

Pupil premium strategy statement

Our Philosophy at The Oaks

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to our School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

School overview

Metric	Data
School name	The Oaks Community Primary School
Pupils in school	168
Proportion of disadvantaged pupils	47.8%
Pupil premium allocation this academic year	£107,220
Academic year or years covered by statement	2020-2023
Publish date	01 September 2021
Review date	01 September 2022
Statement authorised by	Louise Roberts
Pupil premium lead	Lexi Wilkinson
Governor lead	Jenny Ogden

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	59%
Writing	52%

Maths	63%
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Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (teacher judgement due to Covid-19)	69%
Achieving high standard at KS2 (teacher judgement due to Covid-19)	0%

Whole School Teaching Priorities

Measure	Focus for the year 2021-2022
<p><i>Priority 1</i></p> <p>To ensure there is high quality teaching and high-quality learning in every class through purposeful CPD, teacher/TA research groups and instructional coaching.</p>	<p>All teaching staff are engaging with the professional development projects within school and work within their triads (both in school and in the local area) to develop and hone their teaching practice.</p>
<p><i>Priority 2</i></p> <p>To close the attainment gap between disadvantaged pupils and their peers through high-quality intervention, targeted group work and teaching.</p>	<p>To ensure all staff work with the Maths Lead and hub and the English hubs to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</p> <p>SLT to ensure all disadvantaged pupils make expected progress in Foundation subjects.</p>
<p><i>Priority 3</i></p> <p>To address in-class non-academic barriers to attainment such as lateness attendance and behaviour through emotional-based non-attendance training and restorative practices.</p>	<p>Ensure all teaching staff are aware of the non-academic barriers to learning within the context of our school. Organise CPD from the PM based on emotional-based non-attendance for all teaching staff.</p> <p>HT, DHT and PM to continue exemplifying restorative practices strategies in school and PP lead to monitor the behaviours of PP children.</p>
<p><i>Priority 4</i></p> <p>To ensure that the PPG reaches the pupils who need it most through careful organisation and constant communication</p>	<p>PP lead to share and train teaching staff on organising how PP is spent in their classroom, the wider strategies in school and how to provide specific strategies for PP pupils who need it.</p>

between the PP lead, teachers, children, and parents.	
<i>Barriers to learning these priorities address</i>	<p>Academic barriers to these attainment</p> <ul style="list-style-type: none"> Monitoring of targeted support in the classroom: In 2021-2022, further CPD will continue to ensure quality whole class teaching. Our evidence-based teaching interventions will be rigorously monitored through <i>Provision Map</i>. Low levels of literacy when children join the school in Reception Lower levels of language and communication skills from families Lack of school readiness when joining Reception <p>Non-academic barriers to these attainment</p> <ul style="list-style-type: none"> Attendance and Punctuality Issues: Attendance figures for 2020-2021 were good at 91.68% for PP pupils but this compared to 95.8% for non-pupil premium pupils. Ensuring that this improves along with punctuality figures for PP pupils will be a focus for 2021-2022. Lack of parental engagement: Although staff have a good relationship with parents, parents historically have not attended school events, read with their children or encouraged further learning at home. Lack of focus and confidence due to low self-esteem, peer-to-peer social skills and wellbeing for children.
Projected spending	£36874.86

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 2022
Phonics	Achieve LA average expected standard in PSC	July 2022

Other	Improve attendance of disadvantaged pupils to school target (96%)	Monitored at the end of each term and then July 2022
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Targeted academic support for current academic year

