research across phases focussing on the implementation of an Oracy strategy.</p>	<p>1 3 4</p>
<p>Early identification of speech and language need</p>	<p><a href="#">Oral language interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Early language   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Intervention and support targeted at Reception and where need identified using NELI and Blast.</p> <p>Children with SEND working with appropriate outside agencies as soon as possible.</p> <p>Staff will attend CPD training ran by NHS Speech Therapists focussing on how to early identify and support those with speech and language needs.</p>	<p>1</p>
<p>Language rich environments with communication and oral language interventions taking place.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="#">Oral language interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1 5 6</p>
<p>Small group phonics teaching in KS1 and for those children who have not met the standard in KS2.</p>	<p><a href="#">Phonics   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Small group tuition   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Little Wandle continue to run across Reception and KS1 and Little Wandle Rapid Catch Up in KS2. Children who are in Year 2 and have successfully passed the Y1 Phonics Screening Check will participate in spelling lessons – Little Wandle are supporting with planning for this from September 2023.</p>	<p>3 6</p>



<p>Training and implementation of structured writing programme in KS1 and KS2 to address outcomes.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1-eeef">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2-eeef">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Continue to embed Talk 4 Writing whilst working with DCC Education Advisors to enhance the writing provision for more able children in line with identified priorities from end of key stage assessments in July 2023.</p>	<p>3 4</p>
<p>Training and implementation of further reasoning and problem-solving teaching into the Maths curriculum to address and improve outcomes across the school.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-the-early-years-and-key-stage-1-eeef">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3-eeef">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Maths Lead to work with all staff to implement more reasoning and problem solving activities into lessons.</p> <p>Years 1 to 4 to take part in the NCETM Mastering Number project.</p> <p>Key staff to receive additional training from Archimedes Maths Hub and disseminate key messages to all staff.</p>	<p>3 4</p>

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

Budgeted cost: £35850 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of Teaching Assistants across the school.</p> <p>Whole School – variety of interventions running which change in accordance with the learning needs of the children.</p> <p>EYFS – Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills.</p> <p>KS1 – Small groups for phonics and spelling. Pupil Premium children are targeted to accelerate progress towards Y1 Phonics test. Additional 1:1 intensive reading intervention</p> <p>KS2 – Additional phonics, spelling and LEXIA interventions.</p>	<p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. Small group and intensive interventions are proven to accelerate progress.</p>	<p>1 3 4 6</p>
<p>Year 6 Maths Intervention Teacher</p>	<p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Advisors to work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation.</p>	<p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Engaging Parents as Partners - Teacher Development Trust (tdtrust.org)</a></p> <p><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2 6 7</p>
<p>Cultural Capital - All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</p> <p>A Cultural Capital progression map will be created to ensure that the children are participating in a variety of experiences throughout their time at Ox Close.</p>	<p><a href="#">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Promoting positive mental health and wellbeing throughout the school year.</p>	<p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>7</p>

**Total budgeted cost: £95850**

## Part B: Review of 2022 - 2023

### Outcomes for Disadvantaged Pupils

Good Level of Development					
All		PP		Non PP	
Sch 2023	Nat 2022	Sch 2023	Nat 2022	Sch 2023	Nat 2022
63%	65%	55%	49%	67%	70%

At the end of Reception, there continued to be a gap between the number of disadvantaged and non-disadvantaged children who achieved a Good Level of Development however this gap is narrower than in previous years and the disadvantaged children outperform similar children nationally.

Year 1 Phonics					
All		PP		Non PP	
Sch 2023	Nat 2022	Sch 2023	Nat 2022	Sch 2023	Nat 2022
76%	76%	57%	63%	79%	80%

There was a gap between disadvantaged and non-disadvantaged children although internal data for this cohort shows that this is beginning to narrow. Further interventions and support for these children will be put in place this academic year.

End of Key Stage One Attainment Overview Expected Standard						
Subject	Cohort		Comparison by Groups			
			PP		Non PP	
	Sch 2023	Nat 2022	Sch 2023	Nat 2022	Sch 2023	Nat 2022
Reading	72%	67%	69%	51%	73%	72%
Writing	63%	58%	69%	41%	61%	63%
Maths	76%	68%	92%	52%	69%	72%

End of Key Stage One Attainment Overview Working at Greater Depth						
Subject	Cohort		Comparison by Groups			
			PP		Non PP	
	Sch 2023	Nat 2022	Sch 2023	Nat 2022	Sch 2023	Nat 2022
Reading	26%	18%	31%	8%	24%	21%
Writing	13%	8%	8%	3%	15%	9%
Maths	26%	15%	23%	7%	27%	17%

At the end of KS1, there was no gap between disadvantaged and non-disadvantaged children. Disadvantaged children outperformed non-disadvantaged in most subject areas.

