



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	Oaklands Primary School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Miss Karen Parr
Pupil premium lead	Ms Kerry Smith
Governor / Trustee lead	Mr Mark Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238, 415
Recovery premium funding allocation this academic year	£21, 981
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	£240, 396

Part A: Pupil Premium Strategy Plan

Statement of intent

Pupil Premium children will make accelerated progress to be at least in line with National expectations by the end of Key Stage 2. Children will develop a love of learning and skills that will prepare them for secondary school and beyond. Children's lives are enriched by quality, first hand experiences that support their learning and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Upon starting EYFS, children's baseline levels for many areas of development, particularly the prime areas, are below age-related expectations. Communication and Language, Physical Development, PSED, Literacy and Number are significantly below for those children eligible for PPG.
2	Our catchment is in the bottom 3% nationally for education, skills and training (source 'Indices of Deprivation'). Low confidence, lack of resilience, poor motivation for learning and low aspirations have been identified in our children eligible for PPG.
3	Parental engagement in supporting the children in developing learning and behaviour at home and in school needs support.
4	Pupil attendance , although improved, is an area that needs constant monitoring. Research 'March 2016 Gov.DFE.UK' report states that 'pupils with no absences are 1.3 times more likely to achieve age related expectations and 3.1 times more likely to make above expected level than pupils that miss 10-15% of all sessions.'
5	The global Corona Virus pandemic and national lockdowns have increased anxiety levels in our school community and had an adverse effect on attendance.

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 for PPG pupils	Success criteria
Accelerated progress for pupils in EYFS will ensure pupils catch up rapidly.	Pupils in EYFS make rapid progress from their low starting points in all prime areas. Aspirational targets support accelerated progress.
Accelerated progress across Key Stage 1 and 2 ensures children working below expectation catch up rapidly.	The % of PPG pupils passing the Year 1 phonics check is in line with National. The % of pupils meeting the age related expectation at the end of Year 2 and Year 6 is in line with National. The % of pupils passing the Year 4 Multiplication check is in line with National.
Opportunities for 'More-Able' children are available to support them to reach the Greater Depth standard in both Key Stages.	The % of PPG pupils meeting the Greater Depth standard in all areas is at least in line with National expectations in both Key Stage 1 & Key Stage 2.
Combined attainment at Key Stage 1 and 2 meets National standards.	The % of PPG pupils meeting the expected standard in Reading, Writing and Maths meets National standards.
Attendance is in line with National benchmarks (Covid-19 dependent).	The Attendance % is in line or above National figures and the % of Persistently Absent pupils is in line or below National data. Students arrive on time. The % of families engaging with the school family learning programmes and family support services increase so that basic needs are met.
Engagement, learning attitudes and behaviours of pupils are improved; they are able to take responsibility for their own learning and rise to challenges set. High aspirations are evident and children have an awareness of how their learning links to later life.	Teachers and pupils report, and lesson observations show, pupils' greater confidence and engagement in their learning. PPG children will make at least good progress (1 standard per year) in all subjects. PPG children will take more responsibility in school life (Buddies, Ambassadors, Leadership roles) and will aspire to a range of careers.
Parents of pupils are engaged in their children's learning and pupils are well supported at home.	Pupils are engaged in home learning: homework is completed and greater parental participation is evident in workshops, attendance at parents' evenings and other school events.
Pupils have a broad range of experiences that broaden their cultural capital .	Pupils have opportunities to engage in a wide range of experiences that furthers their understanding of the world they live in.
Pupils emotional well-being is promoted and supported.	Pupil Voice and Parent Surveys shows that pupils mental and emotional health is good. When support is required, evidence shows that this is timely and effective.

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: £94,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist staffing support in EYFS classes 2 additional teaching assistants to ensure smaller numbers of pupils in focus groups and higher quality first teaching across the year group.</p>	<p>Self-regulation strategies are supported in class and through specialist nurture provision. Improving self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p>EEF: Play based learning +5months Oral language interventions +6months</p> <p>Focused provision such as early literacy and maths intervention will ensure that PP pupils are beginning to close the gap with their peers.</p> <p>EEF: Early Years: Early Literacy + 4 months Early Numeracy + 6 months Teaching Assistant interventions + 4 months</p>	1, 2, 3, 5
<p>Accelerated Reader Used to support reading and assessment across KS2</p>	<p>The use of Accelerated Reader program to engage and monitor reading across Key Stage 2 and ensure children are well targeted, assessed and monitored.</p> <p>EEF: +5 months</p>	2, 3
<p>PiXL Used to support quality first teaching, interventions and assessment of core subjects across KS2</p>	<p>The use of PiXL to provide targeted support for all pupils to ensure that assessment reflects knowledge and pupils have the necessary skills and test technique to meet National expectations</p> <p>EEF: + 4 months</p>	2, 3
<p>CPD for all staff Monthly training for all teachers to improve their pedagogy and implement new ideas gained through research into their practice.</p>	<p>Using peer reviewed research from a range of sources to improve teaching and learning across the school. Evidence found on Sutton Trust, EEF etc.</p>	1, 2, 3, 4, 5

