

Pupil premium strategy statement – Oakdale Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-------------------------------|
| Number of pupils in school | 370 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2024 (Updated Dec 23) |
| Date this statement was published | Sept 2021 Updated Dec 2023 |
| Date on which it will be reviewed | July 2024 |
| 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 | £82,485 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £8,555 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £-2,574.95 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £88,465.05 |

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.

Our Service Child Pupil Premium total for this year is £1,005. This amount is included within our total Pupil Premium funding and is utilised as detailed in our plan.

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, 4 and 5. Year 6 are one form entry with 30 children per class. When full, the school will have the capacity for 420 pupils.

The school is below national figures for pupils in receipt of free school meals (23.8% 2023). Of our pupil premium children 25% are also identified as SEND, 75% of pupils in school with an EHCP are also Pupil Premium.

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 (37%) |
| 3 | Pupil emotional resilience and wellbeing – due to the changes in the school following expansion |
| 4 | Less pupils are likely to achieve ARE than non pupil premium children |

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: £19,700

| 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 for TAs and teachers</p> <p>£2800</p> | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>1, 4</p> |
| <p>Reading</p> <p>Assessment of reading diagnosis (Lexplore/ Online assessments)</p> <p>Quality texts (targeted to Year 2 provision and intervention for LKS2)</p> <p>£3500</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. <ul style="list-style-type: none"> • <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1, 4</p> |

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| | <p>Book Talk Collaborative learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> | |
| <p>Maths Mastery</p> <p>CPD: Mastering number (supply and training)</p> <p>TTR subscription to support arithmetic progress for all pupils and supports the teaching of basic skills</p> <p>£2000</p> | <p>Mastery learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Peer tutoring approach: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> | 1,4 |
| <p>Writing</p> <p>Subscription to Spelling Shed supports the teaching of basic skills</p> <p>Clicker Subscription to support SEND pupils</p> <p>£900</p> | <p>Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> | 1,4 |
| <p>SEND</p> <p>SENCO/PPG lead time for monitoring and support (x2 days)</p> <p>Support for Learning SEND assessments to assess barriers to learning</p> <p>Online screening tests (x3)</p> <p>£10,500</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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>1:1 support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Individualised learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> | 1, 2, 3 ,4 |

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|---|---|------------|
| <p>Wellbeing</p> <p>CPD Mental health training</p> | <p>Behaviour support STEPs based: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> | <p>2,3</p> |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 48,465. 05

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>1:1 and small group intervention</p> <p>1:1 support for vulnerable pupils without an EHCP but need considerable support to access education</p> <p>£48,465. 05</p> | <p>Early Language Skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <ul style="list-style-type: none"> • NELI <p>Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> • Targeted support using gap analysis <p>Reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <ul style="list-style-type: none"> • Targeted small group intervention by Reading HLTA • PIXL gap analysis to support progress and attainment • Inference intervention • Lexplore reading <p>Writing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> • Pirate Crew intervention • Assertive mentoring <p>Maths</p> | <p>1.2, 3, 4</p> |

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| | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> • PIXL gap analysis to support progress and attainment • Same day intervention (Mastery approach) <p>Distance marking assertive mentoring with HLTA</p> <p>Behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Specialist 1:1 support for high level of need</p> <p>Wellbeing mental health mentoring:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,300

| 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>Specialist play therapy</p> <p>Emotional wellbeing Intervention</p> <p>Behaviour systems</p> <p>Outcome Star</p> <p>£15,500</p> | <p>Social and emotional learning</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>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.</p> <p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>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.</p> | <p>2, 3</p> |

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| | <p>Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Wellbeing mental health mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</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>£4800</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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</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> | <p>2, 3</p> |

Total budgeted cost: £88,465.05

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| <p>The majority of children make good progress from their baseline attainment based on quality first teaching and targeted intervention in Reading, Writing, and Maths</p> | <p>Progress of pupils in receipt of pupil premium funding</p> <table border="1" data-bbox="855 450 1295 969"> <tr> <th colspan="2">READING 2022/3</th> </tr> <tr> <td>KS1</td> <td>90% achieved expected progress from EYFS 20 % exceeding from EYFS</td> </tr> <tr> <td>KS2</td> <td>90% achieved expected progress 10% exceeding</td> </tr> </table> <table border="1" data-bbox="855 1025 1319 1368"> <tr> <th colspan="2">WRITING 2022/3 Outcomes</th> </tr> <tr> <td>KS1</td> <td>90% achieved expected progress 20% exceeding</td> </tr> <tr> <td>KS2</td> <td>90% achieved expected progress 44% % exceeding progress</td> </tr> </table> <table border="1" data-bbox="855 1424 1319 1769"> <tr> <th colspan="2">Maths 2022/3 outcomes</th> </tr> <tr> <td>KS1</td> <td>90% Expected progress and 10 % exceeding from EYFS</td> </tr> <tr> <td>KS2</td> <td>90% progress from KS1 starting points 0% exceeded progress</td> </tr> </table> | READING 2022/3 | | KS1 | 90% achieved expected progress from EYFS 20 % exceeding from EYFS | KS2 | 90% achieved expected progress 10% exceeding | WRITING 2022/3 Outcomes | | KS1 | 90% achieved expected progress 20% exceeding | KS2 | 90% achieved expected progress 44% % exceeding progress | Maths 2022/3 outcomes | | KS1 | 90% Expected progress and 10 % exceeding from EYFS | KS2 | 90% progress from KS1 starting points 0% exceeded progress |
|--|---|----------------|--|-----|--|-----|---|-------------------------|--|-----|---|-----|--|-----------------------|--|-----|--|-----|---|
| READING 2022/3 | | | | | | | | | | | | | | | | | | | |
| KS1 | 90% achieved expected progress from EYFS 20 % exceeding from EYFS | | | | | | | | | | | | | | | | | | |
| KS2 | 90% achieved expected progress 10% exceeding | | | | | | | | | | | | | | | | | | |
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| KS2 | 90% progress from KS1 starting points 0% exceeded progress | | | | | | | | | | | | | | | | | | |
| <p>The percentage of children who pass the Year 1 phonics screening test to continue to be either in line or above national expectations</p> | <p>Y1 outcomes: 88% all pupils National 75% 71% PP expected in PSC</p> <p>By end of year 2 93% of PP pupils achieved the expected standard in PSC</p> | | | | | | | | | | | | | | | | | | |

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 |
|-----------|----------|
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