

# Pupil premium strategy statement

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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	Oakdene Primary Academy
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	11th November 2022
Date on which it will be reviewed	1 <sup>st</sup> December 2023
Statement authorised by	Carole Goodchild
Pupil premium lead	Elizabeth Bramley
Governor / Trustee lead	Rebecca Prout

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,500.00
Recovery premium funding allocation this academic year	£16,965.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£155,465.00</b>

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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## Part A: Pupil premium strategy plan

### Statement of intent

At Oakdene, we believe that, although Pupil Premium provides additional funding, it is the spotlight it puts on the achievement of disadvantaged children that is the priority. 50% of children who attend Oakdene are eligible for the funding, compared to 20.8% nationally.

Educational attainment is the best predictor that we have of a young person's long-term outcomes and it is, therefore, important that we ensure all children achieve, whatever their background or level of social deprivation. It is important that this additional public funding is used effectively, with careful planning, in order that we close the gap between disadvantaged children and their peers. Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers, nationally. Pupils eligible for the Pupil Premium are often more likely to be low attaining than other children, however we are aware that we have some middle and high attainers who also attract Pupil Premium funding.

The belief that all eligible children should be positively impacted by this strategy has influenced our planning. We have considered the evidence from the Education Endowment Foundation (EEF) and their research into successful practice in other schools. We have also taken on board the impact of strategies used previously within our own school.

As recommended by the EEF, we have adopted a tiered approach to define our priorities for spending our Pupil Premium allocation. Our tiered approach comprises three categories:

- Teaching
- Targeted academic support
- Wider strategies

Teaching takes priority and this includes professional development and training for all staff. This is reflected in the Pupil Premium spending, where teaching is the highest costed tier.

The Education Endowment Foundation states 'The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.' It is for this reason that our plan is specific and precise. We endorse the EEF's view that the use of Pupil Premium funding will 'benefit other groups' and that 'some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.'

## Challenges

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

Challenge number	Detail of challenge
1	Attainment is lower for disadvantaged learners than peers, both in school and nationally. We also have a higher proportion of disadvantaged learners with SEN compared to national, 52% of these are Pupil Premium.
2	Typically our disadvantaged children have poor language skills and limited vocabulary on entry to school.
3	Limited reading at home can be a barrier for disadvantaged children and this impacts on their access to the wider curriculum in school and beyond.
4	Disadvantaged children at Oakdene generally have more complex family backgrounds, 71% of Pupil Premium children have had social care involvement or an Adverse Childhood Experience. A further 9% require pastoral support.
5	Attendance for disadvantaged children is significantly below the rest of the school. 62% of the Persistent Absentees are Pupil Premium
6	Limited 'wider' experiences and opportunities in life to draw upon (beyond the school) which can link to lack of aspiration for the future.

## 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
Increase the percentage of disadvantaged pupils reaching standards Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year.	Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers. Outcomes will be in line with National. Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing. The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding. The quality of teaching and learning in every classroom is enhanced by the

	<p>deployment of highly effective teaching assistants.</p> <p>Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
Develop the vocabulary of disadvantaged pupils, in general and across the curriculum.	<p>Enquiries into teaching and learning and and lesson visits will identify an increased application of vocabulary.</p> <p>Reading attainment will show disadvantaged pupils are in line with all pupils</p>
Increase the opportunities for disadvantaged pupils to read.	<p>Reading outcomes will show disadvantaged pupils are at least in line with National.</p> <p>Reading data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</p>
Ensure all children have the emotional resilience and readiness to learn that ensures academic achievement.	<p>Welfare, emotional and safeguarding barriers are minimised. Enabling Pupil premium children to achieve in line with their peers.</p> <p>Attitudes to learning for all children is positive and learning behaviours are outstanding.</p> <p>Families are supported to reduce barriers to children's achievement</p>
Improve the attendance of disadvantaged pupils.	<p>Attendance for disadvantaged pupils to be in line with others in school and nationally.</p> <p>Reduction in the percentage of Persistent Absentees across school.</p> <p>Individual case studies will demonstrate the impact of improving attendance on pupil achievement.</p>
Increase opportunities and experiences for children – to ensure they have a wide range of experiences to draw upon in learning and develop a deeper understanding of the working world.	<p>Careers Curriculum from Early Years to Year 6 continues to be developed in order to raise aspirations and personal and life skills. Our Enrichment curriculum also supports this.</p> <p>Pupils have had increased encounters with employers and employees, and a range of enrichment opportunities.</p> <p>Pupils are able to talk about skills needed and valued within the workplace and give examples of when these are used.</p>

