

# OAKLANDS PRIMARY SCHOOL Pupil premium strategy statement

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  | 199           |
| Proportion (%) of pupil premium eligible pupils   | 8.5%          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 years       |
| Date this statement was published   | December 2022 |
| Date on which it will be reviewed   | November 2023 |
| Statement authorised by   | Tom Hassan    |
| Pupil premium lead  | Kate Thompson |
| Governor / Trustee lead   | Martin Payne  |

## Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £26,315   |
| Recovery premium funding allocation this academic year  | £4132.50  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0        |
| <b>Total budget for this academic year</b><br><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>  | £30447.50 |

# 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.

Oaklands has a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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.

We meet our objectives through investment in High Quality Teaching, targeted academic support and emotional wellbeing and mental health. We offer a variety of services to support children in their learning and wellbeing. Including RHSE teaching, mindfulness and wellbeing groups, play therapy and counselling. Disadvantaged pupils will have access to emotional support whenever needed.

Our strategy ensures a fully inclusive approach with regular assessments and pupil progress reviews underpinning the decisions that we make as a school for the targeting of pupil premium funds.

## Challenges

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Assessments, observations and discussions have indicated that reading and writing are areas that were affected by the Covid pandemic. Targeted teaching, daily reading and support needs to be in place to ensure catch up and future progress of PPG pupils. |
| 2                | Parental stability, engagement and the home environment   |
| 3                | Mental health and emotional wellbeing. Higher levels of attachment and children finding it harder to regulate emotions.   |
| 4                | The quality of pre-school experiences, which was significantly compromised as a result of the Covid pandemic.   |

|   |   |
|---|---|
| 5 | Children have had reduced access to extra curriculum over the last couple of years. |
| 6 | School data shows that PPG pupils lag behind non-PPG in attainment in maths         |

## 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 to achieve their full potential.   | High quality teaching. White Rose maths, Little Wandle phonics, Destination Reader, Essential Spelling.<br>Phonics interventions offered by specialist teacher to identify and support children who have gaps.   |
| Children to be aware of their own mental health and emotions. To equip them with strategies that they can use and where to go for help and advice if they are worried or concerned. | Weekly RHSE lessons (Scarf program)<br>Weekly mental health and wellbeing assemblies (whole school)<br>Mental health and resilience groups run by Mental first aid level 1 trained teaching assistant. Play therapist Counsellor.<br>2 staff trained to run Protective behaviour sessions.<br>Mental health lead able to offer advice to parents and children and make referrals for additional support if required. |
| Improved and accelerated progress in reading  | High priority for school. All PPG children read regularly and have the opportunity to talk about books. Guided reading for all of KS2 through Destination Reader.<br>Little Wandle phonics scheme EYFS and KS1. Children assessed and tracked, interventions for KS1 and KS2. Progress tracked and adults aware of support required.   |
| To ensure that all pupils eligible for PPG access the same enrichment activities as their peers as part of their year group curriculum.   | Forest School<br>All children who are eligible for the PPG can take up at least one extra-curricular activity.<br>Discounted school trips or support with payments.  |
|   | Off site visits including sports matches, choir trips.   |

|  |   |
|--|---|
| To support vulnerable pupils and their families. | Information provided to vulnerable parents including parenting courses, finance. Access to school family support workers.<br>Mental health and wellbeing support.<br>Breakfast cub and after school club. |
|--|---|

## 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: £6k

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Provision of high quality Maths CPD – White Rose</i> | High quality, targeted CPD allows adults to appropriately support all pupils, including PPG pupils.   | 6                             |
| <i>Cornerstones</i>                                     | A highly engaging, clearly sequenced curriculum enables children to read for meaning across the NC, exposing them to new and ambitious, tier 3 vocab. | 1                             |
| <i>SEN support training</i>                             | SENCO provides regular training to support staff to enable PPG children who are SEND to close gaps  | 1                             |
| <i>Teacher mentoring</i>                                | Experienced teacher mentoring ECTs and teacher new to Y6, with a focus on PPG pupils.   | 1, 6                          |

