

The Oaks Community Primary School Pupil Premium Three Year Strategy



2023 - 2026

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

The premium is awarded by means of a specific grant based on school census figures for pupils eligible for Free School Meals in Nursery to Year 6, or for children who are previously or currently looked after or who have a parents serving in the armed forces.

At The Oaks, the targeted and strategic use of pupil premium is based upon the following principles:

Principles:

- We ensure that **teaching and learning opportunities meet the needs of all** of our pupils and is **high quality**.
- We ensure that **any disadvantages or gaps in attainment are identified and addressed at the earliest stages of learning**.
- We ensure that appropriate provision is made for pupils who belong to **vulnerable groups**, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that **not all pupils who receive free school meals will be socially disadvantaged**.
- We also recognise that **not all pupils who are socially disadvantaged are registered or qualify for free school meals**.
- **We reserve the right to allocate Pupil Premium Funding to support any pupil or groups of pupils the school legitimately identified as being socially disadvantaged.**
- Pupil premium funding will **be allocated following a needs analysis** which will identify priority classes groups or individuals.
- Pupil premium spending will be **based on a long term strategy linked annually to the school development plan**.
- **Parents will be consulted regularly** on the use of the school pupil premium and given the opportunity to contribute ideas to the way it is **spent to meet their own child's needs**.

The school's allocation for pupil premium for 2023-24 is £117,475

Accountability

The Headteacher and leadership team will **regularly and rigorously monitor**, evaluate and review the strategies we have put into place for pupil premium and **report to the Governing Body** on its progress and impact. A nominated governor will also meet termly with the Headteacher to challenge the use of the monies and champion best practice for the school.

In addition, Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the Pupil Premium Grant (PPG). Highfield also publishes its strategy for using the pupil premium on the school website www.theoaks.cheshire.sch.uk as well as a link to the school and college performance tables and the schools' performance tables page on the school website.

Provision

The school has looked carefully at the barriers to learning for our pupils as well as outcomes from national research in to the effective use of pupil premium spending and have decided to use the following intervention strategies:

- Providing **small group work** for pupils entitled to funding with an experienced teacher or teaching assistant focused on overcoming gaps in learning to improve progress and raise attainment.
- **One to one support** for pupils entitled to funding to help them make accelerated progress and raise attainment.
- **Additional teaching and learning opportunities** both within and outside the classroom **supported by teachers and teaching assistants** to raise attainment and promote lifelong learning skills to ensure future economic well-being.
- **Learning Support/Mentoring** to enable children to fully access learning and support where there are specific barriers other than Special Educational Needs.
- Acquiring **effective materials for pupils and training for staff** to narrow the gap in reading, writing and maths.
- **Regular after school and holiday provision** for children to receive support with home learning / additional learning from a teacher or teaching assistant.
- Pupil premium resources will also be aimed at **helping children to achieve above age related expectations at KS1 and Key Stage 2.**
- Working with a **cluster of local schools to provide challenge and peer to peer support.**
- **Regular and effective professional development for all our staff** (teachers and teaching assistants) to ensure pupils receive consistent, high quality teaching and learning experiences.

All our work will be aimed towards ensuring children 'at risk' of not meeting national expectations attain at least in line for their age through accelerated progress from successful interventions and support. Our able and most able pupils will also be targeted to ensure they excel in their attainment.

We believe that there are no limits on success.

What does this look like at The Oaks?

Here is a sample of some of the activities and daily practice that have taken place to support disadvantaged pupils:

- Passion for Learning Clubs – targeting reading and building successful relationships.
- Free provision of CGP Home Learning Study Books for English and Maths for all pupils entitled to the premium.
- Regular small group and one to one sessions with our Academic Mentor and Support staff.
- Additional Teaching Assistants working daily in Early Years to close the gaps in learning from the outset.
- An additional Senior Leader working with small groups of pupils on targeted interventions to ensure equity to learning for all.
- Small group and one to one tuition after school to help children meet and exceed attainment targets.
- Commissioned speech and language therapy (Chatty Therapy) in addition to the Local Authorities provision for Key Stage One and Key Stage Two pupils.
- Enrichment after school club with a high ratio of adults to pupils.

- Subsidised activities, residentials and reward trips e.g. additional swimming lessons, visits to sports events, theatre etc.
- My Happy Mind online portal giving all pupils access to mental health support and education.
- Full time Pastoral Manager to co-ordinate therapeutic services, manage safeguarding and work directly with vulnerable pupils.

How do we make sure everyone who needs support or is entitled to support gets it?

Every class teacher is responsible for ensuring that any child who attracts pupil premium is given the support they need to meet and exceed their attainment targets. Progress is measured against school and national standards and each term a pupil progress meeting is held with the Headteacher, class teacher and Senior Leadership Team to monitor progress and make any necessary changes. Children in each class who are included in the Pupil Premium measure are tracked separately from their peers. Parents contribute to the review through the termly Pupil Learning Reviews which has a point for discussion specifically for parents whose children are entitled to the premium.

