

## 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	Oakdale Primary School
Number of pupils in school	313
Proportion (%) of pupil premium eligible pupils	54 17%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ilona Wrigley
Pupil premium lead	Kirsti Britton
Governor / Trustee lead	Caroline Hall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,870
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£19,741

# Part A: Pupil premium strategy plan

## Statement of intent

Common barriers to learning for disadvantaged children can be: less support at home, poor language and communication skills, difficulties with social and emotional development and lack of cultural capital. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Our priority for all learners is progress made from their varying starting points..

### **Context**

Our school began a building expansion in 2017 to increase our capacity to two form entry to accommodate the rapid housing growth in the area. The school will move from one form entry to two, year on year with the completion by 2024. Currently, we have capacity for 60 children in Reception, Year 1,2 and 3. Years 4,5 and 6 are one form entry with 30 children per class. When full, the school will have the capacity for 420 pupils.

The school is in line with national figures for pupils in receipt of free school meals. Of our pupil premium children 30% are also identified as SEND, 7% have an EHCP.

Attendance is consistently above local and national figures. Currently there is no significant difference between groups of learners including pupil premium.

### **Key Principles**

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

#### **High Quality Teaching and Learning**

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff. We know that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Our provision is inclusive for all learners.

#### **Early Intervention**

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

### **Emphasis on Basic Skills**

We will concentrate our spending on achieving the highest possible standards in English and mathematics. We place the highest Importance on the breadth of the curriculum and ensure our pupils have the opportunity to apply their basic skills across the curriculum.

### **Identifying barriers to Learning**

We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential these can be both academic and emotional.

### **Triangulation of data to inform support**

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school. This includes triangulation of data through assessment, book scrutiny and pupil voice. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress. At Oakdale Primary School we want all our pupils to make the best possible progress from baseline through good teaching and effective targeted support.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	A high proportion of our disadvantaged pupils also have a barrier to learning and are identified as SEND
2	A high proportion of our disadvantaged pupils and families require additional academic or pastoral support through access to the Early Help pathway
3	A high proportion of our disadvantaged pupils did not reach aged the expected level at the end of the Foundation Stage
4	Loss of learning/gaps in learning due to Covid closures

## 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
Progress in Reading	The majority of children make good progress from their baseline attainment based on quality first teaching and targeted intervention.
Progress in Writing	The majority of children make good progress from their baseline attainment based on quality first teaching and targeted intervention.
Progress in Mathematics	The majority of children make good progress from their baseline attainment based on quality first teaching and targeted intervention.
Phonics	The percentage of children who pass the Year 1 phonics screening test to continue to be either in line or above national expectations.

## 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: £13,660

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
<p><b>Early Language Skills</b></p> <p>Support communication and language development in Reception</p> <p>NELI project</p> <p>Talk Boost training and resources</p> <p>£1400</p>	<p><b>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</b></p> <table border="1" data-bbox="411 757 1054 1043"> <thead> <tr> <th>Year</th> <th>Baseline 30-50 months beginning+</th> <th>Baseline 30-50 months beginning or lower</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>100%</td> <td>47%</td> </tr> <tr> <td>2016</td> <td>86%</td> <td>43%</td> </tr> <tr> <td>2017</td> <td>83%</td> <td>66%</td> </tr> <tr> <td>2018 (45 cohort)</td> <td>71%</td> <td>66%</td> </tr> <tr> <td>2019 (60 cohort)</td> <td>80%</td> <td>63%</td> </tr> </tbody> </table> <p>We have a decreasing baseline outcome for EYFS which has identified the need for focussed early language skills.</p> <p>Nuffield Early Language Intervention: (NELI) is an <b>evidence-based oral language intervention</b> for children in reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>Talk Boost has been used historically to support children to develop speaking and listening skills in Key Stage 1. We will invest in CPD and resources to provide this support to both EYFS and Y1 pupils.</p>	Year	Baseline 30-50 months beginning+	Baseline 30-50 months beginning or lower	2015	100%	47%	2016	86%	43%	2017	83%	66%	2018 (45 cohort)	71%	66%	2019 (60 cohort)	80%	63%	<p>3</p>
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<p><b>Phonics</b></p> <p>Subject leader release time</p> <p>CPD for staff and release for peer coaching</p> <p>Resources including books specific to each phonic phase in line with the</p>	<p><b><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></b></p> <p>Until 2019 there was downwards trajectory in the percentage of pupils achieving the expected standard in the phonic screening test decreasing to 70% overall.</p> <p>40% of pupil premium achieved the expected standard in this year. Targeted support, Leadership, CPD and resourcing increased this to 83% in 2020.</p>																			