KS2 Attainment Overview Expected Standard						
Subject	Cohort		Comparison by Groups			
			PP		Non PP	
	Sch 2023	Nat 2023	Sch 2023	Nat 2022	Sch 2023	Nat 2022
Reading	76%	73%	67%	62%	80%	80%
Writing	71%	71%	53%	55%	80%	75%
GPS	68%	72%	53%	59%	77%	78%
Maths	71%	73%	60%	56%	73%	78%
RWM	60%	59%	47%	43%	63%	65%

  

KS2 Attainment Overview Higher Score of 110 or above						
Subject	Cohort		Comparison by Groups			
			PP		Non PP	
	Sch 2023	Nat 2022	Sch 2023	Nat 2022	Sch 2023	Nat 2022
Reading	20%	28%	7%	17%	27%	32%
Writing	9%	13%	7%	6%	10%	16%
GPS	16%	28%	13%	17%	17%	33%
Maths	13%	22%	7%	12%	17%	27%
RWM	2%	7%	0%	3%	3%	9%

At the end of KS2, non-disadvantaged children outperformed disadvantaged children in all subject areas. However, disadvantaged children were above national averages compared to other disadvantaged children in Reading, Maths and RWM Combined.

When comparing children working above the expected standard, there was a significant gap between the disadvantaged and non-disadvantaged children. This is a focus area for this academic year.

Activity	Summer Term 2023 Evaluations
Teaching	<ul style="list-style-type: none"> <li>• Class sizes in Y5 and Y6 continued to be reduced meaning that the adult to pupil ratios were favourable and interventions could run consistently.</li> <li>• Little Wandle Phonics and Reading sessions incorporated into the timetable across Reception, Year 1 and Year 2. Interventions are being ran by Teaching Assistants for those children who have been identified as requiring 'Keep Up'.</li> <li>• Oracy projects have begun in all phases of the school – staff have identified enquiry-based questions and are using these to carry out targeted projects in school. This will continue next academic year.</li> <li>• The Summer term Local Authority visit focussed on Reading and staff demonstrated that the new systems are well implemented and are becoming embedded. Children could articulate when they read both at home and at school. Children in KS2 knew VIPERS and could explain the sections that had already been covered this academic year.</li> <li>• Children in KS2 have been placed in ability groups for Maths and English with TAs deployed to support identified children. This has allowed interventions to run in each session immediately meaning that misconceptions are identified straight away.</li> </ul> <p>Focus Areas for 2023 – 2024:</p> <ul style="list-style-type: none"> <li>• Continue to ensure that adult to pupil to adult ratios are favourable so that highly focussed class support and interventions can take place.</li> <li>• Improving writing outcomes for all children and closing the gap between disadvantaged and non-disadvantaged children. Interventions in place to support children who require additional support to close gap to their peers.</li> <li>• Ensure that our youngest children are immersed in vocabulary from as soon as they start school.</li> </ul>
Targeted Academic Support	<ul style="list-style-type: none"> <li>• Teacher assessments continue to be analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. This has been completed at the end of the academic year and transition for the pupils and also between staff have taken place during the Summer Term.</li> <li>• In class and out of class interventions ran in all year groups – these were tailored to the individual needs of the children.</li> <li>• Year 6 Maths intervention – Mr Taylor – this worked well and is used to support and target the disadvantaged children. From May half term, Mr Taylor started working with two small groups of Y5 children to begin the preparation for the end of KS2 SATs.</li> <li>• School led tutor has focussed on increased the number of children working at expected and greater depth level in Reading and Maths.</li> </ul> <p>Focus Areas for 2023 – 2024:</p> <ul style="list-style-type: none"> <li>• Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children.</li> <li>• All children in Y1 – Y6 to be taught in ability sets from Maths and English.</li> <li>• Year 5 and Year 6 children to be taught in smaller group ability sets with staff targeting needs identified though teaching, learning and assessment.</li> </ul>

