

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	195
Proportion (%) of pupil premium eligible pupils	(16) 8.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Reception to Year 6
Date this statement was published	15 th December 2021
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Kate Thompson Steph Morgan Hollie Doutre
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24185
Recovery premium funding allocation this academic year	£6700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£30,885

Part A: Pupil premium strategy plan

Statement of intent

- *At Oaklands Primary School we endeavour to ensure that all pupils achieve their full potential, irrespective of their background or the challenges that they face. We aim that our pupils make good or better progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, this also includes progress for those children who are already high attainers or those who have special additional needs.*
- *We take into consideration the challenges that are faced by vulnerable pupils, such as those who have a social worker, young carers or children whose families have or are experiencing financial hardship.*
- *At the heart of our approach is High Quality Teaching, we focus on intervention and support using a qualified teacher (Mrs Steph Morgan) and Teaching assistants. This approach has so far had the greatest impact on closing the attainment gap and has also benefited non-disadvantaged children at our school.*
- *Our PPG strategy forms part of the wider school plans for education recovery. We have used some of the Catch-Up Premium funding to pay for the Back On Track English and literacy planning, provided by HFL. This has enabled all children to benefit.*
- *Emotional wellbeing and mental health is also a key to progress and achievement. We offer a variety of services to support children in their learning and wellbeing. Including RHSE teaching, mindfulness and wellbeing groups.*
- *Our approach will be responsive to common challenges and individual needs, this will be rooted in diagnostic assessment (wishes and feelings, roots and fruits, SDQ's) There will be no assumptions on the impact of disadvantage.*
- *Disadvantaged pupils will have access to emotional support whenever needed*
- *We will act early to intervene at the point need is identified through high-quality teaching and learning.*
- *The school has a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*
- *The children will be provided with opportunities to develop life skills through off-site visits and sporting activities.*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and parents have indicated that reading and writing are areas that have been affected by the pandemic. Targeted teaching, daily reading and support needs to be in place to ensure catch up and future progress of PPG pupils.
2	Emotional wellbeing has been impacted, this has led to several children having higher levels of attachment and children finding it more difficult to regulate emotions. This can have an impact on their learning and social skills.
3	Assessments, observations and discussions with parents and pupils indicate financial problems can impact the disadvantaged, especially those who can not afford up to date technology, this has impacted level and quality of learning.
4	Children have had reduced access to extra curriculum over the last couple of years.
5	Awareness that mental health and wellbeing of children and parents has been adversely affected by Covid by more pupils displaying anxiety.

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
Improved learning outcomes for pupils enabling them to achieve their full potential.	High quality teaching, Back on Track scheme of work for English and maths enabling all children to catch up. Interventions offered by specialist teacher to support children who still have gaps.
Children to be aware of their own mental health and emotions. To know strategies to help and where to go for help and advice if they are worried or concerned.	All children receive RHSE lessons every week, which focus regularly on mental wellbeing. They have fortnightly assemblies which look at issues and suggest strategies. Mental health and well-being interventions are available. All staff have been trained on correct procedure when there are worries about a particular child. The mental health lead is able to offer advice to parents and children and make referrals if necessary for additional support.
Improved and accelerated progress in reading.	High priority for school. All PPG children to read regularly and have the opportunity to talk about books. Guided reading through whole class teaching using Destination

	<p>Reader. New phonics scheme January 2022.</p> <p>Age-appropriate book bought for each PPG child to keep each half term.</p> <p>Adults to be aware of support required. Progress tracking will demonstrate that PPG pupils will achieve as well as non- PPG pupils.</p>
Opportunities to develop life skills.	<p>Off site trips to enable children to increase confidence and organisation. Children to be involved in planning of trip and identifying what needs to be done before and after the trip. Children will have an opportunity to use money and report back on the activity to peers and adults.</p>
IT laptop loan, enabling all children to have access to on-line learning	<p>Children having access to high quality teaching.</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: £ [3000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training on Back On Track.	Previous data has highlighted the importance of education catch up.	1

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

Budgeted cost: £15,000 (Specialist teacher, TA support and intervention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Catch up' intervention teacher Structured interventions.	Quality small group and one to one session, children receive pre teaching and sessions to increase understanding of topics taught in class.	1 and 3
<i>TA support</i>		

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

Budgeted cost: £ [3,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RHSE teaching through SCARF program.</i>	Educational research suggests that Mental health has a significant impact on achievement.	2
<i>Access to mental health support and advice.</i>	Educational research suggests that Mental health has a significant impact on achievement.	2
<i>PPG trip</i>	Importance of real-life experiences.	

<i>Half termly book</i>	Reading has a huge impact on the development of writing, life and communication skills	3
<i>IT laptops</i>	IT poverty has a negative effect on the outcomes for pupils.	6

Total budgeted cost: £ 21,500

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 (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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.