<p>Government directed changes for 2022</p> <p>£1500</p>	<p>Staff subject knowledge and agreed consistency of teaching approach (CPD and leadership release) will need to be embedded and maintained as we continue to grow as a school.</p>													
<p><b>Reading</b></p> <p>Leadership release</p> <p>Assessment resources for lowest 20%</p> <p>CPD</p> <p>Resourcing</p> <p>£3300</p>	<p><b>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</b></p> <p><b>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</b></p> <p><b>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific.</b></p> <table border="1" data-bbox="421 983 1272 1292"> <tr> <th colspan="2">2019 data</th> </tr> <tr> <td>KS1</td> <td>40% achieved the expected standard (77% all pupil) Reading</td> </tr> <tr> <td>KS2</td> <td>-3.9 progress 20% achieved the expected standard in RWM Pupils progress in the lowest attainment band made the least amount of progress.</td> </tr> </table> <table border="1" data-bbox="421 1344 1272 1579"> <tr> <th colspan="2">2021 data</th> </tr> <tr> <td>KS1</td> <td>50% achieved the expected standard (79% all pupil)</td> </tr> <tr> <td>KS2</td> <td>100% progress from KS1 starting points 50% achieved the expected standard in RWM 50% achieved EXS in reading (80% all pupils)</td> </tr> </table> <p>Reading scale score in KS2 was on an increasing trajectory from 2017 to 2019 due to targeted support. Pixl gap analysis and Reading Recovery targeted specific areas of support to achieve above National and local data by 2019.</p>	2019 data		KS1	40% achieved the expected standard (77% all pupil) Reading	KS2	-3.9 progress 20% achieved the expected standard in RWM Pupils progress in the lowest attainment band made the least amount of progress.	2021 data		KS1	50% achieved the expected standard (79% all pupil)	KS2	100% progress from KS1 starting points 50% achieved the expected standard in RWM 50% achieved EXS in reading (80% all pupils)	
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<p><b>Maths Mastery</b></p> <p>CPD:Numicon £1000 to target the lowest attaining pupils</p>	<p><b>Mastery learning approaches have consistently positive impacts EEF</b></p> <table border="1" data-bbox="421 1899 1272 2036"> <tr> <th colspan="2">2019 data</th> </tr> <tr> <td>KS1</td> <td>40% achieved the expected standard (70% all pupil) Maths</td> </tr> </table>	2019 data		KS1	40% achieved the expected standard (70% all pupil) Maths									
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<p>CPD: Mastering number (supply and training)</p> <p>Subject leader release</p> <p>TTR subscription to support arithmetic progress for all pupils and supports the teaching of basic skills</p> <p>£1170</p>	<table border="1"> <tr> <td>KS2</td> <td>-2.76 progress 20% achieved the expected standard in RWM Pupils progress in the lowest attainment band made the least amount progress.</td> </tr> </table> <table border="1"> <thead> <tr> <th colspan="2">2021 data</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>50% achieved the expected standard (81% all pupil)</td> </tr> <tr> <td>KS2</td> <td>100% progress from KS1 starting points 25% achieved the expected standard in RWM 25% achieved EXS in Maths (77% pupils)</td> </tr> </tbody> </table> <p>Maths mastery means that pupils develop a deep, long-term, secure and adaptable understanding of the subject, mastering one topic securely enough to move on and build on it with another more advanced topic. The focus is to ensure that all pupils can master concepts before moving on, with a "no pupil left behind" philosophy.