<p>Highly trained Teaching Assistants to support key groups of PPG children in class</p>	<p>Targeted support through quality first teaching, adult class support and the use of small group interventions will enable our PPG children to make accelerated progress in Reading, Writing & Maths.</p> <p>EEF: Small group tuition +4 months Feedback +8 months Teaching Assistant interventions + 4 months</p>	<p>All</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £53,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech & Language Support for pupils across the school Additional support for early identification as well as pupils identified Speech & Language Needs.</p>	<p>As part of our Speech & Language package, all pupils causing concern will be screened for speech and language difficulties in order for timely referrals to be made and quality support for all pupils with a SLCP is in place. EEF: Oral language interventions +5 months</p>	<p>1, 2, 5</p>
<p>Experienced Teacher used to support in Year 6 Targeted support for key vulnerable pupils to ensure that they meet end of Key Stage expectations.</p>	<p>Accelerated progress ensures standards are met in Reading, Writing & Maths. EEF: Small group tuition +4 months Reducing class size +3 months</p>	<p>2, 4, 5</p>
<p>Pupil Conferencing Termly teacher: pupil progress meetings</p>	<p>Pupils have a clear understanding of how to further improve their work to strengthen their progress and attainment. EEF: Feedback: +4 months</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £81,844

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School to lead FS for every child across the school	Children to have access to an Outdoor Curriculum to focus on raising self-esteem, working with others and promoting independence in small groups. EEF: +4 months	1, 2, 5
Pupil Premium Champion to lead PP throughout the school.	This will include raising awareness and the profile of PP, the creation of strategy documents, liaising with governors and monitoring the impact of strategies and adapting provision as needed.	1, 2, 3, 4, 5
ELSA/Nurture Support	To fund provision and provide ELSA training for 2 additional members of staff required to run sessions for those students identified as requiring support. Nurture provision to be used for targeted children. This will support individual children's learning as well as minimising impact on class learning. EEF: Self-Regulation +7 months Social and Emotional Learning +4 months	2, 4, 5
Small group tuition	Trained Teaching Assistants to offer small group tuition to children beyond the school day to ensure they have every opportunity to reach expected standards in Reading, Writing & Maths. EEF: +4 months	2, 4
Reading Buddies and Homework Club	Teaching Assistants to provide quality support to children through Reading and Homework outside of the school day to ensure children have the opportunity and support required to support their learning in class. EEF: +5 months	2, 4, 5
Breakfast Club Support	Adults employed to oversee Breakfast Club provision for our students who may need a softer start to the school day. Provision to include a healthy breakfast and enable children to arrive in school for the start of the school day. This will ensure children do not miss vital learning in the mornings and can experience a settled start to school. EEF: +2 months	2, 4, 5
Inclusion Officer	Staff member employed to liaise with families where attendance is an issue and ensure strategies are put in place to support children being in school. Member of staff to monitor attendance on a daily basis and target specific families where persistent absence is an issue. EEF: Parental Engagement +4months	2, 4, 5
Community	Working to build links between the school and local community to include family trips and support as well	4, 6

	as providing exciting trips and visits to children and their parents. EEF: Parental Engagement +4months	
Supplemented activities (Residential/trips/ after-school activities)	All students to have the opportunity to join a range of enrichment activities that they may not otherwise have access to. Research shows internationally it is accepted as of benefit to pupils although this can not necessarily be measured in terms of months progress	3, 5, 6

Total budgeted cost: £229,706

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.

Despite two years of education being disrupted due to the global pandemic, pupils who qualify for the Pupil Premium Grant (PPG) have made good progress towards our intended outcomes. It has been widely accepted that children have been detrimentally affected by the closing of schools as well as national lockdowns, with those most deprived families being the most severely affected. Due to these factors, it has been increasingly difficult to conduct a thorough review of our provision due to a lack of external data, skewed attendance figures and disruption to opportunities to reflect such as; pupil voice, community initiatives and more detailed parental engagement.

