

Oakfield Primary School



Pupil Premium Strategy 2021 - 2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oakfield Primary School
Number of pupils in school	410 (2 – 9 – 21)
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Governors
Pupil premium Lead	Lynda Coetzee
Pupil Premium Strategy researched and written by	Lynda Coetzee and Jackie Munnelly
Governor / Trustee Lead	Deri Hollywell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,765
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£905
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,035

Part A: Pupil premium strategy plan

Statement of intent

At Oakfield Primary School we aim to provide the highest possible quality of teaching and learning through a curriculum that is stimulating, challenging, exciting and memorable. As an inclusive school we are committed to educate and develop all our pupils and give them equal access to a broad and balanced curriculum which not only includes the National Curriculum and R.E. but also includes personal, social, health education and citizenship. At Oakfield Primary School we have designed our curriculum to meet the specific needs of our pupils and our community. On entry there are an increasing number of pupils entering our school with weaknesses in speaking and listening which limits their use of key vocabulary. The need to increase cultural capital has been identified because pupils do not necessarily have these experiences outside of school to enhance their aspirations for the future.

Our school vision is to create a school that, 'unlocks the potential of every child'. Therefore, we aim to diminish the difference between disadvantaged pupils and their peers whilst maintaining high expectations of all. Having considered carefully the needs of our pupils and the community, we have identified key curriculum drivers:

- To be an effective communicator
- To use creativity
- To gain greater knowledge of the wider worlds- places, people and cultures
- To create 'memorable moments'

At Oakfield, our curriculum intent focuses on what children learn but also how children learn. We encourage children to become independent learners – we want children to be resourceful, take risks and be resilient when trying something new or facing a challenge. This will teach our pupils a variety of specific strategies to set goals, to monitor and to evaluate their own academic development – effectively becoming self-regulated and more focused learners.

We place a strong emphasis on relationships with our families, pupils and the wider community so that every child can realise an aspiration and even raise it. It is imperative that all pupils leave Oakfield Primary School with 'memorable moments' and the knowledge that they can achieve in the wider world by being the best they can be.

Overcoming barriers to learning is at the heart of how we use our Pupil Premium Grant. We aim to avoid generalisations and assumptions about our disadvantaged pupils' cohort. Our strategy is rooted in a deep understanding of the needs of our pupils. Evidence of need is collected on diagnostic assessment (pastoral and academic), teacher voice, pupil voice and through discussions and relationships with our families, our understanding of our community and the challenges they face.

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 student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, whole school, or individuals. As a school we recognise that not all pupils receiving Free School Meals are at a social or educational disadvantage. We also recognise that not all pupils who are at a social

disadvantage are registered for Free School Meals, therefore we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our aim through the Pupil Premium strategy plan is to accelerate progress so that our children meet at least age-related expectation. We want to send our disadvantaged pupils out into the wider world as resilient, resourceful, and confident individuals who can read fluently, form opinions, express their views confidently and to be problem solvers. To know when to take risks, to learn and to be reflective as they grow from their mistakes as well as their successes.

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	There is a small, key group of pupils in receipt of Pupil Premium where we need to close the attainment gap between them and their peers in Reading, Writing and Mathematics
2 Daily Readers	Daily reading is not apparent with a group of Pupil Premium pupils which impedes their vocabulary knowledge, the ability to form their own opinions or to express their own ideas.
3 Pastoral	Some pupils have non-academic barriers to attainment such as emotional well-being, social and behavioural needs which impact the pupil's attainment and readiness to learn.
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children are in need of speech and language intervention.
5 Lateness/ Attendance	The average attendance percentage and recorded lateness of pupil premium / disadvantaged pupils is below that of peers.

