

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022/3 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	358
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Sept 2021
Date on which it will be reviewed	July 2023
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	£70, 635
Recovery premium funding allocation this academic year	£7,395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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 and 4 Years5 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 21% are also identified as SEND, 3% 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.

Challenge number	Detail of challenge
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: £16,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics</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 Government directed changes for 2022</p> <p>£7,203</p>	<p><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></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. In 2021 and 2022 results were increased through the introduction on a consistent and robust phonics plan.</p> <p>40% of pupil premium achieved the expected standard in this year. Targeted support, Leadership, CPD and resourcing increased this to 83% in 2021 (Year 2). In 2022 70% of pupil premium children achieved the expected standard in Year 1.</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>Parental engagement opportunities for parents planned for 2022 to enable access to e-books at home following the Little Wandle scheme.</p>	
<p>Reading</p> <p>Assessment of reading diagnosis</p> <p>Targeted resources for HLTA/tutor intervention</p> <p>£4107</p>	<ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 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. 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. 	

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<p>Maths Mastery</p> <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>£1992</p>	<p>Mastery learning approaches have consistently positive impacts EEF</p> <table border="1"> <tr> <th colspan="2" style="background-color: #d9e1f2;">2019 data</th> </tr> <tr> <td>KS1</td> <td>40% achieved the expected standard (70% all pupil) Maths</td> </tr> <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> <tr> <th colspan="2" style="background-color: #d9e1f2;">2021 data</th> </tr> <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> <tr> <th colspan="2" style="background-color: #d9e1f2;">2022 data</th> </tr> </table>	2019 data		KS1	40% achieved the expected standard (70% all pupil) Maths	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)	2022 data								
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<p data-bbox="111 1086 223 1131">Writing</p> <p data-bbox="111 1176 343 1344">Subscription to Spelling Shed supports the teaching of basic skills</p> <p data-bbox="111 1388 343 1556">Subscription to Vocabulary Ninja supports the teaching of basic skills</p> <p data-bbox="111 1601 319 1747">Clicker Subscription to support SEND pupils</p> <p data-bbox="111 1825 183 1870">£589</p>	<p data-bbox="414 1086 1252 1153">Teaching assistants can provide a large positive impact on learner outcomes</p> <table border="1"> <tr> <th colspan="2" data-bbox="422 1198 1268 1254">2019 Data</th> </tr> <tr> <td data-bbox="422 1254 518 1344">KS1</td> <td data-bbox="518 1254 1268 1344">20% achieved the expected standard (73% all pupil) Writing</td> </tr> <tr> <td data-bbox="422 1344 518 1512">KS2</td> <td data-bbox="518 1344 1268 1512">-5.12 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"> <tr> <th colspan="2" data-bbox="422 1556 1268 1612">2021 Data</th> </tr> <tr> <td data-bbox="422 1612 518 1668">KS1</td> <td data-bbox="518 1612 1268 1668">50% achieved the expected standard (81% all pupil)</td> </tr> <tr> <td data-bbox="422 1668 518 1803">KS2</td> <td data-bbox="518 1668 1268 1803">100% progress from KS1 starting points 25% achieved the expected standard in RWM 50% achieved EXS in writing (77% pupils)</td> </tr> </table> <table border="1"> <tr> <th colspan="2" data-bbox="422 1848 1268 1904">2022 data</th> </tr> <tr> <td data-bbox="422 1904 518 1960">KS1</td> <td data-bbox="518 1904 1268 1960">54% achieved the expected standard (63% all pupil)</td> </tr> <tr> <td data-bbox="422 1960 518 2027">KS2</td> <td data-bbox="518 1960 1268 2027">100% progress from KS1 starting points, 1/3 33% exceeding progress</td> </tr> </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)	2022 data		KS1	54% achieved the expected standard (63% all pupil)	KS2	100% progress from KS1 starting points, 1/3 33% exceeding progress	
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	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>SEND</p> <p>SENCO/PPG lead time for monitoring and support</p> <p>Support for Learning SEND assessments to assess barriers to learning</p> <p>Dyslexic screening test</p> <p>£2133</p>	<p>Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.</p> <p>Support for those pupils with SEND and identification and assessment of need</p> <p>21% 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. 3% of have an EHCP and need specialist, often 1:1 support which is not fully funded.</p>	1

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

Budgeted cost: £38,411

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>£38,410.87 the majority of the budget is</p>	<p>Early Language Skills</p> <ul style="list-style-type: none"> • NELI <p>Phonics</p> <ul style="list-style-type: none"> • Targeted support using gap analysis <p>Reading</p> <ul style="list-style-type: none"> • Targeted small group intervention by Reading HLTA • PIXL gap analysis to support progress and attainment • Inference intervention • Basic skills teacher support for key individuals identified as needing support to reach ARE • School led tutoring for LKS2 <p>Writing</p> <ul style="list-style-type: none"> • Basic skills teacher to support Y3/4 pupils 	1.2.3.4

<p>spent on intervention</p>	<ul style="list-style-type: none"> • Pirate Crew intervention <p>Maths</p> <ul style="list-style-type: none"> • PIXL gap analysis to support progress and attainment • Same day intervention (Mastery approach) • Distance marking assertive mentoring with HLTA • Basic skills teacher support for key individuals identified as needing support to reach ARE <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>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,649.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH</p> <p>DHT Early Help assessments and support for families with accessing support from other agencies.</p> <p>YMCA specialist play therapy</p> <p>Emotional wellbeing intervention led by class Tas weekly</p> <p>Alternative provision support for pupil with high level need</p> <p>£17,670</p>	<p>Social and emotional learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p><i>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p>Additional support for Pupil Premium families and children to improve individual outcomes – wellbeing or academic.</p>	<p>2</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. 30% of our open EHAs are for PPG children.</p> <p>Wellbeing support for pupils enables successful socialisation.</p> <p>Behaviour systems to promote pro-social behaviour.</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>£5,979.05</p>	<p>Residential and day visits – outdoor adventure learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</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> <p>We offer a laptop library service for those eligible for support to enable access to homework. These are setup to ensure they have safety systems in place and also have access to the apps we subscribe to.</p>	

Total budgeted cost: £78,030

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 2021 to 2022 academic year.

Aim	Outcome												
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The percentage of children who pass the Year 1 phonics screening test to continue to be either in line or above national expectations	<p>PP pupils have made more progress than non-PP pupils across the school PP 6.66 Non PP 6.04</p> <p>Y1 outcomes: 81% all pupils National 75% 67% PP expected in PSC</p> <p>By end of year 2 93% of PP pupils achieved the expected standard in PSC</p>						