EYFS

Our data shows that last year, pupils made rapid progress in EYFS despite the negative externalities of the pandemic. As a cohort, the children qualifying for Pupil Premium funding made more than expected progress in every area and as a result, the percentage of children meeting the expected standard in every area increased. In some areas, such as Listening and Attention, Speaking and Making Relationships, children made exceptional progress. This can be evidenced in the table below

	Communication and language			Physical		PSED			Literacy		Numeracy	
	Listening and attention	Understanding	Speaking	Moving and handling	Health and self-care	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Reading	Writing	Number	Shape
Sept 2021	55.5%	61%	55.5%	66.6%	72%	66.6%	61%	61%	39%	50%	44.4%	55.5%
July 2021	82.6%	78.3%	87%	95.7%	91.3%	91.3%	82.6%	91.3%	56.5%	69.6%	65.2%	65.2%
Progress	+27.1%	+17.3%	+23%	+29.1%	+19.3%	+24.7%	+21.6%	+31.3%	+17.5%	+19.6%	+20.8%	+10.2%

The percentage of Pupil Premium pupils achieving a Good Level of Development (GLD) was 48%. Although this figure is lower than the National picture, it is clear that despite pupils coming from low starting points, their rapid progress is ensuring they are catching up with their peers. This progress must then be sustained throughout Key Stage 1 to ensure that the gap is diminished and children achieve age related expectations as soon as possible.

Accelerated Progress Evident Across Key Stage 1

Our data shows that children in **Year 1** make accelerated progress in Reading, Writing and Maths. Despite the current Year 1 cohort having a larger percentage of SEN, the percentage of pupils working at Age Related Expectation (ARE) or above eligible for Pupil Premium funding rose in every aspect.

Reading results show that 14% more pupils are now working in line with expectation compared to the end of their reception year with (a move from 30% to 44%). 16% of pupils now working at a 'Greater Depth' standard (GD) when 0% exceeding results were recorded at the end of EYFS. Our phonics results show that more pupils are learning their building blocks of Reading; 50% of pupils passed their phonics screening based on previous pass marks.

Writing results again demonstrate accelerated progress with a 20% gain of pupils working at the expected standard (43% to 63%). 18% of pupils are now working at Greater Depth in comparison to 0% at the end of EYFS.

Maths results also emulate pupils catching up with their peers. 44% of pupils are now working at the expected standard compared to 35% at the end of EYFS. 6% of pupils are working beyond, where previously 0% was recorded.

At the end of Year 1, 35% of children achieved age related expectation in Reading, Writing and Maths combined. This is in comparison to 20% at the end of their EYFS year, again, showing that the gap, although still significant in comparison to National standards, is closing. Despite another interrupted year, high quality first teaching, excellent home learning engagement and a raft of tailored interventions have supported this cohort to make significant progress towards our intended outcomes. Stringent interventions are in place to ensure that this level of accelerated progress continues to ensure pupils are given every opportunity for rapid catch up.

Progress continues to accelerate for the rest of Key Stage 1. Year 2 teacher assessments show that the percentage of pupils achieving Age Related Expectation rose significantly in Reading and Maths. Individual factors affected the percentage in Writing and an agreed action plan, as a focus on the School Development Plan (SDP) is in place to ensure rapid catch-up.

Accelerated Progress within Key Stage 2

Our data shows that Reading progress is strong across all years in Key Stage 2. The percentage of pupils achieving Age Related Expectations, and those achieving a Greater Depth standard has risen in all year groups. By the end of Key Stage 2, the percentage of Pupil Premium children achieving ARE is in line or above National figures and this has been a sustained trend. The percentage of children achieving the Greater Depth standard has again risen since the last OFSTED inspection: this figure has been above National for two years, although last year, due to a cohort specific issue, it fell short of National.

Writing remains a focus on our School Development Plan; there is a continuing need to seek improvements for our most disadvantaged students. Writing at Key Stage 2 has seen the least amount of progress across the school; results are stagnant from the previous academic year. Although there have been strong gains to close the gap for individual children, as well as specific

year groups, progress is not consistent and further work is needed to diminish the difference. Targeted interventions, a whole school focus and high quality CPD underpin the strategy next academic year to ensure higher results for our Pupil Premium pupils.

Our data shows that Maths progress is good across Key Stage 2. The percentage of children achieving ARE and the GD standard increased and gains are being made to meet National expectations over time. Rapid progress was specifically seen in some year groups and this is a result of high quality CPD for staff and excellent quality first teaching. Training that was implemented for specific staff in this academic year is being rolled out to others moving forward.

Greater Depth

Opportunities for pupils to achieve the 'Greater Depth' standard have risen significantly and this is evidenced in the percentage rise of pupils achieving the standard in every year group (based on teacher assessments).

The percentage of Pupil Premium children working at a Greater Depth standard increased in almost every area in every year group for the last academic year. Where this was not the case (a slight drop in Year 2 and a stagnation in Year 3), specific additional support for children has been put in place. This positive rise is due to high quality CPD for staff, a rise in teacher expectations due to aspirational target setting and specific intervention groups for more able pupils. Although the percentage of children achieving the higher standard is below national thresholds, strong gains have been made and this continues to be an improving picture.