Measure	Focus for the year 2021-2022
<p><i>Priority 1</i></p> <p>To ensure targeted academic support enables summative end of EY and KS results that show expected or accelerated progress in core subjects.</p>	<ul style="list-style-type: none"> • Structured interventions: quality published interventions to be used with a strong focus on reading and phonics • Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations • One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using Teaching Assistants while still accessing quality first teaching and learning.
<p><i>Priority 2</i></p> <p>Quality targeted teaching</p>	<ul style="list-style-type: none"> • Ensure that creative learning opportunities provide coverage of the National Curriculum 2014 (breadth); demonstrate progression of learning across school (depth); takes account of the unique Oaks community and the catch-up required from the impact of covid-19 and are underpinned by the school's shared values. • Further accelerate the rates of progress and raise attainment in reading (including phonics) for all groups of children from their starting points (particularly boys, SEND and disadvantaged children). • Accelerated progress and a rise in attainment in maths for all groups of children from their starting points (particularly girls, SEND and disadvantaged children).
Barriers to learning these priorities address	<ul style="list-style-type: none"> • gaps in teacher/TA quality-first teaching knowledge: This will be addressed through focused CPD, work with maths and English hubs and instructional coaching. • Teaching staff absence due to Covid-19 restrictions. • Self-isolation of children and staff when testing positive or awaiting test results.
Projected spending	£8184.58

Wider strategies for current academic year

Measure	Focus for the year 2021-2022
<p><i>Priority 1</i></p> <p>To enhance pupils' cultural capital by providing a breadth of experiences including extra-curricular opportunities and real-life experiences to support the most disadvantaged children to catch-up with their peers through excellent links with the wider community and stakeholders.</p>	To ensure further opportunities for PP children to experience the wider community and a variety of cultures, both within the classroom and in wider school life. This may range from visitors to trips to external opportunities.
<p><i>Priority 2</i></p> <p>Improve children and parent's awareness of mental health and wellbeing through whole class strategies and targeted strategies.</p>	To further build the awareness of mental health strategies and wellbeing strategies with children, parents and the wider community.
<p><i>Priority 3</i></p> <p>Improve wider school attendance and further improve attitudes to learning with a focus on developing the shared responsibility and ownership of all stakeholders.</p>	To skill all staff including teaching teams to identify and implement strategies in order to lessen attendance issues and lateness.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupil uptake of extra-curricular activities. • Attitudes to extra-curricular activities. • Children's awareness of real-life experiences. • Attitudes of staff and children in the context of the area. • Covid19 measures may limit visitors coming into school and the breadth of virtual platforms is restricted.
Projected spending	£42,332.18

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and understanding is given to allow	<ul style="list-style-type: none"> • Use of INSET days and purposeful, timetabled staff

	staff high quality professional development delivered in school or by external providers.	<p>meetings that allow for targeted professional development of both teachers and teaching assistants.</p> <ul style="list-style-type: none"> • Subject leader time (requested) to allow for subject leader development and subject leader drop-in sessions.
Targeted support	Ensuring all teachers and teaching assistants are providing quality first group sessions and interventions.	<ul style="list-style-type: none"> • All interventions to be SEND and PP lead approved and from an approved scheme. SEND and PP children to be monitored closely by TAs, classroom teams, SENDCo and PP lead on Provision Map.
Wider strategies	<p>Engaging the families facing the most challenges</p> <p>Ensuring all children in Y3 to Y6 has a residential</p>	<ul style="list-style-type: none"> • Providing 1,2,3 magic to all parents who need it and to all new starter parents. • Core subject leads to provide parent booklets to help with subject knowledge. • PP lead to work with the Business manager and HT to budget so all children attending a residential.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in the core subjects. Despite continuous CPD for teaching staff, a robust remote learning package and continuous targeted support, the effects of home learning affected our internal data.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact and therefore our 2020-2021 strategy was not fully realised due to prolonged lockdowns, intermittent pupil and teacher bubble closure and great support needed for our families to connect with remote learning.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, White Rose and other high-quality online platforms.

Although overall attendance in 2020/21 was a focus and it was higher than previous year, at times when all pupils were expected to attend school, attendance among disadvantaged pupils was approximately 4% lower than non-pupil premium children. Due to this gap, attendance is a priority on the 2021-2022 strategy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this strategy.