



## Overview of Pupil Premium at Ducklington

### **Our Pupil Premium strategy is based on:**

- early intervention
- Quality First Teaching
- removing barriers to learning
- encouraging each child to fulfil their potential whilst developing the whole child

### **Our Approach**

Our approach has become embedded in practice being developed over time. There is a strong emphasis on processes and there are systems in place to ensure that all children, not just disadvantaged children, benefit from these processes.

Whilst there is a designated member of the SLT who leads on PPG, there is an emphasis on distributed leadership. Core subject teams, who have received training on data analysis from the HT/DHT, monitor the progress of disadvantaged children rigorously and use information to inform provision. Class teachers are responsible for provision within their own classes, analysing assessment data and reporting back to the SLT in termly pupil progress meetings. In addition, the SLT work with the PPG leader to plan interventions, resolve attendance issues and arrange involvement from external agencies.

Governors have had training with the pupil premium leader and PPG is regularly discussed at meetings. It is now a standing item for the FGB, P&S & Resources committee agendas. There is a lead governor who meets with the PPG leader regularly and reports back to the FGB. The headteacher writes termly assessment reports to be discussed with the Performance and Standards committee of the FGB- in which all groups, including disadvantaged children, are looked at.

### **Using Evidence**

The SLT keep abreast of good practice in providing for and monitoring the provision for disadvantaged children.

The PPG lead has worked with the Oxfordshire Learning and Improvement team, contributed to a best practice case study and presented best practice at the Pupil Premium Conference for Oxfordshire schools.

In the past, staff have attended OTSA/Ofsted workshops and there has been a focus on sharing best practice within the Witney Partnership too. This has taken the form of SLT conference days and 'roadshows' for teaching staff.

CPD for all staff has been carefully planned to maximise resources available and in doing so, the needs of individual disadvantaged pupils has informed this.

The EEF's Toolkit is regularly used and referred to.

All interventions are monitored and evaluated by the SLT and team leaders. There is an Intervention Overview in place for all children in the school and this is updated regularly in teacher meetings. Entry and exit data is collected by a designated teacher to inform the evaluation process and pupil progress.

Monitoring is updated by the PPG leader at the end of every short term. On it previous data, progress, attendance, interventions and other information is recorded to inform provision. This is discussed anonymously with the designated governor.

PPG children have been a focus for 'Lesson Study' and teachers focussed on most able disadvantaged, less able disadvantaged and a disadvantaged child working at the expected level during the study over two years. Evaluations were completed post-study.

The SLT ensure that the voice of PPG children is regularly heard. This can be in various forms, for example during learning walks, by representation on the school council, talking to them about their learning etc

### **Barriers to Learning for disadvantaged learners**

Many of our disadvantaged children have social, emotional or behavioural needs.

Access to provision and resources is always a consideration for teachers.

Many of our disadvantaged children struggle to retain their learning or have gaps.

For one or two of our children, poor or fluctuating attendance can be an issue.

Punctuality can also be problematic and be another barrier to learning.

We have identified that there is low level aspiration for many children across the school and therefore we try to plan for and give children opportunities for enrichment and to build cultural capital.

During the recent pandemic and school closure, access to technology has also proven to be a barrier to learning for some of our families with children eligible for PPG.

### **How is Pupil Premium used to overcome these barriers?**

We have invested heavily in developing support for emotional, social and behavioural needs through creating and resourcing a nurture space, training staff to run regular support sessions with identified children and becoming part of the ELSA network.

We have increased the capacity of breakfast club by increasing staffing to run it so that disadvantaged families can access before school childcare. Therefore all children get a good start to the day in a calm, fun environment with a nourishing breakfast, are able to learn and in school on time.

We have used the pupil premium to pay for interventions in addition to the quality first teaching that they receive in class. Maths interventions run from year two onwards. Our belief is that the earlier we identify a child at risk of falling behind and intervene, the more impact we can have on that child's learning. We have found the use of pre teaching or precision teaching to be beneficial to the confidence of children and it has helped them to access the same lessons as their peers.

Staff training in a variety of areas such as Fresh Start, FFT reading intervention, Project X, Pirates Writing, First Class @number, Precision teaching and others have helped us have knowledgeable staff who can tailor interventions to suit individuals.

Pupil Premium funding has previously been used to set up a vibrant library area that engages the children in reading. The area is used regularly and a new computerised system is in place for the children to have ownership of their learning and take out books independently. Pupil Premium funding has also been used to fund a volunteer reader trained by ARCH (Assisted Reading for Children in Oxfordshire) for two afternoons a week. Our volunteer works with children who are under confident or shy or simply need a boost in reading and communicating.

The funding has been used many years to pay for training, advice and consultations with an educational Psychologist. This has been beneficial in helping staff to remove barriers to a child's learning in many ways.

Enrichment opportunities such as STEM workshops, individual music tuition and subscriptions to homework-helping websites have all been paid for using the pupil premium allocation in recent years. There are many reasons for this from boosting a child's self esteem because they've learnt to play an instrument to removing barriers to learning at home or simply enriching the education of our most able disadvantaged. Trips, residentials and workshops have been subsidised or paid for to allow aspirational

and valuable learning opportunities to go ahead. They are crucial to our creative and engaging curriculum and play an important part in making school enjoyable for lots of our pupil premium children.

### **How does the School Build 'cultural literacy' for disadvantaged pupils?**

We have a values rich and creative approach to our curriculum where enterprise is encouraged and regularly planned for, topics and texts chosen to enthuse the children and learning environments created that aim to wow. There is an emphasis on acquiring skills and a good example of this is where everyone is involved in our end of year KS2 production- designing programmes, budgeting for theatre hire, writing scripts, making props and backdrops, performing and using ICT for animations. We aim to 'make excellence ordinary' and have high expectations of everyone in our school community. We have listened to feedback and redesigned school homework tasks so that they are more creative, open ended and enjoyable.

In addition, we run Arts Award Discover and encourage participation in this and the associated visits or workshops, each child in years three and four learn a musical instrument through the county music service, we hold regularly hold 'focus weeks' that allow the children to extend their interest in different areas from forensic science to healthy living. Another opportunity is to take part in the Oxfordshire Book awards each year and be involved in a book club. We like to offer all of our children a wealth of opportunities to build cultural capital in their time at Ducklington.

### **How well do disadvantaged pupils take part in wider school life?**

The PPG lead (and SLT) regularly analyses the attendance of disadvantaged pupils at sporting tournaments, after school clubs, school council meetings etc. Where they are not participating, a conversation may be had with the child or parent to encourage them to access the provision and remove any possible barriers such as transport.

## **Covid-19 Appendix**

During the partial school closure of Spring and Summer 2020, families eligible for free school meals were supported as follows:

Regular contact with/home visits from designated lead

Provision of Free School Meals brunch bags (& delivery of where difficulty) then vouchers

Delivery of food parcels

Supply of essential resources to aid home learning

Book parcels obtained from the Children's Book project