

Oakdene Pupil premium strategy statement 2021 - 2024

This statement details Oakdene Primary 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	Oakdene Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	1 st December 2021
Date on which it will be reviewed	Annually Full review July 2024
Statement authorised by	Chair of Governors (Paul Forester)
Pupil premium lead	Headteacher Lynsey Young
Governor lead	Paul Forester

Funding overview 2021 - 2022

Detail	Amount
Pupil premium funding allocation this academic year	£28,185
Recovery premium funding allocation this academic year	£2,610
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	£30.795

[Funding Overview 2022 - 2023 \(academic year\)](#)

Detail	Amount
Pupil premium funding allocation this academic year	£12465 FSM & E6 £6000 PLAC £2490 LAC
Recovery premium funding allocation this academic year	£2,356.75
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	£20955

Part A: Pupil premium strategy plan

Statement of intent

At Oakdene it is our intention that all children achieve highly irrespective of background, needs or abilities. We understand that some children face challenges to this attainment and we are focused on reducing the gap between disadvantaged children and their peers year on year to ensure all children are given the chance to achieve their true potential through the highest standards of quality first teaching, focussed support, curriculum enrichment and pastoral care.

Through research we have found that disadvantaged children have been worst affected by partial school closures and the attainment gap has increased (EEF 2021)

We understand that high quality teaching is the first approach to reducing the gap between disadvantaged children and their peers. Our focus for 2021 - 2022 is on reading and personal development following the gap analysis undertaken after the lockdowns. However, for individual children other subjects are supported. Our response to any challenges and individual needs are based on robust diagnostic assessment and form part of our whole curriculum offer.

To achieve these aims we will:

- Assess children using national standardised tests where applicable.
- Act early to intervene at the point of need
- Provide high quality staff to deliver teaching
- Provide challenge and support to disadvantaged children
- Provide interventions for children which show measurable outcomes
- Provide a wider curriculum to enhance children's experiences and skills
- Raise expectations of disadvantaged children
- Be flexible in addressing the needs of our children

We deploy highly experienced, trained staff to deliver our vision for our disadvantaged children. We are continuing to enrich the curriculum within Covid restrictions whilst developing the mental health and wellbeing of all our children.

We have ensured that this strategy links to the School Improvement Plan, Sports Premium, Safeguarding Policy and SEND Action Plan.

Challenges

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

Challenge number	Detail of challenge
1	Robust, standardised assessments have shown that disadvantaged children attain lower than non-disadvantaged children in Reading, Writing and Maths.
2	Partial lockdown of schools in 2020 and 2021 have resulted in Year 6 disadvantaged children achieving less well than predicted.

3	Robust assessments of a structured synthetic phonics programme delivered by fully trained staff show that disadvantaged children achieve less on the PSC than non-disadvantaged children.
4	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Post Covid an increasing number of eligible pupils have presenting issues around self -regulation and socialising skills. Having missed established routines or not had access to the full early years provision some pupils have shown evidence of lower self- esteem, confidence and engagement. This is evidenced through observations and internal assessments.
6.	Through observations and discussions with children they have been accessing a lower number of wider learning opportunities since the beginning of the global pandemic.

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	Summer Term Review 22
<p>1. Improve outcomes for disadvantaged children throughout the school by equipping them with effective learning to learn skills so that they can access the curriculum. Focus will be on reading throughout the curriculum, metacognition & questioning and feedback.</p> <p>This will be measured through standardised assessments.</p>	<p>Standardised assessments and observations indicate significantly improved outcomes in Reading, Writing and Maths across the school in 2024 (with interim reviews in 2022 and 2023).</p> <p>Evidence from book reviews and ongoing formative assessments will feed into these standardised assessments.</p> <p>Ensure each subject has prior learning built in to planning and learning time includes tasks/quizzes to assess gaps and teaching builds connections for learners to aid long term memory development.</p> <p>All teaching staff skilled in giving effective and regular feedback to assess and target gaps in learning.</p> <p>Delivery of targeted interventions based on identification of knowledge and skills gaps.</p>	<ul style="list-style-type: none"> Disadvantaged pupils attain lower and make less progress than other pupils in R, W & M at the end of KS2. Progress scores are significantly low: R -2.28 W -4.94 M -7.43 Further staff development has led to improvements in the implementation of formative assessment. Lessons include flashback approach to ensure children retain sticky knowledge. Feedback and marking policy reviewed and implemented. Pupil progress meetings support the identification of interventions.

	Disadvantaged pupils close the gap between disadvantaged and non-disadvantaged pupils in their learning.	
2. Improve end of Key Stage 2 outcomes for Year 6 children to ensure smooth transition to work at the next stage of their education. This will be measured through End of Key Stage 2 Assessments.	Standardised scores will be used to ensure all children have made good or better progress each year to 2024. An increase from 40% of disadvantaged children attaining ARE + in Reading, Writing and Maths will be expected.	No disadvantaged pupil achieved the combined measure in 2022.
3. Improve phonics attainment for disadvantaged children from 50% This will be measured through Phonics assessments and the national Phonics Check.	Phonics check scores will increase and the proportion of disadvantaged children will increase. Phonics sessions will take place with streamed groups where possible and effective assessments will underpin teaching carried out. All staff will be trained in delivering Read Write Inc and updated as necessary.	Y1 - 1 disadvantaged pupil did not pass the PSC. He is currently on track to achieve in Y2.
4. Through a detailed and regular analysis of attendance there will be a focus on ensuring all disadvantaged children have attendance records in line with non-disadvantaged children. This will involve a range of support structures including counselling services and enhanced pastoral support and the use of specialist staff to liaise with harder to reach home situations to ensure children attend school on time This will be measured through attendance data and punctuality information	Attendance data will show the gap closing towards National figures for FSM disadvantaged with a focus on Persistent absence so children regularly attend school and gain greater access to a full curriculum.	Attendance of PP pupils 95% March 2023
5. Children will be re-engaged in learning. Social and Emotional needs will be identified and supported through interventions (and) pastoral	PASS data will show impact - positive shift in social and emotional well-being.	

