

Pupil Premium Grant Expenditure 2019 to 2020

About our School

Oriel Academy is a two form entry Primary school and Nursery in Hanworth Middlesex and we provide education to 3 to 11 year olds.

At Oriel Academy, we want our children to fulfil their aspirations and achieve their full potential in learning and life skills in order to become responsible and confident members of our society. All members of our Oriel family are valued as individuals and feel a sense of belonging. Our skills and talents are nurtured, developed and celebrated.

All of our staff are heroes for our children and instill a sense of leadership and the ability to make responsible decisions. We thoroughly enjoy working with our children each day. We value them as individuals and take every opportunity to celebrate their strengths and successes, be it in their relationships with others, in sporting, creative or musical activities or in their learning. Children thrive in our caring, supportive and sensitive environment and we offer each child security, happiness and pride in their achievements.

At Oriel we aim to foster a sense of fun and excitement and curiosity and creativity in all we do. This ensures that all our children have the confidence to set themselves goals and attempt new challenges, therefore feeling a sense of accomplishment when goals are met.

We are very proud of our school and our children. We focus on the development of the whole child; addressing academic, personal and social needs to ensure high academic and behaviour standards are achieved. We always expect children to do their best both in their learning and in their social interactions in the playground and around the school. It is our aim that every single one of our children leaves us with increased confidence, resilience and skills to tackle the next stage of their education effectively.

We put the community at the heart of the school, promoting a sense of neighbourliness and community spirit. We welcome the many members of the community who assist us in our work and value the opportunities offered by the locality. We believe that parents have a vital role to play in their child's education and we build strong partnerships between home and school.

Our School is located in an area where the proportion of pupils with FSM is greater than national average (27% compared to 26%), the proportion of pupils from minority ethnic groups is greater than national average (48.4% compared to 30.7%) and the proportion of pupils for whom English is an additional language is greater than national average (63.6% compared to 19.5%). We have a proportion of pupils with SEN which is lower than national average (11% compared to 13.0%).

Pupils' attainment on entry in Nursery is generally significantly lower than national average. We have a vast range of abilities within each cohort. We are seeing an increase in the number of pupils admitted after the start of the year and in all year groups. Many of these pupils are new to the UK.

Our school's deprivation indicator is also greater than the national average (..... compared to 0.24).

Objectives of Pupil Premium Spending

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM (free school meal) children can be less support at home, weak language and

communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations which prevent children from flourishing. The challenges are varied and there is no “one size fits all”

At Oriol Academy, our key objective in using our Pupil Premium Grant is to narrow the gap between pupil groups.

As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for FSM and this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start our school with low attainment, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have, as we do at the end of each year, assessed the impact of each intervention, strategy etc. which we have put in place and analysed our data thoroughly to determine whether it has been cost effective and whether sufficient levels of attainment have been achieved.

To do this the strategies used by the school include providing opportunities for small group work with an experienced member of staff focused on overcoming learning barriers and closing gaps in learning, 1-1 support, additional teaching and learning opportunities provided by trained staff or external agencies. Enable targeted pupils to access appropriate extracurricular provision to ensure they receive a broad entitlement to promote attainment and progress across the full curriculum.

This year are main school priorities are to:

Enable disadvantaged pupils to make accelerated progress.

To reduce the gap between disadvantaged Higher Ability Pupils (HAPs) and not disadvantaged HAPs.

Ensure that teachers consistently provide the most able and disadvantaged most able pupils, with challenge and feedback to match their abilities.

Improve whole school attendance.

Objectives of Pupil Premium Spending

Our objective is to raise standards and further close the progress gap between Pupil Premium children and other children in Reading, Writing and Mathematics.

We aim to raise attainment and achievement of PPG children to at least expected levels of progress through:

Provision to raise literacy and maths levels, including more able provision.

Providing social and emotional support/interventions to improve attendance and behaviour.

Enhanced/improved cultural opportunities i.e. trips, activities, extra-curricular activities and support with uniform, materials and ICT etc.

Personalised learning e.g. structured conversations and EAL support.

Gain parental involvement with their child's learning.

Provision put in place to meet our objectives in 19/20

112 pupils on role were eligible for Pupil Premium at the start of the year.

Autumn Term:

Families were supported with uniform to give the children a sense of belonging and pride in their appearance which also assists with behaviour issues.

Families were support with free school trips to enable the children to take a full part in all aspects of the curriculum.

Interventions took place to start closing the gaps between those children entitled to pupil premium funding and those without.

Pupils were making good progress in the Autumn Term and working towards their targets.

Spring / Summer Term:

Interventions continued at the start of the Spring Term and the children were working hard and progress remained good.

During the closure for the extended Easter Holiday every child was issued a printed pack of work suitable for their year group an ability.

As Covid19 enforced a school lockdown we moved to an online platform but not all children could access due to limited or shared IT resources in family homes. Some children were supported with school Chromebooks or local authority laptops and some were provided with further work in printed form weekly which was delivered/collected.

Each week the work set covered a variety of skills and subjects so that all subjects in the curriculum were covered and work was accepted back in paper form, via email as photos or scans or via upload to our school google classrooms.

Teachers keep in touch via telephone calls, google classroom and marvellous me to encourage the children to keep working hard and praise their efforts with virtual stickers and awards.

Teaching Assistants keep in touch to encourage the use of specialist interventions and encourage those children that they would usually work closer with in small group or individual interventions. EG Nessy.

Specialist provisions such as speech and language sessions still took place remotely via online sessions so that the children's therapy was not interrupted.

The Home School Link Worker and Principal keep in regular contact with vulnerable families and pupil premium families and we extended our key worker provision to our pupil premium

children to encourage them to come into school on a daily basis so they could continue to be supported in their education.

Although formal assessments did not take place it is our belief that with the interventions planned the children would have reached their targets.

Our community struggled financially during the Covid19 lockdown and due to this our FSM/Pupil Premium numbers increased over the Spring and Summer term and we were able to support our families by sending home items to support the children's growth and development:

- FSM Vouchers and additional food packages.
- Stationery packs – paper, pencils, paint etc
- Reading books
- Learning resources

We do acknowledge that the children of our Pupil Premium families have struggled during lockdown and therefore additional support will be put in place for 2020/21 when the children return to full time education.