

# Pupil Premium Strategy Statement 2020-21

Summary Information (PP = Pupil Premium)



King's Oak Academy					
Academic Year	2020-21	Total PP budget	£242,233	Date of most recent PP review	-
Total number of pupils	1017	Total number of pupils eligible for PP	56 (Primary) 185 (Secondary) = 236	Date for next internal review of the strategy	January 2021

PP	Pupil Premium
HAPP	Higher Prior Attaining Pupil
MAPP	Middle Prior Attaining Pupil



# EYFS Development 2019-20

	Pupils Eligible for PP		Pupils not Eligible for PP		Gap	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
4 Specific Areas	25% (2/8)	0%	47% (20/43)	0%	22%	0%
Literacy - Reading	63% (5/8)	-	63% (27/43)	-	0%	-
Literacy - Writing	38% (3/8)	-	51% (22/43)	-	13%	-
Maths - Number	38% (3/8)	-	58% (25/43)	-	20%	-
Maths – Space Shape Measure	25% (2/8)	-	49% (21/43)	-	24%	

## Attendance 2019-20 (September 2019 – March 2020)

Pupils Eligible for PP	Pupils not Eligible for PP	Gap
83.6%	96%	12.4%

# Y2 Attainment 2019-20

	Pupils Eligible for PP		All Pupils		Gap	
	Expected	Above	Expected	Above	Expected	Above
Reading	50%		76%		26%	
Writing	50%		75%		25%	
Maths	50%		73%		23%	
RWM	33%		67%		34%	

## Attendance 2019-20 (September 2019 – March 2020)

Pupils Eligible for PP	All pupils	Gap
94.4% (Primary Phase)	96.2% (Y2)	1.8%
94.4% (Primary Phase)	96.8% (Y1)	2.4%

# Y4 Attainment 2019-20

	Pupils Eligible for PP		All Pupils		Gap	
	Expected	Above	Expected	Above	Expected	Above
Reading	67% (6/9)	11% (1/9)	78%	35%	11%	24%
Writing	22% (2/9)	0%	71%	16%	49%	16%
Maths	22% (2/9)	0%	65%	30%	49%	30%
RWM	11% (1/9)	-	59%	-	48%	-

## Attendance 2019-20 (September 2019 – March 2020)

Pupils Eligible for PP	All pupils	Gap
94.4% (Primary Phase)	94.7% (Y4)	0.3%
94.4% (Primary Phase)	95.9% (Y3)	1.5%

# Y11 Attainment 2019-20

	Pupils Eligible for PP	Pupils not Eligible for PP	Gap
Basics – English and Maths 4+	41%	72%	31%
Basics – English and Maths 5+	30%	54%	24%
Progress 8 score average	-0.14	0.10	0.27
Attainment 8 score average	3.79	5.01	1.24

## Attendance 2019-20 (September 2019 – March 2020)

	Pupils Eligible for PP	Pupils not Eligible for PP	Gap
Year 11			
Year 10			
Year 9			
Year 8			
Year 7			

**Priorities are driven by:**

- Self-evaluation
- Attendance Data
- Attainment Data
- Progress Data
- National Research and evidence of best practice

**Barriers to attainment (for pupils eligible for PP)**

**In-school barriers framed by the Academy Improvement Plan**

Barrier	Aspiration	KPI
<p><b>Self-Deselection</b></p> <p>Self-evaluation suggests that our disadvantaged cohort are more likely to opt out through non-attendance at school, non-participation with remote learning and self-deselection in the classroom. Student voice suggests that there is a fear of failure and measured risk taking.</p>	<p>Students attend school because they feel a sense of success. Students are supported to engage with remote learning. Teachers use strategies to mitigate self-deselection such as low stakes testing and live feedback. Our pivotal approach to behaviour builds a culture where students needs are supported by calm consistent adults</p>	<p>Attendance &amp; Remote Engagement is above 94%</p> <p>Participation is regular (P7, Online, Hegarty, SMH, home learning, parent engagement, clubs)</p> <p>Missed Learning decreases</p>
<p><b>Gaps in learning, keeping up and feeling success</b></p> <p>The effect of poor teaching on disadvantaged students is greater than the effect on non-disadvantaged students. We invest in improving teaching and learning that focuses on evidence-based strategies for addressing disadvantage.</p>	<p>Teaching strategies that are visible in every classroom: Consistent and organised teaching that is well planned and sequenced so that the student builds knowledge and skills and feels success. The use of keywords and Tier 2 words to reduce the impact of any language deficit. This is taught explicitly and modelled by the teacher both verbally and in written form. Live feedback and modelling are features of the classroom. Supported intervention and remote learning resources allow the students to keep up rather than catch up.</p>	<p>Disadvantaged students achieve success at every assessment point.:</p> <p>EYFS GLD, Y1 phonics, KS1 assessments, KS2 assessments, P8, securing grade 4 +</p>

Barrier	Aspiration	KPI
<p><b>Self-Belief and Resilience</b> Disadvantaged students do not always realise their own potential, which could be attributed to a cultural capital deficit. Academic aspiration, ambition to succeed and the desire to pursue an educational career pathway can sometimes be lacking.</p>	<p>Disadvantaged students achieve high attainment targets in all Key Stages and specialist subject areas so that they have the grades and qualifications to progress onto relevant and often specialist destinations, supported by qualifications in the core subject areas. Through a premium employability offer, disadvantaged students have and can articulate progression routes and appropriate and aspirational goals. Disadvantaged students will have a premium support package and this will be evidenced through positive student voice around belonging and self-belief.</p>	<p>0% NEET Students Destination data and trends Student voice</p>