

# Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	423
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023 September 2024 September 2025
Statement authorised by	Miss Karen Parr Headteacher
Pupil premium lead	Ms Kerry Exon Deputy Headteacher
Governor / Trustee lead	Mrs Naomi Abou El Aala PPG Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238, 931
Recovery premium funding allocation this academic year	£23, 740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,671

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Pupils at Oaklands enjoy a broad and balanced curriculum which focuses on skills and knowledge. We develop a love of learning that will prepare pupils for secondary school and beyond. Children's lives are enriched by quality, first hand experiences that support their learning and well-being.

We know that high-quality, inclusive teaching within the classroom is regarded as the most effective way to secure sustained improvements in student outcomes. Alongside this, meticulous pastoral care is necessary to assist our most vulnerable pupils, irrespective of whether they are disadvantaged or not, in overcoming social, emotional and behavioural barriers to success. We therefore aim to ensure that all pupils achieve their full potential through quality first teaching to achieve the highest academic standards, focused support, curriculum enrichment and pastoral care.

This will ensure that irrespective of background, pupils make accelerated progress where necessary to be at least in line with National expectations by the end of Key Stage 2 in Reading, Writing & Maths. For those children who are capable of attaining higher, we will ensure they reach the higher attaining standard.

We know and understand the challenges faced by our pupils; we use this knowledge to ensure each and every pupil receives appropriate help and support. To do this effectively, we ensure that the following are implemented:

- Ensure that all pupils are challenged in the work they are set and that teachers have high expectations for all
- Use robust, diagnostic assessment to ensure intervention is timely
- The impact of interventions is continuously reviewed and adapted to meet the needs of all pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Through observations, detailed assessments and data analysis, we know that upon <b>starting EYFS, children's baseline levels for many areas of development, particularly the prime areas, are below age-related expectations.</b> Communication and Language, PSED, Literacy and Number are significantly below for those children eligible for PPG.
2	Observations, discussions with parents and external data shows that our catchment is in the bottom 3% nationally for education, skills and training (source 'Indices of Deprivation'). This impacts our pupils who demonstrate <b>low confidence, a lack of resilience, poor motivation for learning and low aspiration.</b>
3	Our internal and external data suggests that <b>attainment of our disadvantaged pupils</b> is below their peers. Assessments and observations show this gap to have been detrimentally affected by the pandemic and the subsequent school closures.
4	The global Corona Virus pandemic and national lockdowns have increased <b>anxiety levels</b> in our school community and had an adverse effect on attendance. <b>Pupil attendance</b> , although improved, is an area that needs constant action. 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	Discussions with teachers, pupils and parents and engagement in workshops shows that <b>parental engagement</b> in supporting pupils in developing learning and behaviour at home and in school needs support.

## 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 <b>EYFS</b> will ensure pupils catch up rapidly.	External and internal data shows that pupils in EYFS make rapid progress from their low starting points in all prime areas. Aspirational targets support accelerated progress. This is evident when triangulated with observations, ongoing formative assessment and pupil's work.
<b>Engagement, learning attitudes and behaviours</b> 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 be able to discuss their aspirations for a range of careers.
Pupils <b>emotional well-being</b> 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.
Pupils have a broad range of <b>experiences</b> that broaden their <b>cultural capital</b> .	Pupils have opportunities to engage in a wide range of experiences that furthers their understanding of the world they live in; they use these experiences to further their learning.
<b>Accelerated progress across Key Stage 1 and 2</b> ensures children working below expectation catch up rapidly.	The % of PPG pupils passing the Year 1 phonics check is in line with National data. The % of PPG pupils meeting the age-related expectation at the end of Year 2 and Year 6 is in line with National for Reading, Writing and Maths. The % of PPG 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 <b>Greater Depth</b> 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.
<b>Combined attainment at Key Stage 1 and 2</b> meets National standards.	The % of PPG pupils meeting the expected standard in Reading, Writing and Maths meets National standards.
<b>Attendance</b> is in line with National benchmarks.	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.

<p><b>Parents</b> of pupils are engaged in their children's learning and pupils are well supported at home.</p>	<p>Observations and records show that 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.</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: £47,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Specialist staffing support in EYFS classes</b> 2 additional teaching assistants to ensure smaller numbers of pupils in focus groups and higher quality first teaching across the year group.</p>	<p>Additional support in class allows for greater feedback opportunities, more support for modelling self-regulation and the availability of timely rapid intervention in oracy, literacy and numeracy.</p> <p><a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Early Literacy   Toolkit Strand   Education Endowment Fund   EEF</a>  <a href="#">Early Numeracy   Toolkit Strand   Education Endowment Fund   EEF</a></p>	All
<p>Purchase of a DfE validated Synthetic <b>Phonics Programme with appropriate reading books</b> to secure stronger pupil outcomes</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact of word reading, especially for disadvantaged pupils.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Highly trained <b>teaching assistants</b> to support key groups of PPG children in class</p>	<p>Targeted support through quality first teaching, class support and the use of small group interventions will enable our PPG children to make accelerated progress in Reading, Writing &amp; Maths.</p> <p><a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Fund   EEF</a>  <a href="#">Small Group Tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	All

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

Budgeted cost £138,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Speech &amp; Language Support for pupils across the school</b></p> <p>Additional support for early identification as well as pupils identified Speech &amp; Language Needs.</p>	<p>As part of our Speech &amp; 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.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 5
<p><b>Experienced Teacher used to support in Year 3 and Year 6</b></p> <p>Targeted support for key vulnerable pupils to ensure that they meet end of year and Key Stage expectations.</p>	<p>Accelerated progress ensures standards are met in Reading, Writing &amp; Maths. Smaller groups mean higher adult:child ratios in classes creating more opportunities for feedback and small group work.</p> <p><a href="#">Small Group Tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4, 5
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 5
<p><b>Reading Champions</b> to work with predominantly EYFS and KS1 pupils to boost their attainment in Phonics &amp; Reading</p>	<p>Trained adults work to ensure rapid catch up of phonics and reading with our most vulnerable pupils</p> <p><a href="#">Reading   Toolkit Strand   Education Endowment Fund   EEF</a>  <a href="#">Small Group Tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	All

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

Budgeted cost: £63,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Emotional well-being support</b>	To fund provision and provide ELSA training for 2 additional members of staff and to run sessions for those pupils identified as requiring support through Lego Therapy, ELSA, Nurture etc. This will support individual children's learning, pupil attendance as well as minimising negative impact on class learning. <a href="#">Social &amp; Emotional Learning; Toolkit; Education Endowment Fund;EEF</a>	All
<b>Breakfast Club Support</b> - adults employed to oversee Breakfast Club provision for our students who may need a softer start to the school day.	Research has long shown that provision to include a healthy breakfast and enable children to arrive in school for the start of the school day is essential. This will ensure children do not miss vital learning in the mornings and can experience a settled start to school. <a href="#">Adolphus, K., Lawton, C. L., Champ, C .L., &amp; Dye, L. (2016)</a>	All
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice whilst building positive relationships with parents.	Inclusion Officer - The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance Parental Engagement; Toolkit; Education Endowment Fund;EEF</a>	All

**Total budgeted cost: £249,558**



## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding

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.