	Engagement with the Tees Valley Primary Careers Strategy demonstrates further strengthening improvements for the school. Pupils will have increased encounters with employers and employees.
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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: £125,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employ Additional Teacher and Teaching Assistants to Support Quality First Teaching</b> – whilst also providing quality interventions. Ensuring T/TAs are highly qualified through a range of professional development in line with what teachers receive. Interventions are bespoke and include pre-teaching and post-teaching linked directly to teaching and learning in the classroom. Identified areas within school where additional TA use would be most beneficial – this is flexible and reviewed throughout the year and from year-to-year.	EEF – Teaching Assistant Interventions (+4)	1 / 2
CPD for all staff on language development and vocabulary.	EEF SEN research – ‘build an ongoing holistic understanding of your pupils and their needs’.	2
CPD refresher for all staff on Trauma, Attachment, Emotional Literacy. As a result, all staff will have a greater understanding of the backgrounds of many of our children and how they can be supported throughout the school day.	EEF SEN research – ‘build an ongoing holistic understanding of your pupils and their needs’.	4
LF (SENCO) – increase release time by 1.0 day per week. This time is used to monitor standards, oversee interventions and support teaching and learning through mentoring.	EEF – Mastery learning EEF – Teaching Assistant Interventions	1,2 & 3
Develop technology skills for all children as this is a key life skill beyond school.	EEF – Mastery learning	6

<i>Every class to have a full time TA to support with structured interventions, one to one mentoring and support.</i>	EEF – one to one tuition EEF – small group tuition EEF - Teaching Assistant Interventions	1,2 & 3
<i>Continue to employ an additional highly experienced teacher to support interventions for Y1 - Little Willows.</i>	EEF – one to one tuition EEF – small group tuition	1,2 & 3
<b>Careers Curriculum</b> – Further development of a whole school careers curriculum to raise aspirations whilst developing personal and life skills progressively. Mapped in opportunities to meet adults from a range of careers as well as taking part in activities linked to specific career paths e.g., STEAM opportunities.		6 Also impacts on 1 & 2

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

Budgeted cost: £17,915.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to provide effective targeted support through Accelerated Reader for all children from Y2 - KS2 and Lexia in from reception. Encourage the use of these at home.</i>	EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.	1 & 3
<i>Continue to provide access to TT Rockstars and Numbots for all children in school – Encourage the use of these at home.</i>	EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area.	1
<i>Booster for Y6 in Spring Term – one adult to one or 2 pupils. 10 staff x 1 hour per week.</i>	EEF highlights one to one tuition as having significant impact.	1,2 & 3
<i>Precision teaching by TAs One to one intensive support.</i>	EEF – small group tuition	1,2 & 3
<i>Beanstalk reading support</i>	EEF – one to one tuition EEF – small group tuition	1,2 & 3

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

Budgeted cost: £13,550.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>SLA with Education Five for Education Welfare Officer support.</i>	EEF – Parental engagement Children benefit from all strategies in this document if they are in school	5
<i>Participation in Mental Health Trailblazers Programme</i>	EEF - Social and emotional learning has a positive impact on achievement	4
<i>Supporting Pupils Mental Health and Wellbeing – access to 1 to 1 and group Play Therapy via TAs or ABC. Employ Care Team providing 1 to 1 / groups support, mentoring and wellbeing interventions, including support for parents. Include whole school THRIVE professional development to continue to strengthen the whole school ethos and culture</i>	EEF – Behaviour Interventions Social and Emotional Learning	4 / 6 Also supports 1 / 2
<i>Subsidise the provision of Oakdene Experiences across the time the child is in school.</i>	EEF - Social and emotional learning has a positive impact on achievement, Collaboration, Outdoor Learning	6
<i>Use of Yoga to Improve Wellbeing and Readiness to Learn – targeted at Reception children and Little Willows to prepare them for Year 1. Focus on developing listening and attention through use of story and Yoga techniques / movement – one year programme.</i>	EEF – Physical Activity	1, 2 & 4
<i>Continue to Improve Attendance for all Groups - to ensure all pupils are in school and have the best opportunities possible to make at least good progress in all areas of learning – employ Education Welfare Officer (Education Five Ltd) to help support families with attendance and acute need. This is supported by our Care Team and Attendance Team.</i>		5

**Total budgeted cost: £ 156,465.00**



## 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.

#### Outcomes:

Children across the school are making excellent progress and outcomes for Year 6 SATs continue to be above the National trend and in line with the three year assessments and rigorous moderation indicated that attainment for PP children was broadly in line with their Non-PP peers. Variance in outcomes can be attributed to SEND children with Specific needs.

Phonics outcomes and attainment remind a strength across the school with children making excellent progress from starting points on entry. Phonics screening was carried out every 4 weeks from the start of the academic year. The Phonics Lead was relentless in driving the continued standards in phonics and was confident of achieving these outcomes.