</p> <p>If a pupil struggles with a concept, early intervention is put in place so that they can move on with the rest of the class. In a typical lesson, the teacher leads interaction, questioning, short tasks, explanation, demonstration and discussion, and practice is valued as a crucial part of learning.</p> <p>Maths average standardised score outcomes in KS2 2019 increased to be above local and National and had previously been below national following the introduction of the mastery approach.</p>	KS2	-2.76 progress 20% achieved the expected standard in RWM Pupils progress in the lowest attainment band made the least amount progress.	2021 data		KS1	50% achieved the expected standard (81% all pupil)	KS2	100% progress from KS1 starting points 25% achieved the expected standard in RWM 25% achieved EXS in Maths (77% pupils)					
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<p><b>Writing</b></p> <p>School to School Partnership Programme for year 2021.22. Peer review focusing on writing provision leading to staff CPD.</p> <p>Pirate Crew CPD- Training for staff to lead direct intervention £600</p> <p>Subscription to Spelling Shed supports the</p>	<p><b>Teaching assistants can provide a large positive impact on learner outcomes</b></p> <table border="1"> <thead> <tr> <th colspan="2">2019 Data</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>20% achieved the expected standard (73% all pupil) Writing</td> </tr> <tr> <td>KS2</td> <td>-5.12 progress 20% achieved the expected standard in RWM Pupils progress in the lowest attainment band made the least amount progress.</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">2021 Data</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>50% achieved the expected standard (81% all pupil)</td> </tr> <tr> <td>KS2</td> <td>100% progress from KS1 starting points 25% achieved the expected standard in RWM 50% achieved EXS in writing (77% pupils)</td> </tr> </tbody> </table>	2019 Data		KS1	20% achieved the expected standard (73% all pupil) Writing	KS2	-5.12 progress 20% achieved the expected standard in RWM Pupils progress in the lowest attainment band made the least amount progress.	2021 Data		KS1	50% achieved the expected standard (81% all pupil)	KS2	100% progress from KS1 starting points 25% achieved the expected standard in RWM 50% achieved EXS in writing (77% pupils)	
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<p>teaching of basic skills</p> <p>Subscription to Vocabulary Ninja supports the teaching of basic skills</p> <p>£4390</p>	<p>Writing attainment in 2019 was largely in line with National outcomes. Progress for pupil premium children was less than non-disadvantaged children and less than the national average for disadvantaged learners. Online subscriptions have been purchased to enhance vocabulary and spelling. Specific intervention for pupils in need of additional support is designed to close the progress gap.</p>	
<p><b>SEND</b></p> <p>SENCO/PPG lead time for monitoring and support</p> <p>Support for Learning SEND assessments to assess barriers to learning</p> <p>£1900</p>	<p><b>Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.</b></p> <p>Support for those pupils with SEND and identification and assessment of need</p> <p>43% of our pupils on the SEND register are also pupil premium pupils. Identification of need, targeted support and intervention are often required to ensure good progress from starting points. 31% of these children have an EHCP and need specialist, often 1:1 support which is not fully funded.</p>	<p>1</p>

