

Pupil Premium 2018/19

All schools receive a payment, or Pupil Premium, for each child who is registered for free school meals (FSM), those who have a parent in the armed forces and those who have been in continuous care for six months or more. In April 2012, the Pupil Premium was extended to include children who have been eligible for FSM at any point in the last six years. Pupil premium for Nursery children has been introduced which will be £300 per child eligible for the funding.

At Oxhey Wood we received £161,040 in 2016/17 and £136,260 in 2017/18. Currently, 27% of pupils are eligible for the Pupil Premium grant and it is predicted that we will receive £133,160 in 2018/19.

Pupil Premium money is targeted at the specific needs of our pupils; our most recent Ofsted inspection noted that *“eligible pupils have made rapid progress in writing throughout the school”* (May 2014). Since then, we have been working tirelessly to ensure that this progress is matched across all subject areas. In recognition of our responsibility to provide appropriate, targeted support for those children in receipt of the Pupil Premium Grant, we have appointed a senior leader as PPG strategic lead.

The use of Pupil Premium funding is discussed by the Governing Body and staff and is based on needs identified by specific individuals and cohorts of children. When deciding on how best to spend the funding for the greatest impact, we refer to research and evidence from the Education Endowment foundation, Ofsted documentation and the Cambridge Review report. This helps us ensure that the money is spent in the most appropriate manner.

Our Pupil Premium spending is can be viewed within three main strands: **Improving Attendance and Punctuality**, **Removing Barriers** and **Narrowing the Gap**.

Strand	Rationale and implementation
Improving Attendance and Punctuality	<p><i>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education (Ofsted, School Attendance report, Nov 2016)</i></p> <p>We firmly believe that regular attendance at school is vital in order for our pupils to reach their full potential and we work hard to maintain our attendance figures at 95% or above.</p> <p>We run breakfast clubs to encourage pupils to get to school in good time and to provide them with a positive, healthy start to the day. We recognise and reward attendance each half term, offering small prizes to those children who achieve 100% attendance. We are rigorous in following up with those pupils whose attendance or punctuality falls below expected levels and the headteacher, family support worker and education officer work together to support families to get their children to school, in a timely manner, every single day.</p>
Removing Barriers	<p>We know that there are many challenges faced by our pupils which may have an impact on their levels of engagement and ability to learn. We are mindful that our school lies in an area recognised as suffering from multiple deprivation and we strive to deliver a wide and varied curriculum which offers a wide range of enrichment opportunities. However, we fully recognise that our PPG children are not a homogenous group and an individual register of provision allows us to acknowledge their differing needs and respond appropriately.</p> <p>Last academic year, children across the school enjoyed a multitude of enrichment opportunities such as a mental health workshops run by Watford football club, visits to local museums and places of worship, a range of science week activities including speakers in school and off-site visits and Careers Day . We subsidise school activities to ensure that no child is excluded on the basis of cost. We run parent and daughter maths workshops to help to remove barriers to learning and provide an after-school cookery club which provides pastoral support and raises self-esteem alongside teaching key life skills. In Year 6, children work towards the Junior Prince’s Award accreditation, developing basic first aid skills, the capability to read maps and navigate and learning to work as a cohesive team.</p>
Narrowing the Gap	<p>We have high expectations for all of our children regardless of gender, ethnicity, background or ability. Within the framework of strong teaching, regular assessment and accountability for pupil progress across the whole school, we acknowledge that our Pupil Premium children are entitled to receive additional support in order to close the gap between themselves and their peers and to support them to maintain good levels of progress.</p> <p>One particularly successful use of Pupil Premium money has been targeted 1:1 support sessions for reading and comprehension before or after the school day. Results have shown that skills gained in these sessions have directly translated into improved scores in class. Children in Year 6</p>

	have been invited to attend booster sessions which also run before and after school. Behaviour specialists work with individual pupils whose needs are specific and more challenging and tracking of progress by a designated senior lead teacher ensures that the profile of Pupil Premium in school remains high. We have a team of pastoral workers who are qualified Thrive practitioners, running individual and group interventions to support children in and outside of class and help narrow the gap between themselves and their peers.
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Provisional PPG Budget Spend 2018/19