Cohort Performance Reviews identify target children for the academic year. These meetings have a particular focus of disadvantaged and diminishing differences with peers. Meetings are then held termly to revisit targets and update on data with a continuing focus on diminishing differences. Teacher assessment data indicates that in a vast majority of cases outcomes for PP children are in line with those of their peers.

#### Curriculum:

The character curriculum is at the core of what is important to us and we aim to provide a wide range of learning opportunities and experiences. It is our desire that children and their families value their learning and seize all and any opportunity wholeheartedly, therefore we aim to ensure the offer to learn is strong in every classroom.

Impact is evident in all areas of school life. Academic achievement increases as children will be more able to overcome difficulties and will value their education; behaviour improves as children are more able to self-regulate and work with others and attendance will improve as families see the increased value of a healthy lifestyle and the importance of education.

Children across all key stages have been exposed to a wide range of classical composers and have deepened their understanding of musical (and cultural) history, as reflected in the pupil voice results. Children are using tuned and untuned instruments regularly. Choir (consisting of 80% PP students) was involved in filming with Young

Voices streamed to over 350,000 people world-wide. Music is delivered outside of lessons through singing assemblies, cross-curricular and composer of the month assemblies. School has been nominated as a Music Mark school through Services for Music.

Accelerated Reader has been used to support the drive in standards of reading. Daily sessions and assessments using the Accelerated reader platform ensure that in 100% of classes the age gain of PP children was in line with or better than their non PP peers.

Non pupil premium gained an average of 10 months on their reading age and our Pupil premium children gained an average of 11.5 months.

#### End of KS2 SATs

Y6 Results 2022 Summary (EXS +)	% of Oakdene pupils	% of pupils nationally	Difference between Oakdene & National
Reading	84%	74%	+10%
Writing	92%	69%	+23%
GPS	90%	72%	+18%
Maths	94%	71%	+23%
Science	97%	79%	+18%
Combined	76%	59%	+17%

Y6 Results 2022 Summary (GDS )	% of Oakdene pupils	% of pupils nationally	Difference between Oakdene & National
Reading	30%		
Writing	5%		
GPS	49%		
Maths	27%		

Last year, we agreed the following:

### **Supporting Teaching and Learning**

- ✓ A planned Curriculum to meet the needs of Oakdene pupils
- ✓ Additional adult support in every class
- ✓ Continued participation in appropriate training programmes for teachers
- ✓ Continue to minimise impact of school closures due to the pandemic

### **Targeted academic support**

- ✓ Addressing the individual needs of each child and identifying their barriers to learning  
Providing intervention linked to termly Cohort Performance Reviews
- ✓ Personalised support and tailored interventions to the needs of the child –academic and otherwise
- ✓ Deployment of support staff to provide bespoke interventions
- ✓ Identifying barriers beyond academic and addressing these through pastoral and emotional support
- ✓ SLT involvement in reducing barriers to learning with any individuals as required.
- ✓ Targeted, personalised support offered throughout pandemic whether children are in school or at home.

### **Wider strategies**

- ✓ Provision of a strong and highly effective Pastoral Team
- ✓ Training for all staff on issues around Mental Health
- ✓ Work with the Educational Psychologist to develop a self-support mechanism for emotional issues and difficulties
- ✓ Working with identified families to improve children's attendance and punctuality
- ✓ Providing support for parents/carers

- ✓ Extended learning out of hours by providing after school provision and Booster Sessions –as national restrictions allow
- ✓ Providing books for all children
- ✓ Reduced costs for educational visits and clubs –as pandemic allows

## 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
N/A	

## Service pupil premium funding (optional)

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

At Oakdene as with so many aspects of education and wellbeing, it is best to be as proactive as possible. Even if we don't think a child is showing any additional worries or upset there are still benefits to being able to chat about feelings surrounding military life. Recognising the special circumstances of a child with a parent in the military is so valuable.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service Pupil Champion Training via the LA.</p> <p>Purchase texts about different roles of the armed services.</p> <p>Celebrate Armed Forces Day in June.</p> <p>Making links with schools in North Yorkshire with more SPP to consider best practice.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Pastoral support offered during challenging times helped mitigate the negative impact on service children of family mobility or parental deployment.</p>

	<p>We purchased resources that are portable, appealing to everyone and especially relevant to children from age 4 to 11 years. A simple, effective and inexpensive resource that has proved all of these things is a giant world map oilcloth. The oilcloth is used in lots of ways and generates many valuable conversations, which in turn informs school about how we are able to help support the children and families. It covers tables at support groups, dinner halls, floors and is even spread out on the school field on a sunny day, creating opportunities for talk about issues which affect children and are instigated in an informal way.</p>
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