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
<p>To continue to ensure the outcomes for all pupils in receipt of pupil premium are at least in line with their peers in school across the curriculum. Ensuring high quality teaching is effectively in place alongside precise and targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting point towards age related attainment.</p>	<p>Increased attainment for a key of pupils in receipt of pupil premium, specifically in reading and writing, so that they make good progress from their starting points.</p> <p>Increase progress in:</p> <ul style="list-style-type: none"> Reading Writing Mathematics
<p>To provide opportunities for daily reading in school and encourage parental engagement in reading at home.</p> <p>To maximise exposure to high quality texts at school and at home</p>	<p>Pupils are provided with opportunities to read in school daily, with access to high quality texts and targeted questioning to support them in developing their understanding.</p> <p>Pupils have access to online reading books, reading websites and new books purchased provide specific focus for individual's reading levels, providing challenge whilst evoking a love for reading.</p> <p>Carefully selected texts linked to topic themes are used to inspire the love of reading and draw pupils further into the curriculum.</p>
<p>To improve the outcomes for disadvantaged children by understanding their barriers to learning and ensuring they are ready to learn.</p>	<p>Teachers have a greater understanding of their pupils' needs to ensure they are met. Pupils have access to high quality teaching and targeted interventions, where needed, to support them in making progress.</p>
<p>To continue to track attendance for all pupils, and ensure all disadvantaged pupils will meet national expectations for attendance.</p>	<p>Disadvantaged pupils' average attendance matches or exceeds national averages for non-disadvantaged pupils (95%+).</p> <p>Attendance has been regularly monitored by the Deputy Headteacher and Attendance Officer, holding Statutory Attendance Meetings, bringing about an increase in Pupil Premium pupils' attendance and a decrease in persistent absence.</p>

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 (for example, CPD, recruitment and retention)

Budgeted cost: £905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated programme targeting CPD for LSAs to deliver specific interventions.	<u>EEF Toolkit guidance:</u> 2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1,2,3,4,
Training for all staff in EYFS, LSAs who will deliver the 'Nuffield Early Language Intervention' and SLT members.	<u>Endorsed by EEF Research:</u> Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	1, 2 ,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching Teacher led interventions with a focus on accelerated progress at KS1 so that pupils can reach age related attainment by the end of KS2</p>	<p><u>EEF Toolkit: High quality teaching</u> https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'</p>	1, 2, 4
<p>Classroom Support Effective deployment Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs) to support key pupils and year groups.</p>	<p><u>EEF Toolkit:</u></p> <p>'Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.'</p>	1, 2, 3, 4
<p>Small Group Tuition / Interventions Recruitment and retention of a fully qualified teacher to work in Year 5 / 6 to support teaching and learning, based on identified needs of pupils.</p>	<p><u>EEF Toolkit:</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>'Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.'</p>	1, 2, 3, 4

<p>active listening and phonological awareness.</p>		
<p>Speech and Language Assessment / Interventions</p> <p>Contracting a speech and language therapist to make assessments in expressive / receptive language; attention and listening; articulation disorders; social communication difficulties.</p> <p>Therapist to provide advice to support staff and parents to effectively support pupils with speech and language difficulties.</p> <p>Learning Support Assistant with speech and language specialism to deliver follow up intervention support for identified pupils.</p>	<p><u>EEF Toolkit guidance</u></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children’s spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as ‘sustained shared thinking’ or ‘guided interaction’.</p> <p>‘On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds’.</p>	<p>1, 2, 4</p>
<p>Evaluate Impact</p> <p>To analyse summative assessment data and identify pupils who are not on track and who require more</p>	<p><u>EEF Toolkit guidance:</u></p> <p>2. Targeted academic support EEF (educationendowmentfoundation.org.uk)</p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	<p>1, 2, 4</p>

