

Oakfield Primary School



Pupil Premium Strategy

2023 - 2024

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	418 (30/11/23)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Governors
Pupil premium Lead	Jessica Lodge
Pupil Premium Strategy researched and written by	Jessica Lodge
Governor / Trustee Lead	Jane Granby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,400
Recovery premium funding allocation this academic year	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£62,650

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 educating and developing all our pupils and give them equal access to a broad and balanced curriculum with the National Curriculum at its core. 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 speech, language and listening which limits their use of key vocabulary and ability to interact socially with their peers.

As an inclusive school, we strive 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:

- For children to have the teaching and experiences that allow them to develop into an effective communicator (speaking, reading and writing)
- For children to explicitly learn the core knowledge and skills of all curriculum subjects.
- For children to have high expectations of themselves and their potential

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 be problem solvers.

Challenges

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

Challenge number	Detail of challenge
1	There significant gaps in attainment between disadvantaged children and their peers in Reading, Writing and Mathematics which need to be diminished.
2	Due to the gap between children who are disadvantaged and their peers, many disadvantaged children have gaps in their core learning which need to be filled and embedded before children are able to move onto the next stages of learning.
3	Some pupils have non-academic barriers to attainment such as emotional well-being, social and behavioural needs which impacts their readiness to learn and therefore attainment and progress.
4	There are an increasing number of children who have specific speech and language needs and a range of disadvantaged children who struggle to understand and use age appropriate vocabulary to engage in learning.
5	The average attendance of disadvantaged pupils is below that of their peers which contributes to gaps in academic and social attainment and progress.

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 ensure that staff have up to date, research-backed training and resources to allow them to provide high quality teaching across the curriculum, but particularly in reading, writing and maths which makes a positive impact on the outcomes of disadvantaged pupils by diminishing the gap between them and their peers.</p>	<p>High-quality CPD and resourcing is provided for staff.</p> <p>Attainment of disadvantaged pupils increases for reading, writing and maths and therefore the gap between them and their peers is diminished.</p> <p>Assessment systems clearly show the progress made by disadvantaged pupils, including the small steps of progress.</p>
<p>To ensure that assessment systems enable clear identification of pupils needs and gaps in reading (including phonics), writing and maths in particular, so that these can be targeted and addressed through high-quality teaching and resourcing, including additional intervention where appropriate.</p>	<p>Assessment systems clearly show the steps by which children are being assessed against enabling gaps to be promptly identified and addressed at both class and whole school level.</p> <p>Data is used to rapidly group children for additional support for reading and additional reading support delivered and track their progress and attainment.</p> <p>Attainment data, including the small steps of progress, shows an increase in attainment for disadvantaged children and the gap between them and their peers is diminishing.</p>
<p>To ensure there is a clear, streamlined support system in school for disadvantaged children to access support to help them to address non-academic barriers, including a clear and consistently applied Early Help offer.</p>	<p>A clear process is in place for identifying children in need.</p> <p>There is a clear structure in place for triaging and allocating support to pupils.</p> <p>Clear records are held of Early Help offered and any referrals made.</p> <p>A learning mentor is appointed and clearly utilised within the support structure for pupils.</p> <p>Clear records are held of support provided by the Learning Mentor.</p>
<p>To embed a clear approach to vocabulary development throughout the curriculum, ensuring that high expectations are held of children and that vocabulary is explicitly taught which enables disadvantaged pupils to understand and engage in age appropriate learning.</p>	<p>Assessments and observations show that children are understanding, using and retaining more vocabulary and definitions.</p> <p>High expectations of vocabulary are seen in lessons and pupil work.</p> <p>Vocabulary is used and defined across the curriculum.</p>
<p>To continue to clearly track the attendance of disadvantaged pupils, ensuring that processes and procedures are followed effectively including offering Early Help or support to ensure pupils access as much of</p>	<p>Attendance is regularly monitored and reviewed by both admin staff and DSLs.</p> <p>Attendance concerns are escalated to DSLs as needed.</p>

<p>school as possible and diminish the difference in attendance percentage between the disadvantaged pupils and their peers.</p>	<p>Attendance policy is followed clearly and clear records are kept.</p> <p>Attendance of individual pupils increases following intervention.</p> <p>Attendance of disadvantaged children as a group increases.</p> <p>The attendance gap between disadvantaged children and their peers is diminished.</p> <p>Advice is sought from LA attendance teams where needed.</p>
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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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching CPD for teachers focussed on pedagogy using The Great Teaching Toolkit.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high-quality</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>Quality First Teaching CPD for staff on specifically selected teaching approaches and the</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high-quality</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

purchase and training for staff of how to use the high-quality resources for reading, writing and maths.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group Tuition / Interventions</p> <p>Retention of a fully qualified teacher to work with targeted groups of pupils to support teaching and learning, based on the identified needs of pupils.</p>	<p>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
Purchase research-backed catch up/interventi	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=/support-for-schools/school-planning-support/2-targeted-academic-support&utm_medium=search&utm_campaign=site_search&search_term=academic%20support</p>	1, 2, 4

<p>on programmes for reading, writing and maths which are targeted to specific pupils or groups of pupils following carefully identified needs. Training for staff on how to deliver these</p>	<p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>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>	<p>1, 2, 4</p>
<p>Evaluate Impact</p> <p>Ensure assessment systems are clearly aligned to teaching approaches across the school and support the assessment and identification of small steps of progress in addition to overall progress and attainment.</p> <p>Attainment of disadvantaged children is regularly tracked by admin staff and DSLs and subsequent actions are</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=/support-for-schools/school-planning-support/2-targeted-academic-support&utm_medium=search&utm_campaign=site_search&search_term=academic%20support</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>

planned to address emerging needs.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of Early Help offer</p> <p>Clearly structured support framework and triage system developed in order to allocate non-academic Early Help and effective support to pupils whose education is being adversely impacted by issues they are experiencing.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies?utm_source=/support-for-schools/school-planning-support/3-wider-strategies&utm_medium=search&utm_campaign=site_search&search_term=wider%20strategies</p> <p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p>	3, 5
<p>Employment of a Learning mentor</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies?utm_source=/support-for-schools/school-planning-support/3-wider-strategies&utm_medium=search&utm_campaign=site_search&search_term=wider%20strategies</p>	3, 5

<p>Employment of a learning mentor to carry out targeted non-academic support for pupil in line with the school Early Help offer.</p>	<p>planning-support/3-wider-strategies&utm_medium=search&utm_campaign=site_search&search_term=wider%20strategies</p> <p>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.</p>	
<p>Attendance</p> <p>Hold Statutory Attendance Meetings (SAM) to address attendance issues promptly.</p> <p>Engage the relevant support professionals in line with the Attendance Policy, considering medical needs, to encourage good 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>3, 5</p>

Total budgeted cost: £62,650