

Pupil premium strategy statement – The Oaks Community Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	47.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2021 2021-2022 2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body
Pupil premium lead	Stephen Potter
Governor / Trustee lead	Jenni Ogden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,220
Recovery premium funding allocation this academic year	£11,020
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£118,240

Part A: Pupil premium strategy plan

Statement of intent

At The Oaks we want our children to have a love of learning as a result of our mission to 'make a difference'. We aim to develop children who are curious about their learning and who are ready for the next step in their educational journey.

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.

Our Implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaptation

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our Tiered Approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. High- quality Teaching

2. Targeted academic support

3. Wider strategies

Within each category, we have chosen our key priorities. This focussed approach ensures the best chance of success for each priority.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children have low levels of communication and language when they start in Reception
2	Some pupils have limited life experiences
3	Children's gaps in literacy and maths as a result of lost learning during the pandemic
4	Parent engagement is low and home learning environments lack support for maths and literacy skills
5	Some children are not emotionally ready to access learning
6	Persistent absenteeism is high due to the number of children who are late for school
7	Children are not physically active and struggle with resilience and problem solving tasks

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Whole School Teaching Priorities	
Priority 1 To ensure there is high quality teaching and high-quality learning in every class as a result purposeful CPD and key stage leadership	All staff have a CPD plan via SCHOOT. Key stage meetings run frequently to discuss current issues and pedagogies. Professional development meetings meet the needs of those attending. The school is outward facing and engages with external projects
Priority 2 To close the attainment gap between disadvantaged pupils and their peers through high-quality intervention, targeted group work and teaching.	To ensure all staff work with the Maths Lead and English team with support from the Maths Hub and the English Hub to ensure all progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.

	SLT to ensure all disadvantaged pupils make expected progress in Foundation subjects.
<p>Priority 3</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. CPD is spread throughout the year based on emotional-based non-attendance for all teaching staff.</p> <p>PP lead to monitor the behaviours of PP children.</p>
<p>Priority 4</p> <p>To ensure that the PPG reaches the pupils who need it most through careful organisation and constant communication between the PP lead, teachers, children, and parents.</p>	<p>PP lead to support staff with intervention planning and monitor the progress of PP children via Insight. For any PP child who is working below age-related expectations, a provision map is in place and this is communicated with parents.</p>
Targeted academic support for current academic year	
<p>Priority 1</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>	<p>Structured interventions: quality published interventions to be used with a strong focus on reading and phonics</p> <p>Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations</p> <p>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> <p>Use of apps which are intelligent and present learning to pupils to close gaps and secure progress</p>
<p>Priority 2</p> <p>Quality targeted teaching</p>	<p>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.</p> <p>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).</p> <p>Accelerated progress and a rise in attainment in maths for all groups of children from their starting points (particularly girls, SEND and disadvantaged children).</p>
Wider strategies for current academic year	
<p>Priority 1</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</p>	<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. All children are able to access a club every day of the week. All</p>

excellent links with the wider community and stakeholders	children in years 2, 5 & 6 are able to access a residential trip
Priority 2 Improve children and parent's awareness of mental health and wellbeing through whole class strategies and targeted strategies.	To further build the awareness of mental health strategies and wellbeing strategies with children, parents and the wider community. Introduce My Happy Mind to teach children about how their brain works and develop this consistently across school as an early intervention strategy
Priority 3 Improve wider school attendance and further improve attitudes to learning with a focus on developing the shared responsibility and ownership of all stakeholders	To skill all staff including teaching teams to identify and implement strategies in order to lessen attendance issues and lateness. Appoint an Attendance Officer to closely monitor attendance and punctuality, to raise the profile of good attendance and punctuality in school and to create a positive relationship with parents

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 42,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and support staff reorganised to allow more targeted support in KS1 and in Year 6. Combined staffing cost £20,500	EEF (+2) As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for all pupils. Upon analysis of our KS1 cohort and our Year 6 cohort, we have increased targeted support and decreased group size so that each child gets increased feedback.	3 & 5
CPD for all subject leaders including weekly non-contact time, self-serve high-quality CPD and coaching time with the DHT.	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium [Grant] to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil	1, 2, 3 & 4

<p>All staff engage in weekly CPD. TA's and admin staff receive 1.5 hours of CPD on a weekly basis £3,500</p> <p>SCHOOT £1200</p> <p>Release time £3900 (weekly)</p> <p>Release time £4500 (on a rota basis)</p> <p>RWI phonics is a whole school priority. Subscription to Ruth Miskin. £1000</p> <p>DHT release time to work with Maths Hub £1800</p> <p>Subscription to White Rose Maths scheme and resources. £150</p> <p>RSE/PHSE equality based curriculum fosters inclusion strategy. £500</p> <p>Primary languages network £137</p> <p>D & T Subscription £139</p> <p>Historical association £79</p> <p>Further development of knowledge & skill-based curriculum in foundation subjects. £2000</p> <p>Use of Insight tracking system £676</p> <p>Implementation of reading for pleasure rewards for those who achieve 50 / 100 reads. £200</p>	<p>Premium. With the PP is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching.' EEF Guide to Pupil Premium 2019</p> <p>Sutton Trust – quality first teaching has a direct impact on student outcomes</p> <p>EEF Homework (+5) Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>EEF Mastery learning (+5)</p> <p>EEF (+6) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p>	
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<p>Reading shared - Steps 2 Read & re-sources. £1000</p> <p>Reading books support Phonics scheme & accelerated Reader books. £1500</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 26,492