The monitoring programme for Learning and Teaching also includes specific observations and book scrutiny of children who receive pupil premium. Admin staff and the school Bursar regularly look at spending and update pupil lists; supporting parents to register for Free School Meals as soon as they are eligible. The school offers incentive schemes (family meals in restaurants and uniform vouchers) to encourage parents to take up their entitlement.

Supporting children entitled to pupil premium is everyone's responsibility.

What are the barriers to learning and future attainment?

At The Oaks, we recognise that children need support to overcome barriers that may be hindering them from making the most of their learning. Barriers that exist for our pupils are:

- School readiness on entry to Nursery or Reception (including social skills and self-care);
- Mobility across Ellesmere Port
- Communication and Language delay;
- Effective Working Memory;
- Ensuring that parents uphold high expectations for academic achievement and understand how to support this at every stage of learning;

A Summary of Evidence

What does research tell us about the effective use of Pupil Premium nationally?

Successful schools shared many characteristics, they included:

- Specifically targeting the funding and not confusing eligibility and underachievement.
- Using research that measures outcomes against value for money
- Understanding the importance of day to day quality first teaching and not relying on interventions to mop up hidden children
- Using the best teachers to deliver additional support, particularly in English and Maths
- Rigorously using data to help identify the next steps and monitor success
- Offering high quality training to staff
- Class teachers taking responsibility for monitoring pupil premium
- Clear policy and practice

- Well targeted support linking up behavior, attendance and links with families to remove barriers to learning
- Pupil Premium featuring in staff appraisal targets
- Well informed Governors who contribute to monitoring and the decision making process.

Information taken from 'The Pupil Premium: How schools are spending the funding successfully to maximize achievement'

How do we go about implementing our initiatives and interventions?

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 regular 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 adaption

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
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Our tiered approach

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

1. Teaching - this funded largely through the main school budget
2. Targeted academic support – grant funding is used here
3. Wider strategies – grant funding is used here

Quality of teaching

1. Targeted professional development programmes over time led by subject specialists/consultants to ensure rigour, effectiveness and accountability in the delivery of teaching aimed at raising attainment and progress for pupils in receipt of the PPG.
2. Termly research based staff meetings focusing on current best practice and expenditure of the PPG.

Targeted academic support

1. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills
2. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations

3. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using TAs

Wider strategies

1. Continue to work with Education Welfare Management to deliver support and challenge to families where pupils have inconsistent or persistent absence.
2. Continue to work with Passion for Learning to deliver enrichment clubs and activities
3. Continue to work with Platform for Life Counselling Services

What might the funding look like over three years?

Funding summary: Year 1					
Total number of pupils	175	PPG received per pupil	£1,455	Indicative PPG as advised in School Budget Statement	£117,475
		Number of pupils eligible for PPG	79	Actual PPG budget	£117,475
Funding estimate: Year 2					
Estimated pupil numbers					
Estimated number of pupils eligible for PPG					
Estimated funding		£			
Funding estimate: Year 3					
Estimated pupil numbers					
Estimated number of pupils eligible for PPG					
Estimated funding		£			

NB – PPG calculations for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order is £2,345

THE OAKS COMMUNITY PRIMARY SCHOOL

SUMMARY OF PUPIL PREMIUM 2023 - 2024

1. ATTAINMENT JULY 2023

Cohort of 30 pupils, 4 pupils with special educational needs and 5 with English as an additional language. 20 boys and 10 girls. 10 pupils entitled to pupil premium funding.	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (National Measure)
% achieving the expected standard or above in Reading, Writing and Maths	41	50	66
Progress Score for disadvantaged Reading Confidence interval	-1.50	-2.91	0.43
Progress Score for disadvantaged Writing Confidence Interval	6.00	4.37	0.36
Progress Score for disadvantaged Maths Confidence interval	0.38	-1.87	0.51

2. BARRIERS TO FUTURE ATTAINMENT (for pupils entitled to PP, including most able pupils)

In School barriers (issues to be addressed in school)

School Readiness on entry to Nursery and Reception (including social skills and self-care)

Communication and Language delay in younger pupils compared with 'other pupils'

Effective Working Memory Strategies for older pupils compared with 'other pupils'

Equitable access to the school curriculum (legacy of COVID)

External Barriers (issues which also require action)

Attendance rates fall over the course of the year for PP pupils in the majority of classes, persistent absence was 27.6% 2022-23

Enrichment activities and additional learning opportunities are not always regularly accessed due to financial constraints at home. Pupils lived experiences therefore vary greatly and can impact on accessing learning.

3. DESIRED OUTCOMES

Families with pupils in receipt of pupil premium will have a clear understanding of how to support their child's learning.