Wider Strategies	<ul style="list-style-type: none"><li>• Variety of after school clubs are running and we are tracking which children are attending. Disadvantaged participation in clubs:<ul style="list-style-type: none"><li>- Autumn – 14%</li><li>- Spring – 28%</li><li>- Summer – 23%</li></ul></li><li>• School trips linked to curriculum areas are in place. These include Hancock Museum, Washington Wildfowl, Auckland Castle, Sunderland Empire Theatre and Hall Hill Farm.</li></ul> <p>Focus Areas for 2023 – 2024:</p> <ul style="list-style-type: none"><li>• Continue to embed cultural capital into the curriculum. We need to provide an enhanced offer which links closely to the curriculum. Staff to map this out for the year so that parents are aware of any associated voluntary contributions.</li><li>• Encourage disadvantaged children to take part in after school clubs.</li></ul>
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## Externally Provided Programmes

Programme	Provider
NELI - Nuffield Early Language Intervention	Nuffield Foundation Education Limited
BLAST - Boosting Language Auditory Skills and Talking.	Blast Programme Limited



## Part C: Governance – Monitoring the effectiveness of the Pupil Premium Strategy

Activity	Autumn Term 2023 Evaluations	Governor Meeting Dates
<p><b>Teaching</b></p>	<ul style="list-style-type: none"> <li>• Class sizes in Y5 and Y6 continue to be reduced for English and Maths lessons – this has been successful in previous years and has allowed us to close gaps in learning following the pandemic.</li> <li>• Little Wandle Phonics is now embedded throughout Reception and KS1. Children are accessing daily sessions and Keep Up interventions are in place for those children who require additional intervention. Monitoring of the teaching and learning shows that there is a consistent approach to the teaching of phonics and that we have fidelity to the Little Wandle scheme. Assessments are carried out every half term and show that the children are making good progress from starting points.</li> <li>• Enhancing and developing opportunities for speech and language has been incorporated throughout school, particularly in the Early Years. New vocabulary pyramids have been developed from the twos room in nursery through to Reception. They are now in place in areas of playdough, sand, water, creative, block play, role play. The pyramids display progressive vocabulary that staff can refer to where needed when working with children in each area. · Parent workshops that have focused on the development of language, the importance of shared storytelling and the teaching of phonics. These sessions have all been very well attended and parents have been very positive about the support they have received.</li> <li>• All staff have received refresher training on the use of Talk 4 Writing and how this can be adapted to support and challenge children. Y1 have explored implementing basic skills lessons and are beginning to trial this. Monitoring of books shows this is working well and is having a positive impact on children’s writing. Free writing activities are now incorporated into the planning cycle – the children report that they like this opportunity and It allows them to be more creative. Opportunities</li> </ul>	<p>FGB and Finance Meeting – 07.12.2023</p> <p>Premiums Governor Visit – 30.11.2023</p>

	<p>for extended writing have also been built into wider curriculum where appropriate.</p> <ul style="list-style-type: none"> <li>• CPD has been delivered with a focus on how to ensure problem solving and reasoning skills are being modelled during lessons with opportunities for pupils to practice the skills taught in their independent work. Examples of this have subsequently been observed in all year groups during monitoring week.</li> </ul> <p><i>Focus Area for Spring Term:</i></p> <ul style="list-style-type: none"> <li>• <i>Continue to embed the strategies that have been put in place for Reading, Writing and Maths.</i></li> <li>• <i>Continued CPD for staff in appropriate areas – personalised plans have been created.</i></li> </ul>	
<b>Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>• Half termly progress meetings have been held where progress in interventions are discussed. Teacher assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this.</li> <li>• In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children.</li> <li>• Year 6 Maths intervention – Mr Taylor – this is in place and children are making progress from starting points.</li> </ul> <p><i>Focus Area for Spring Term:</i></p> <ul style="list-style-type: none"> <li>• <i>Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children.</i></li> </ul>	<p>FGB and Finance Meeting – 07.12.2023</p> <p>Premiums Governor Visit – 30.11.2023</p>
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>• Parent Support Advisors are working with identified families – caseloads are reviewed regularly. Aim of support is to overcome barriers which may be impacting on their child's learning. External support is sought as and when appropriate.</li> <li>• Reducing attendance is a key priority across school with all staff involved. Attendance is analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance. Referrals to the Local Authority have also been</li> </ul>	<p>FGB and Finance Meeting – 07.12.2023</p> <p>Premiums Governor Visit – 30.11.2023</p>