<p>targeted intervention. Closely monitored by Deputy Headteacher and Pupil Premium Lead</p> <p>Raise Achievement meeting to be held termly to review assessment data and catch up programs / interventions</p> <p>Regular monitoring and feedback for targeted interventions.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Home Learning lunchtime club for disadvantaged pupils where they receive teacher support with home learning.</p>	<p><u>See EEF Toolkit</u>: Homework club</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>‘Homework clubs can help to overcome barriers by offering pupils the resources and support needed to undertake homework or revision.’</p> <p>‘Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits.’</p>	<p>1, 2, 3, 4</p>
<p>Employment of a Tier 2 Mental Health Worker</p> <p>Pastoral team in place to directly ‘check in’ with our disadvantaged pupils.</p> <p>Social and Emotional Learning interventions delivered by LSAs on the Pastoral Team:</p> <ul style="list-style-type: none"> *Colour Monsters *Zones of Regulation *Time to Talk *Lego Therapy 	<p>Working to support pupils and families with emotional and mental health issues.</p> <p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>https://www.zonesofregulation.com/research-evidence-base.html</p> <p>https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/time-talk/</p> <p>https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf</p> <p>The Lego Therapy programme is designed to develop turn taking and use of cooperative language, building confidence and helps children to communicate effectively.</p>	<p>3</p> <p>2, 3, 5</p> <p>3</p> <p>2, 4</p> <p>1, 4</p>
<p>Transition Well planned transition arrangement into</p>	<p><u>EEF Guidance</u>: Wider strategies - Transition</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>3, 5</p>

<p>EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>CAF/ TAF process with vulnerable families- allowing them access to key services.</p>		
<p>Attendance Hold Statutory Attendance Meetings (SAM) to address attendance</p> <p>Engage the relevant support professionals in line with the Attendance Policy, considering medical needs to encourage good attendance.</p> <p>Attendance to be a focus item for discussion for key pupils at parent partnership meetings.</p> <p>Deputy Headteacher and Admin staff to monitor and track attendance / persistent absence. Track attendance for all pupils, and ensure all disadvantaged pupils will meet national expectations for attendance.</p>	<p>The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>This review aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviour and the characteristics of these interventions.</p>	<p>5</p>

Total budgeted cost: £56,035

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from the 2022 Statutory Tests shows that overall disadvantaged children in KS2 performed less well than their peers and the gap between them and their peers has increased since the previous academic year. It appears that this cohort of children have struggled with the impact of the pandemic more than the cohort before who performed better than them and, in some cases, better than their non-disadvantaged peers. This performance drop is also replicated in the National figures which have also decreased significantly since before the pandemic.

2022 Statutory data for KS1 showed a clear improvement in the attainment (17%) of disadvantaged pupils in reading, following implementation of a new phonics scheme and reading approach which were not part of the Pupil Premium Strategy. This shows the positive impact that High Quality Teaching (and resourcing) can have on the outcomes for disadvantaged pupils. This improvement was also replicated in maths, following additional training and the use of high-quality resourcing but was not apparent for writing in which disadvantaged children achieved below their peers and also lower than the previous academic year – highlighting writing as a key area for development. Despite these improvements, disadvantaged children still underperform in comparison to their peers.

Internal data across the school replicates that the attainment picture seen in the statutory data analysis is replicated across most other year groups, with most disadvantaged pupils performing less well than their peers across reading, writing and maths. This is not the case for reading and maths in Year 6 which demonstrates the impact that high quality teaching by a qualified teacher, which is based on clear identification of children's needs, has supported children who are disadvantaged to keep up with their peers more than in other year groups. Internal data shows that the subject with the lowest performance differs for each cohort of children and spans reading, writing and maths with writing showing slightly weaker than reading and maths. Therefore, it is necessary to target all these areas in the next Pupil Premium Strategy.

Assessments and observations on the wider issues impacting disadvantaged children show that there has been an increase in those identified as struggling with social, emotional or mental health needs and an increased need for Early Help. Attendance of disadvantaged children has reduced and the number of children classed as disadvantaged has increased between the 2021-22 academic year and the 2022-23 academic year.

The impact data analysed and the fact that intended outcomes have not been met, demonstrates that now, more than ever, high quality teaching is of vital importance to

raise attainment for disadvantaged pupils. Therefore, and based on the changes in leadership it is important that the Pupil Premium strategy is fully revised in order to address the changing needs of the pupils as well as the school as a whole.

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