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

Budgeted cost: £13k

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|                               |   |   |
|-------------------------------|---|---|
| <i>Little Wandle catch up</i> | Quality small group or 1:1 sessions. Children receive pre-teaching to understand topics taught in class.  | 1 |
| <i>White Rose Maths</i>       | A clearly sequenced curriculum allows all children to know more and remember more and has been shown to close the gap for PPG pupils.           | 6 |
| <i>Destination Reader</i>     | Pupils are exposed to a range of highquality texts and introduced to new vocabulary regularly, enabling them to better access unfamiliar texts. | 1 |

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

Budgeted cost: £ 11447.50

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <i>Mental health and resilience groups, Play therapy and counselling.</i> | Educational research suggests that Mental health has a significant impact on achievement   | 3                                    |
| <i>RHSE teaching through SCARF</i>  | Educational research suggests that Mental health has a significant impact on achievement   | 3                                    |
| <i>Pastoral provision including preventive behaviours.</i>                | Helping children to problem solve and to improve resilience, important life-long skills. Reduces incidents related to behaviour at school. | 2,3                                  |
| <i>School Family support worker</i>                                       | Allowing families to receive the support and guidance they need.   | 2                                    |
| <i>Reduced fee for clubs</i>  | Enabling PPG children to experience a wider range of activities.   | 5                                    |

**Total budgeted cost: £30447.50**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

|              |                 |                 |                 |
|--------------|-----------------|-----------------|-----------------|
| Reception    | Achieved GLD    |                 |                 |
| PP           | 67% (2 pupils)  |                 |                 |
| Non-PP       | 48% (13 pupils) |                 |                 |
| Year 1 ARE + | Reading         | Writing         | Maths           |
| PP           | 100% (1 pupil)  | 100% (1 pupil)  | 100% (1 pupil)  |
| Non-PP       | 80% (20 pupils) | 80% (20 pupils) | 92% (13 pupils) |
| Year 2 ARE + | Reading         | Writing (TA)    | Maths           |
| PP           | 50% (1 pupil)   | 50% (1 pupil)   | 50% (1 pupil)   |
| Non-PP       | 79% (22 pupils) | 60% (17 pupils) | 75% (21 pupils) |
| Year 3 ARE + | Reading         | Writing         | Maths           |
| PP           | 50% (1 pupil)   | 50% (1 pupil)   | 50% (1 pupil)   |
| Non-PP       | 72% (18)        | 68% (17 pupils) | 72% (18 pupils) |

|              |                 |                 |                 |
|--------------|-----------------|-----------------|-----------------|
| Year 4 ARE + | Reading         | Writing         | Maths           |
| PP           | 25% (1 pupil)   | 25% (1 pupil)   | 25% (1 pupil)   |
| Non-PP       | 75% (21 pupils) | 75% (21 pupils) | 75% (21 pupils) |

|              |                  |                 |                 |
|--------------|------------------|-----------------|-----------------|
| Year 5 ARE + | Reading          | Writing         | Maths           |
| PP           | 50% (2 pupils)   | 75% (3 pupils)  | 50% (2 pupils)  |
| Non-PP       | 79% (22 pupils)  | 75% (21 pupils) | 86% (24 pupils) |
| Year 6 ARE + | Reading          | Writing (TA)    | Maths           |
| PP           | 75% (3 pupils)   | 50% (2 pupils)  | 50% (2 pupils)  |
| Non-PP       | 100% (25 pupils) | 92% (23 pupils) | 84% (21 pupils) |

It is clear that the previous year's PPG plan did not enable PPG pupils to close gaps appropriately. As a result, this plan seeks to address the issue through increased levels of quality first teaching, carefully targeted interventions and the application of pedagogically sound schemes of work to ensure consistency in approach and that children are able to know and remember more.

Time has been spent training and allocating key members of staff to enable us to take a more holistic approach to tackling the challenges posed by the PPG gap.

## 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 |
|-----------|----------|
|           |          |
|           |          |

## Service pupil premium funding (optional)

|   |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i> |
|   |
| <b>The impact of that spending on service pupil premium eligible pupils</b>   |
|   |



## 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.*