	<p>made in line with the policy. Punctuality is also being monitored with steps put in place to address as and when required.</p> <ul style="list-style-type: none"> <li>• A Cultural Capital progression map is in place from Nursery to Year 6 with school subsidising events. Ideas for visits and incorporating Cultural Capital into lessons has been discussed with staff. Whole school experiences as well as class/Key Stage visits have been added into a calendar for the year.</li> <li>• Supporting children’s mental health continues to be of high importance at Ox Close. Children have access to ELSA and Connecting with Children. External support is sought as and when appropriate. Whole school events are run to raise awareness, understanding and promote positive mental health.</li> </ul> <p><i>Focus Areas for Spring Term:</i></p> <ul style="list-style-type: none"> <li>• <i>Continue to embed cultural capital into the curriculum.</i></li> <li>• <i>PSA to increase engagement with disadvantaged families.</i></li> <li>• <i>Improving attendance and punctuality of disadvantaged children – there is a gap between disadvantaged and non-disadvantaged.</i></li> </ul>	
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<b>Activity</b>	<b>Spring Term 2024 Evaluations</b>	<b>Governor Meeting Dates</b>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Class sizes in Y5 and Y6 continue to be reduced for English and Maths lessons – this has allowed us to close gaps in learning and helps prepare the Y6 children for the end of KS2 assessments.</li> <li>• Little Wandle Phonics continues to be embedded throughout Reception and KS1. Children are accessing daily sessions and Keep Up interventions are in place for those children who require additional intervention, this includes the use of Rapid Catch Up for those children who did not pass the PSC in Year 2.</li> <li>• Deployment of Teaching Assistants for the Spring Term was based on the Spring Term data with teaching groups also altered accordingly.</li> <li>• CPD has continued to be priorities driven.</li> </ul> <p><i>Focus Area for Summer Term:</i></p>	FGB and Finance Meeting – 07.03.2024

	<ul style="list-style-type: none"> <li>• <i>Continue to embed the strategies that have been put in place for Reading, Writing and Maths.</i></li> <li>• <i>Continued CPD for staff in appropriate areas – personalised plans have been created.</i></li> <li>• <i>Analyse Spring Term data and adjust teaching and intervention groups accordingly to try and reduce gap between disadvantaged and non-disadvantaged.</i></li> </ul>	
<b>Targeted Academic Support</b>	<ul style="list-style-type: none"> <li>• Half termly progress meetings have been held where progress in interventions are discussed. Teacher assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. Review meetings carried out regularly to analyse the progress of these interventions.</li> <li>• In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children.</li> <li>• Year 6 Maths intervention – Mr Taylor – this is in place and children are making progress from starting points especially in regard to arithmetic skills.</li> </ul> <p><i>Focus Area for Summer Term:</i></p> <ul style="list-style-type: none"> <li>• <i>Continue with focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children.</i></li> </ul>	FGB and Finance Meeting – 07.03.2024
<b>Wider Strategies</b>	<ul style="list-style-type: none"> <li>• Parent Support Advisors are working with identified families – caseloads are reviewed regularly. Aim of support is to overcome barriers which may be impacting on their child's learning. External support is sought as and when appropriate.</li> <li>• Workshops have been run by the PSAs with families targeted – the focus on these were from a survey carried out by the PSAs in the Autumn Term.</li> <li>• Increasing attendance is a key priority across school with all staff involved. Attendance continues to be analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance. Referrals to the Local Authority have also been made in line with the policy. Punctuality is also being monitored with</li> </ul>	FGB and Finance Meeting – 07.03.2024