Type of intervention	Detail of intervention	Cost	How the intervention will help to close the gap?
Strategic lead for PPG	Identification and targeted support for children in receipt of PPG.	£10,200	Early identification and targeted support for children in receipt of PPG. Termly Pupil Progress meetings.
Therapeutic interventions	Music and Lego therapy , Drawing and Talking sessions	£2000	Targeted support for key individuals to help remove barriers to learning
Wider opportunities in music	Weekly African drumming sessions with Year 3/4 classes	£5600	Children have the opportunity to widen their experience at school.
Subsidised trips and visits	Subsidised trips and visits to enable all children are able to access these enrichment opportunities	£9000	All children are able to access enrichment and educational opportunities which take place off site.
SW Herts Partnership- Family Support Worker	Targeted support for vulnerable families to ensure improved attendance and punctuality and to agree personalised targets.	£6450	Targeted support for vulnerable families to minimise negative impact of home situation on children's learning.
Family Support Worker and Learning Mentor (assume 0.8 PPG)	Dedicated full-time Family Support Worker and Learning Mentor	£18,670	Work alongside families to help remove barriers to learning. Targeted support for specific pupils, providing emotional support and running personalised 1:1/small group programmes. Liaise with teachers to help bridge gap between home and school for some pupils.
Breakfast club for KS2	Supervision and food for breakfast club	£2000	Encourage punctuality and attendance. Ensures children are fed and ready for work. Promotes independence.
Specialist HLTA (0.6 in school,	Providing targeted support in phonics, social skills and EAL	£10,996	Providing targeted support in phonics (spelling, handwriting

assume 0.4 PPG)	in small groups.		and reading), social skills and EAL in small groups.
1:1 reading activities	TA staff meet for 20 minutes before and after school each day to read with one child for 10 minutes a day.	£3000	Provides daily opportunity for children to be heard reading and to share a book with an adult.
Skillsforce	Fortnightly sessions with Year 6 children working towards achievement of Skillsforce Junior Princes Award.	£6800	Teaches collaboration, teamwork, resilience and specific first aid and navigational skills. Promotes independence and supports with transition to secondary school.
Summer term lunch club 1 day a week for Nursery children (lunch provided for children eligible for PPG)	Children are prepared for reception and further develop their independence.	£1588	Children find the transition to reception easier
EY focus	Develop communication, language and basic social skills that are otherwise a barrier to learning	£15,888	Additional adult in both nursery and reception to support and accelerate early development of language and social interaction.
Let's Get Cooking	After-school invitation- only cookery club. Teaches key life skills and helps children to make healthier food choices.	£500	Provides pastoral support and raises self-esteem alongside teaching key life skills.
Summer club August	Staff-led holiday club to allow children to further develop their independence and ready themselves for the new school year	£8000	Eases transition to new class. Provides safe, structured educational and play activities to develop interpersonal skills.
Lunchtime and after school clubs	Range of lunchtime and after school clubs to enrich the children's learning and enable them to develop new skills	£4000	Children have positive lunchtime experience and experience a wider range of enrichment opportunities.
Feedback and marking time	Additional time each week for teachers and children to meet and discuss next steps in learning to accelerate progress and narrow the gap	£22,000	Children will understand the next steps in their learning and this will be evident in the progress they make
Attendance rewards and trip	To improve attendance and, subsequently, progress.	£2500	Extra encouragement to help demonstrate the pupils the importance that we place on being in school every day.
Pre-teaching breakfast club	To support learning by introducing the key concepts and skills that the children	£700	Children are increasingly confident and able to participate in class.

	will cover the next week in class		Reinforcement of key concepts leading to accelerated rate of progress.
Offer some full days nursery provision for identified children	Small group sessions to develop communication and other basic skills	£4000	Children will make good progress and be able to communicate effectively.