Improved communication and language skills for PP pupils in Reception compared to 'on entry' assessments.

A reduction in broken weeks and unauthorised absence will lead to PP attendance figures at least in line with The Oaks non PP.

All classes will demonstrate effective teaching and learning strategies that support effective working memory techniques for vulnerable pupils.

The school curriculum will help to support and address pupils' lack of lived experiences, offering an equitable education to vulnerable pupils.

4. PLANNED EXPENDITURE (Please refer to the school development plan for additional information)

Academic Year	2023 - 2024							
Quality of Teaching for All								
Barrier to Learning	Year Group	Lead	Desired Outcome	Actions		Costs £	RAG	EEF Rating

Pupils unable to equitably access the school curriculum due to lack of lived experiences.	All	SLT	Teaching will be designed and delivered to meet the needs of all pupils. The curriculum will adapt in response to assessment for learning.	<ul style="list-style-type: none"> Staff CPD linked to improving adaptive teaching techniques, basic skills and effective subject leadership. 	£3,000		
			Pupils will have equitable access to resources and home learning materials.	<ul style="list-style-type: none"> Ensure the foundation and core curriculum reflect diversity, and challenge stereotypes in its subject content and delivery. Re-draft where necessary/purchase additional materials/schemes. Explicitly teach the strategies linked to Zones of Regulation to improve behaviour for learning, motivation and self-regulation. Engage with the Subject Specialists from the Local Authority and Learning Hubs to improve pedagogy in Maths and English to help all pupils access deep learning. Weekly leadership time for all subject leaders to drive necessary changes to the curriculum. Sustain the extended hours for support and admin staff to ensure professional dialogue about learners takes place each morning and evening. Academic Mentor role to be sustained for 2023.24 Distribute additional learning materials for use at home. Repurpose reading books that do not link to the school's RWI scheme. Purchase additional reading material for non-scheme books. 	£4000 £250 £0 £ £3500 £17,024 £2,500 £0 £500		

				<ul style="list-style-type: none"> Purchase revision guides for Y6 pupils to support home learning and revision/retention techniques. Reading reward intervention to promote Reading for Pleasure 	£250 £350		
Targeted Interventions							
Early Language and Communication Delay	EYFS	LM	Children identified to receive additional support will exit the foundation phase of learning meeting the 'Good Level of Development' milestone.	<ul style="list-style-type: none"> Additional Welfare Assistant in Reception Class to provide higher adult to child ratio Teaching Assistant small group work and assessment for language and communication programmes, e.g. Bucket Therapy, SALT 	£24,696 £100		+5 months +6 months
Communication and Language Delay	EYFS – Y6	LTH	Children to receive additional Speech and Language Therapy beyond the local authority entitlement	<ul style="list-style-type: none"> Speech and Language Therapy- Chatty Therapy twice weekly. 	£9500		+6 months
Effective Working Memory Strategies	EYFS– Y6	VW	Children will have a range of strategies to help commit new learning to long term memory. Children will be able to recall and follow instructions more easily and access phonics groups more readily.	<ul style="list-style-type: none"> L Trafford Haigh, SENCo to carry out small group work activities directly related to improving working memory and secure phonic knowledge. 	2,488		+7 months
Wider Strategies							
Enrichment and Additional Learning Opportunities	Whole School	SP	Pupils will receive additional support with academic and enrichment activities that will improve overall achievement and ability to access learning.	<ul style="list-style-type: none"> Small group tuition to be carried out for pupils identified as 'at risk' of underachievement, including those capable of achieving 'Greater Depth'. L. Brackley, Pastoral Manager, to select pupils to attend enrichment activities across the academic year to support 	8,000 3,000		+4 months +4 months

				<p>wider learning and real-life experiences.</p> <ul style="list-style-type: none"> Family Learning Workshops to take place across the year focused on different elements of learning. Passion for Learning Enrichment Clubs and one to one weekly sessions for pupils 	750		+4 months
					2,000		+4 months
Regular Attendance	Whole School	MR/LB	All classes will demonstrate strong and regular attendance at school, including remotely. 'Broken Weeks' and 'Persistent absences' will reduce term on term.	<ul style="list-style-type: none"> M. Ridley (Attendance Officer) and L. Brackley (Pastoral Manager) to work with the Education Welfare Officer, to demonstrate swift identification, support and challenge for families where attendance at school is below 97%. 	£5,000		+4 months
Pastoral Management and Therapeutic Interventions	Whole School	ND	Co-ordinated and layered response to families in need and pupils requiring mental health/behaviour support.	<ul style="list-style-type: none"> Employment of full time Pastoral Manager. ELSA trained TA delivering sessions two afternoons a week – resources to maintain therapy 	£28,187		
					£250		
Total Cost for 2023 - 2024					£		

Many more initiatives are directly supporting the achievements of pupils entitled to funding through the Pupil Premium Grant which the school fund year on year from the main school budget.