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions and communication with parents:</p> <p>Provision map to communicate needs £1550</p> <p>Chatty Therapy (in-school speech and language support) £8500</p> <p>Language & literacy interventions for readers below ARE. £300</p> <p>Reading Wise for decoding and vocabulary support. £2250</p> <p>Phonics Interventions £6,000</p> <p>Targeted maths interventions using Adacus/ Power of 1/ Power of 2 £1000</p> <p>2 days whole staff training in phonics autumn & spring. £1100</p>	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <p>Research-based interventions are used and are documented in a provision map for each children receiving intervention. These are communicated with parents at outset to communicate need and at the end of an intervention cycle to communicate progress.</p>	<p>1, 3 & 4</p>

RWI Spelling scheme to raise standard within writing £365		
All children have their own device to access online apps to support progress Doodle / Accelerated Reader to support core subjects and homework £5427		3 & 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,967

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Immersive experiences to support knowledge and skills across the curriculum:</p> <p>Now Press Play £2035</p> <p>Financial support for trips £12000</p> <p>First News newspaper £200</p> <p>Extensive Enrichment Programme £2000</p> <p>Family Support for all families identified: SEND & Inclusion manager / DSL involvement. £3000</p> <p>Forest School - £500</p>	<p>EEF (+4) On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year.</p>	<p>2, 5, 6 & 7</p>

<p>Breakfast club manager & deputy manager £3000</p> <p>ELSA breakfast club £1000</p> <p>2 trained ELSA TAs £4000</p> <p>Drawing Talk trained TA £1800</p> <p>Parenting courses access for all refreshments and room included. £800</p> <p>Attendance Manager £9000</p>	<p>EEF – social and emotional learning – improves interaction with others and self-management of emotions impacts on attitudes to learning and social relationships in school, which increases progress and attainment. By ‘character’, we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.</p> <p>Pupils’ attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>Before the coronavirus pandemic, as many as 1.7 million children in the UK were living with food insecurity, at risk of hunger in the morning, according to government figures.* Then, in the 6 months March-August 2020, the Food Foundation reported that 2.3 million children were living in households that had experienced food insecurity. Magic Breakfast.</p> <p>Positive relationships between teachers and pupils, and between pupils, are critical in promoting pupil wellbeing and encouraging them to avoid risky behaviour. Having a sense of belonging to school and having good teacher pupil relationships contribute to pupils liking school. The level of school engagement pupils feel with their schools is strongly associated with their attainment. Public Health England – The link between pupil health and wellbeing and attainment</p>	<p>4, 5 & 6</p>
<p>Trim trail £20,000</p>	<p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing</p>	<p>5, 6 & 7</p>

<p>Financial support for uniforms/PE kits/bags £1422</p>	<p>of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. Physical activity has been linked to improved classroom behaviour across the whole school. Public Health England – The link between pupil health and wellbeing and attainment</p>	
<p>Tutoring for up to 6 children for one hour per week, delivered by TAs £3300</p> <p>Academic Mentor to support catch up for a small group of children £9632</p>	<p>EEF (+4)</p> <p>Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted a pupils' specific needs. Small group support should be considered as part of a school's strategy.</p>	<p>3</p>

Total budgeted cost: £ 118,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The cohort had 67.9% disadvantaged pupils against the local authority average of 24.2%. Outcomes for KS2 SATs at the end of academic year 2021-22 showed increased outcomes for our Year 6 cohort. 50% of all pupils achieved the expected standard in reading, writing and maths whereas 36.8% of disadvantaged pupils achieved in reading, writing and maths. 4% of all pupils achieve a combined high score whereas 0% of disadvantaged pupils achieved this.

Reading was the area where the disadvantage gap was widest. 64.3% of all pupils achieved the expected standard in reading versus 47.4% of disadvantaged pupils.

Writing was the area where the gap was narrowest with 67.9% of all pupils achieving the expected standard versus 57.9% of disadvantaged children.

In maths, 53.6% of all children achieved the expected standard versus 42.1% of disadvantaged children.

The gaps have narrowed in all areas based upon previous years but we have not met our target of closing the gap.

Upon analysis, reasons for this are largely linked to the impact of the Covid-19 pandemic. School closure was most detrimental to our disadvantaged pupils and this accounted for 67.9% of the class. Whilst home learning was of high quality, our disadvantaged children were not able to benefit from targeted interventions outlined on their provision map whilst not in school.

Attendance for pupil premium children for 2021-22 was below non-pupil premium children. All pupils had an attendance percentage of 91.99% PP children were 90.21% and non-PP children were at 93.75%. This gap has however reduced from 2020-21. Mental health and wellbeing were contributing factors to the improved attendance but were also factors to the remaining gap. The strategies outlined in this document aim to further reduce this gap.

The end of summer 2 data was analysed and shared with new class teachers ready for September 2022. Rigorous termly pupil progress meetings are in place to ensure a robust focus on the impact of interventions and on the progress of disadvantaged pupils. These meetings will be led by the Deputy Headteacher who is our Assessment Lead and Pupil premium Lead. He will be accompanied by our SEND & Inclusion Manager.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Immersive audio resource to enhance curriculum understanding and support vocabulary acquisition	Now Press Play
In-school speech and language therapy	Chatty Therapy
For decoding and vocabulary support.	Reading Wise
Online programme to support core subjects and homework	Doodle Maths & English
Quiz programme to assess reading age and reading comprehension	Accelerated Reader

Service pupil premium funding – we currently do not have any children entitled to this premium

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information

The school actively seeks support for families through local charities and St Thomas' church. Food hampers are provided every half term plus information about free events.

We have successfully engaged with the local mental health support team and currently run a baby group and a 'challenging behaviour' course for parents.

As part of the School Sports Partnership, a group of children attend sporting events out of school most weeks and for 2022-23, all children will receive cricket coaching by way of introducing children to a different sport.

The school has high aspirations for cultural capital and as such our oldest pupils will have an overnight residential in London this year, heavily subsidised to ensure that all children are able to take part.