Attendance

National data has not been released since the pandemic affected school attendance and therefore direct comparisons have been impossible to make. Our attendance has unsurprisingly, been negatively affected due to the Corona Virus; as a school we identified 21 cases in a term and this understandably affected parental opinions on their children's attendance. Pupil Premium attendance was adversely affected in comparison to whole school figures (whole school 94%; PPG 91.8%). Through speaking to parents, this is largely due to the parenting capacity to enable their families to stay at home; most of our families were at home as opposed to more of our working parents who had to go to work and therefore had no other choice but to send their children to school.

Persistent Absenteeism for Pupil Premium pupils was higher at 25.7% in comparison to a whole school percentage of 16.33%. Although this figure is disproportionately higher than we would have anticipated pre-pandemic, targeted attendance strategy meetings, CSC involvement, and a raft of further personalised interactions have ensured we have made every effort to reassure our parent community and ensure high attendance targets moving forward.

The attendance strategies we had in place before the pandemic were strong and positive gains were seen to improve attendance across the school. This will continue to be the case upon our return in September with weekly targeted meetings to ensure early intervention and rapid action.

Learning attitudes and behavior

Our parent survey reported that 91% of parents felt that behaviour was good or outstanding at our school. The inclusion Team are proactive to ensure that **pupils' behaviour does not disturb the learning of others**. This was more challenging during COVID.

Permanent exclusions are below National however **fixed term exclusions** (now referred to as suspension) are above. Exclusions are only taken as a last resort and the school uses this time to seek external, professional advice e.g. One pupil who met permanent exclusion criteria, was given a dual placement at the local PRU whilst his EHCP was applied for. Fixed Term Exclusions involved 6 children. Of these, 2 were in the Autism Base and 4 were in mainstream. All the mainstream pupils now have an EHCP in place or one is underway. One pupil from mainstream is now in a more appropriate specialist settling.

Our **school ethos** and **PSHE curriculum** are strong. We support acceptance, tolerance and empathy at all times in all circumstances. This is threaded through every part of our school. Our provision for children who need support with their emotional well-being is strong with individualised programmes in place. Two additional ELSA practitioners have now been trained and although this provision was unable to be implemented during Covid, a further 16 children now have access to this service with priority going to Pupil Premium children.

In class, pupils are actively engaged in their learning. This is evident through book looks and learning walks. There was a high emphasis on engagement during both lock downs and any isolations of year groups. Proactive teaching supports pupils in becoming independent learners. Children are taught about **career choices** and **high aspirations**. This is particularly pertinent to our catchment as we know that many of our families have not accessed higher education (Indices of Deprivation, government website shows that part of our catchment is in the lowest 3% for education, skills and training.)

Parental engagement

Parental engagement has remained strong despite the effects of COVID. Parent surveys have allowed us to reflect on parental perception as well as providing a platform for suggestions whilst more traditional methods have had to be suspended. Parental feedback is overwhelmingly positive and the school has been creative in how to continue to engage parents in their child's life at school. Online parents' evening appointments were a strong success with the majority of parents suggesting for example that it allowed both parents to be present at the meeting, was easier to time manage and was less disruptive to family life.

Parental workshops were unable to run however, videos created by teachers to explain things usually discussed in these meetings were a useful tool. Videos made have included: a tour for new parents, support to hear your child read, information on the Year 1 phonic test and the multiplication test for Year 4 parents.

Our data supports positive parental relationships with 100% of parents stating that they would recommend Oaklands to other parents. (Parental survey July 2021)

Cultural capital

Due to COVID restrictions and our school risk assessment policy, we were unable to conduct school trips for the vast majority of last academic year. In order to ensure learning continued to be exciting and engaging, the school provided over 20 curriculum visitors who provided the children with opportunities to bring their learning to life. Examples of these events are varied and included a Viking workshop, a WWII evacuation, Humanist speakers and sporting events such as rounders and Bikeability.

Emotional wellbeing

Children's emotional wellbeing has been high on the agenda during COVID. Many strategies have been employed and although the effectiveness of individual approaches is harder to measure due to disruption, support has been well received by children and parents.

During the lockdowns, children's mental health was a priority. **Emotional health of parents and children** was supported through phone calls, doorstep visits, small group sessions via Zoom, online ELSA sessions and fun, engaging teacher led activities e.g. Zoom treasure hunts and bring your pet to school Zoom day.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Currently working to secure a National Tutoring Program Partner	

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Premium is spent of Forces Liaison, training for staff, and provision for families such as Forces after school club and Breakfast/coffee mornings.
What was the impact of that spending on service pupil premium eligible pupils?	Service families have a direct, named contact in school that works alongside other military professionals to ensure

	targeted support is appropriate and meaningful to pupils and their parents.
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