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

Budgeted cost: £38,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tutoring</p> <p>1:1 support for vulnerable pupils without an EHCP but need considerable support to access education</p> <p>£35,900 the majority of the budget is</p>	<p><b>Early Language Skills</b></p> <ul style="list-style-type: none"> <li>• Talk Boost</li> <li>• NELI</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Targeted support using gap analysis</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Targeted small group intervention by Reading Teacher</li> <li>• PIXL gap analysis to support progress and attainment</li> <li>• Inference intervention</li> <li>• NTP support for key individuals identified as needing support to reach ARE</li> <li>• School led tutoring for LKS2</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• PIXL gap analysis to support progress and attainment</li> </ul>	<p>1.2.3.4</p>



<p>spent on intervention</p>	<ul style="list-style-type: none"> <li>• Numicon intervention</li> <li>• Same day intervention (Mastery approach)</li> <li>• NTP support for key individuals identified as needing support to reach ARE</li> </ul> <p>Nurture Based curriculum support- group and 1:1</p> <p>Intervention is identified through rigorous tracking of assessment outcomes. Pupil progress meetings identify necessary intervention and staff are deployed to support this. Small group tutoring focusses on pupils most in need of 'catch up' support.</p>	
<p><i>Resourcing: high quality texts for LKS2 which are suitable for the level of reading</i></p> <p><i>Wider range of reading materials to promote a love of reading</i></p> <p><i>Extension of phonic texts for KS1</i></p> <p>£3000</p>	<p>Based upon the principles of The Reading Framework (July 2021) pupils at risk of reading failure.</p> <p>When pupils move off scheme texts in Year 3 or 4 the range of texts available is considerable. These need to be further banded to enable pupils to make informed choices about the text they select. Pupils who are not yet off scheme texts also need access to age-appropriate texts linked to their interests and that are readily available without the need to access the KS1 library areas.</p> <p>20% of pupils in KS2 indicated that they do not have access to texts that interest them. In order to promote the love of reading an investment in texts is needed to support the EEF research.</p> <p>Investment in phonic texts to be read along with comprehension texts to support pupils to become confident readers: <i>The children should continue to read 'decodable' books, that is, books that include only words with GPCs they have been explicitly taught, until they can blend sounds to read new words fluently and automatically.</i>' Reading Framework</p>	<p>2.3.4</p>

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

Budgeted cost: £28,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>SEMH</b></p> <p>DHT Early Help assessments and support for families with accessing support from other agencies.</p>	<p>Social and emotional learning</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <p><b><i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce</i></b></p>	<p>2</p>

<p>Specialist intervention: trained TA SALT</p> <p>£19,200</p>	<p><b>overall disruption and provide tailored support where required.</b></p> <p><b>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</b></p> <p><b>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</b></p> <p>Additional support for Pupil Premium families and children to improve individual outcomes – wellbeing or academic.</p> <p>EHA support has enabled diagnosis to support provision in school. It has also supported parents to ensure greater consistency in routines and boundaries at home. Specialist support e.g behaviour placement has been accessed via this route. 48% of our open EHAs are for PPG children.</p> <p>Wellbeing support for pupils enables successful socialisation.</p> <p>Highly trained TAs to support wellbeing and emotional development allows pupils to access their learning.</p>	
<p>Access to wider curriculum opportunities to develop essential knowledge, supporting children's future success. (termly class visits, visitors to school, outdoor learning and opportunities for residential visits in KS2).</p> <p>£8,840</p>	<p>Residential and day visits – outdoor adventure learning <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <p>Enrichment is a core part of our curriculum. In order to enable all children to access this we incur the costs of the full amount of day visits and pay towards residential visits.</p> <p>Each pupil premium child is also entitled to support with uniform costs.</p>	

**Total budgeted cost: £80,600**

## 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.

Aim	Outcome
<p>High quality teaching and learning opportunities help disadvantaged pupils diminish the gaps between them and their peers.</p>	<p>Our recovery curriculum was adapted during the year based on assessment outcomes. All staff agreed on key performance indicators in phase teams to plan learning to address gaps.</p> <p>Early help assessments have led to external support for individual children, including assessment, diagnosis and specialist placements.</p> <p>Due to Covid guidance we have not carried out as many assessments as usual, but Support for Learning have completed 2 assessments this year which have led to more targeted support for children.</p> <p>SENCO/PPG lead has worked with KS2/Maths lead monitoring provision and progress, as well as evaluating impact of interventions.</p>
<p>Pupils across the school make good progress in all year groups from baseline due to the high level of targeted support.</p>	<p>2020.21</p> <p>100% of targets pupils in Year 6 made expected progress from KS1 in reading, writing and maths.</p> <p>Within the targeted groups 50% made exceeded progress from KS1 in Reading and 25% exceeding progress in writing and maths.</p> <p>83% (5/6) of pupil premium children achieved the expected standard in the phonics screening test</p>
<p>To support social and emotional development through enhanced opportunities for interaction and communication.</p>	<p>Increased levels of engagement seen in the classroom, and children involved have been more settled in school.</p> <p>Children have made either good or exceeding progress in reading, writing and maths.</p> <p>The intervention has supported their ability to learn and emotionally regulate.</p> <p>Support in school with a highly adapted individualised curriculum has ensured that there have been no exclusions and social skills have been developed to improve peer relationships.</p>