	<p>steps put in place to address as and when required. It is now a weekly item on the Federation Newsletter to try and raise awareness and importance amongst parents and carers.</p> <ul style="list-style-type: none"> <li>Cultural Capital events have continued to run – these are now interwoven into the curriculum and assembly plan. Advanced notice is given to parents/carers so that they are aware of any associated costs. A newsletter has also been shared so that they understand what Cultural Capital is.</li> </ul> <p><i>Focus Areas for Summer Term:</i></p> <ul style="list-style-type: none"> <li><i>Improving attendance and punctuality of disadvantaged children – there is a gap between disadvantaged and non-disadvantaged.</i></li> <li><i>Creation of a Cultural Capital Policy.</i></li> </ul>	
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Activity	Summer Term 2024 Evaluations	Governor Meeting Dates																																																																																																								
<b>Teaching</b>	<p><b>Phonics:</b></p> <p style="text-align: center;"><b>Year One Phonics</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="11">Year One Phonics</th> </tr> <tr> <th rowspan="2">Subject</th> <th colspan="2" rowspan="2">Cohort</th> <th colspan="8">Comparison by Groups</th> </tr> <tr> <th colspan="2">Boys</th> <th colspan="2">Girls</th> <th colspan="2">Dis</th> <th colspan="2">Non-Dis</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white;"><b>Pass</b></td> <td>73%</td> <td>79%</td> <td>63%</td> <td>76%</td> <td>88%</td> <td>82%</td> <td>67%</td> <td>67%</td> <td>76%</td> <td>83%</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Phonics – By the End of KS1</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="11">Year Two Phonics</th> </tr> <tr> <th rowspan="2">Subject</th> <th colspan="2" rowspan="2">Cohort</th> <th colspan="8">Comparison by Groups</th> </tr> <tr> <th colspan="2">Boys</th> <th colspan="2">Girls</th> <th colspan="2">Dis</th> <th colspan="2">Non-Dis</th> </tr> <tr> <th></th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white;"><b>Pass</b></td> <td>96%</td> <td>89%</td> <td>94%</td> <td>--</td> <td>96%</td> <td>--</td> <td>88%</td> <td>--</td> <td>97%</td> <td>--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>There does continue to be gap between disadvantaged and non-disadvantaged but this has narrowed over time and the disadvantaged children are in line with national averages.</li> </ul>	Year One Phonics											Subject	Cohort		Comparison by Groups								Boys		Girls		Dis		Non-Dis			Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	<b>Pass</b>	73%	79%	63%	76%	88%	82%	67%	67%	76%	83%	Year Two Phonics											Subject	Cohort		Comparison by Groups								Boys		Girls		Dis		Non-Dis			Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	<b>Pass</b>	96%	89%	94%	--	96%	--	88%	--	97%	--	<p>FGB and Finance Meeting – 04.07.2024</p>
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**Writing:**

Attainment Overview Expected Standard												
Subject	Cohort		Comparison by Groups									
			Boys		Girls		SEN		Dis		Non Dis	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Writing	73%	72%	63%	65%	79%	78%	43%	29%	63%	58%	78%	77%

Attainment Overview Greater Depth												
Subject	Cohort		Comparison by Groups									
			Boys		Girls		SEN		Dis		Non Dis	
	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
Writing	15%	13%	5%	10%	21%	17%	0%	2%	6%	6%	19%	16%

- There does continue to be gap between disadvantaged and non-disadvantaged but this has narrowed over time and the disadvantaged children are above national averages.
- Children in KS2 have been placed in ability groups for Maths and English with TAs deployed to support identified children. This has allowed interventions to run in each session immediately meaning that misconceptions are identified straight away. This will continue next academic year and all English and Maths will be taught in year group subjects and not phases.

**Targeted Academic Support**

- Teacher assessments analysed and children’s gaps identified – intervention groups and focuses were then altered in light of this. This has been completed at the end of the academic year and transition for the pupils and also between staff have taken place during the Summer Term.
- In class and out of class interventions have been running in all year groups – these are tailored to the individual needs of the children.
- Year 6 Maths intervention – Mr Taylor – this has worked well and is used to support and target the disadvantaged children. From May half term, Mr Taylor started working with two small groups of Y5 children to begin the preparation for the end of KS2 SATs.

FGB and Finance Meeting – 04.07.2024

**Wider Strategies**

**Attendance:**

- Increasing attendance is a key priority across school with all staff involved. Attendance has been analysed on a weekly basis. From this, families are identified who are causing concern and actions are put in place to make contact and try to support them with improving attendance.

FGB and Finance Meeting – 04.07.2024

	<ul style="list-style-type: none"><li>• Referrals to the Local Authority have also been made in line with the policy.</li><li>• Punctuality is also being monitored with steps put in place to address as and when required. It is now a weekly item on the Federation Newsletter to try and raise awareness and importance amongst parents and carers.</li><li>• There is a gap between disadvantaged and non-disadvantaged children in relation to persistent absenteeism – this needs to be a focus for next academic year.</li></ul> <p><b>Cultural Capital:</b></p> <ul style="list-style-type: none"><li>• Cultural Capital events have continued to run – these are now interwoven into the curriculum and assembly plan. Advanced notice is given to parents/carers so that they are aware of any associated costs. A newsletter has also been shared so that they understand what Cultural Capital is.</li><li>• Cultural Capital policy and progression map is in place.</li><li>• The focus for next academic year is to ensure that all subject leaders are aware of how their subject could further enhance a child’s Cultural Capital.</li></ul>	
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