<p>support. This is intended to overcome barriers to learning. PASS assessments and Boxall Profile will be used as well as Teacher assessments to measure this impact.</p> <p>National Assessments. PASS data and Boxall profiling will be used to measure closing of the gap between disadvantaged children and non disadvantaged children,</p>	<p>Boxall Profiling will be used to identify and meet specific needs</p> <p>NFER data will show closing of the gap for disadvantaged children, including those who have shown signs of reduced self-regulation</p> <p>Appropriate external support will be sought where required</p>	<p>NFER data</p>
<p>6. Children will have a greater access to cultural and sporting experiences beyond the classroom as we begin to return to a pre-covid approach to experiential learning.</p> <p>Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles.</p> <p>We will measure the impact through PASS, Attendance at events, Pupil and Parent Surveys.</p> <p>Children will have high aspirations to achieve well in school leading to better career prospects.</p> <p>We shall seek to link PE and Sports Premium Planning with our Pupil Premium Plan to ensure that eligible pupils have full access to a wider range of activities</p> <p>There will be a strong focus on mental wellbeing and ensuring there are no lasting effects following the Covid lockdown and its impact on the most vulnerable children</p>	<p>Cultural Capital opportunities to be given to children</p> <ul style="list-style-type: none"> - Prioritising school trips - After School Clubs for Physical Activities and the arts - Sports Premium funding used to develop access to sports and sporting facilities <p>Positive responses from pupils and parents will be gathered.</p> <p>St. Helens Chamber World of Work programme to be followed in Year 6.</p>	<p>All Disadvantaged children offered to pay for cost of coach and venue costs to facilitate access.</p> <p>More After school activities starting., Target FSM, LAC, PLAC children.</p> <p>Started June 22</p>

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing development of the curriculum further developing metacognition skills, feedback and self regulation	EEF Research into low cost high impact strategies	1, 2, 3, 5.
Training on how to use PASS (Wellbeing) Year 1 - 6; Boxall Profile, NELI and Sandwell Maths	EEF Research into effectively training staff who will administer targeted interventions.	1,2,3,4,5
Training in Read Write Inc both externally and internally	EEF research and guidance in the importance of effectively trained staff who will administer interventions, Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £22850

Activity	Evidence that supports this approach	Challenge number (s) addressed
Staff retention and appointment to ensure effective programme of intervention	EEF research on ensuring effective training for Learning Assistants who will administer targeted interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 5

School Led Tutoring for identified children supplementing NTP.	DfE recommendation and EEF research	1, 2, 3, 5
Engaging with NTP	Engaging with the National Tutoring Programme 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: EEF Research and DfE recommendations. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 5
National Standardised tests to be administered from Year 2 - Year 6	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF research EEF Impact of Standardised tests	1, 2, 3.
Reading Plus to be continued to support children in Years 5 and 6 as well as introduced in Year 4.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF research EEF Impact of Standardised tests	1, 2.
Century Education programme to be introduced	National online programme provides standardised data against other children. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF research	1, 2, 3
Provision of an extra Learning Assistant to ensure HLTA out of class to provide training for staff as required and 1:1 support for children as needed	EEF findings on ensuring effective training for Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3, 4, 5,

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips to be undertaken to galleries, religious buildings	EEF research on importance of experiential learning. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	6
World of Work programme re-introduced for Year 6 children.	Research shows that high aspirations leads to higher outcomes at school: 'complete alignment between high aspirations, high expectations and high achievement is the most important predictor of future educational behaviour among students.' https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3171	6
Out of school sports activities offered to disadvantaged children	Developing physical and mental health. Linked to Sports Premium.	6
Provision of EWO to provide support to families.	Education data lab research (October 2020) found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage.	4, 6

Total budgeted cost: £31,850

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.

The attainment and progress of disadvantaged pupils remains below that of non-disadvantaged pupils.

Standardised assessments (NFER) have been used to identify gaps in learning and gap analysis has been acted upon.

Additional teaching assistants have been deployed to ensure timely interventions are implemented.

The NTP programme helped some of our PP children to access age-related curriculum work by adding extra support linked to our Maths and English lessons.

Reading Plus has helped identify and improve discrepancies between reading speed and comprehension levels in upper key stage 2, as well as being useful in target setting.

Pastoral lead has worked with PP children to ensure positive mental health and well-being for these children. Some children have needed extensive support. Pupil voice concurs that support has been positive.

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
Read Write Inc	OUP
Reading Plus	Juniper Education

Service pupil premium funding (optional)

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?	1 child allocated service Premium funding. Extra support provided in English and Maths interventions as well as a robust pastoral programme in place. Service parent is at home but a new baby joined the household this year

	so attachment issues have been dealt with through 1:1 support.
What was the impact of that spending on service pupil premium eligible pupils?	Child is now more settled in school and making good progress.

Further information (optional)

Extensive research has been undertaken on the impact of Covid 19 on children and the school eg: Eppi Centre <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=3837>

We have taken on board these findings and incorporated our own findings at Oakdene and have adjusted our curriculum accordingly.

We have ensured that inhouse wider curriculum experiences have been provided for our children. As we move into a more settled period we hope to develop further experiences for our children.

We have aligned our Pupil Premium strategy with all aspects of strategic planning - SEF, SIP, CPD and SEND provision. We are moving forward with providing training and support for all staff.