

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	OAKFIELD
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	50.72%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Heather Farrell
Pupil premium lead	Heather Farrell
Governor / Trustee lead	Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 142,570
Recovery premium funding allocation this academic year	£ 16,410
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	£ 158,980

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy Plan is designed to ensure that the needs of the most disadvantaged pupils in our school are addressed and met. Carefully planned actions should enable our children to make excellent progress and ensure that there is no gap in attainment between them and their peers. We acknowledge the fact that all children are different and strive to ensure that the offer for those pupils in receipt of Pupil Premium Grant (PPG) is personalised to their individual needs. We have high expectations for all our children and believe that, with skilled teaching and appropriate intervention, everyone has the potential to succeed and attain highly.

Our Pupil Premium Strategy Plan takes a tiered approach which balances the further development of quality first teaching, targeted academic support and wider strategies to meet the needs of pupils entitled to PPG. We recognise the importance of a sharp focus on a small number of priorities, giving the optimum conditions for successful implementation.

Challenges

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

Challenge number	Detail of challenge
1	The impact of school closure and non-engagement with remote learning for some PPG pupils
2	Low baseline on entry to school
3	Percentage of non-SEND PPG pupils attaining at GDS in RWM combined
4	Language and communication difficulties, including lack of exposure to vocabulary required to successfully access the curriculum
5	The impact of experiences beyond school, including challenging home circumstances which can affect pupils' mental health and wellbeing and impact on learning behaviours
6	High percentage of PPG pupils with SEND (31%)
7	Limited life experiences beyond the local area and lack of resourcing at home e.g. appropriate technology, access to books, libraries, cultural experiences
8	Persistent absence of small but significant number of PPG pupils

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
Accelerated progress for PPG pupils in EYFS	Percentage of non-SEND PPG pupils attaining GLD will match non-PPG pupils and be in line with national
Increased percentage of PPG pupils attaining phonics check in Year 1	Number of PPG pupils attaining phonics check in line with non-PPG pupils
Increased percentage of PPG pupils attaining GDS at end of KS2 in RWM combined	Number of PPG pupils attaining GDS will match or exceed non-PPG pupils
Provide a range of experiences which develop cultural capital	All PPG pupils will access a wide variety of enrichment activities within the school day and have the opportunity to take part in extra-curricular activities
Reduce the negative impact of life experiences on the SEMH of identified pupils.	Identified pupils will receive an enhanced wellbeing offer from the Wellbeing Lead teacher to include bespoke interventions, Forest Schools, mindfulness, Zones of Regulation, Lego Therapy, etc Access to pupil counsellor for identified pupils (2 days per week)
Close the attendance gap between PPG and non-PPG pupils	Support provided to pupils and families where attendance is identified as a concern.
Enhance the quality of teaching and learning through staff CPD, with a focus on metacognition and self-regulation	Staff will understand and implement appropriate teaching methods which enable pupils to become more resilient and more responsible for their own learning.

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: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that all pupils access quality first teaching (DHT role)	EEF High quality teaching 'is the most important lever schools have to improve pupil attainment.'	1,2,3,4,5,6

CPD opportunities for all staff on metacognition and self-regulation	EEF Teaching and Learning Toolkit Low cost, high impact +7 months	1,2,3,4,6
Specialist CPD from educational psychologist to equip all support staff with the skills to meet the needs of PPG SEND pupils	EEF Teaching and Learning Toolkit Teaching assistant interventions +4 month gain	1,2,4, 6

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

Budgeted cost: £ 84,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional adults in school to enable small group and 1:1 support within each classroom	EEF Teaching and Learning Toolkit Teaching assistant interventions +4 month gain	1,2,3,4,6
1:1 tuition for identified pupils using recovery premium funding	EEF Teaching and Learning Toolkit 1:1 tuition + 5 month gain	1,3,4,6
Implementation of Early Talk Boost and NELI programmes in EYFS/Y1 as appropriate	Evaluation of NELI programme indicates pupils make on average 3 months progress in language	1,2,4,6
Additional 0.5 teacher to allow for release of DHT to provide bespoke support for identified UKS2 pupils	EEF Teaching and Learning Toolkit 1:1 tuition + 5 month gain	1,3,4
Employment of SALT specialist (1 day per week)	Progress made towards pupils' individual targets	2,4,6
Release time for Inclusion Manager to provide support and monitoring to ensure the needs of PPG SEND pupils are met	Ongoing support for staff from Inclusion Manager has ensured that pupils with SEND make progress from their individual starting points and are able to access teaching appropriate to their needs.	2,4,6

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

Budgeted cost: £ 58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of high quality musical tuition for pupils in KS2	EEF Teaching and Learning Toolkit Arts Participation +3 month gain	1,5, 7
Enrichment opportunities across school available to all pupils to include trips, visitors, forest schools, extra-curricular clubs, in-school experiences	EEF Teaching and Learning Toolkit Arts Participation +3 month gain	1, 5,7
Enhanced wellbeing offer – support provided by Wellbeing Lead. Provision and resourcing	EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months gain	1,5,7,8
Establishment of high quality reading areas in all classes to include purchase of class books	Research evidence on reading for pleasure – OECD.	5,7
Role of Pastoral Manager in supporting families with issues surrounding attendance and wider external family circumstances	EEF Teaching and Learning Toolkit Parental Engagement +4 month gain	5,7,8
Provision of pupil counsellor to support identified pupils with SEMH difficulties/barriers to learning	School data indicates that majority of pupils who access counselling report that it has had a positive impact on their wellbeing and ability to manage feelings	1,5

Total budgeted cost: £ 158,980

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Intended outcomes 2020-2021

1 Percentage of non-SEND pupils attaining GDS in RWM in line with national

2 All non-SEND pupils to make expected progress in RWM

School closure and pupil absence during the pandemic have impacted significantly on these objectives and there is no published data to evaluate the strategies employed. Staff were involved in a variety of CPD opportunities focused on task design devised to support them in ensuring that the needs of all learners were met. They considered and employed alternative approaches to teaching and learning which focused on developing in the children the skills required to become more independent, inquisitive learners who can apply their understanding to diverse tasks. The number of PPG pupils attaining at GDS remains an area of focus for the school.

3 Accelerated progress to ensure Y1 readiness

Based on estimated results for the EYFS profile 2021, 44% of our Reception PPG pupils would have attained a Good Level of Development (GLD) in comparison to 50% of our non-PPG pupils. Whilst this is not a significant gap, we recognise the importance of early intervention for our youngest learners and to this end, we have invested in an additional adult this year to ensure that we can continue to plug gaps in learning at the earliest possible opportunity. This member of staff has also been trained to deliver the NELI programme and has significant experience in supporting pupils with additional needs.

During school closure, PPG pupils were supported in a variety of ways, including the provision of IT resources to enable engagement with remote learning, regular welfare phone calls and home visits, provision of food packages, bespoke learning packages for SEND pupils and assistance for families who required additional support from local services. All vulnerable PPG pupils were offered school attendance and take up was high in this group. A comprehensive remote learning offer was provided incorporating live lessons, recorded sessions and a daily structured timetable of work which was overseen by class teachers.

When pupils returned to school, staff responded swiftly to establish where gaps in learning were and to devise and implement effective strategies to close these gaps. Adaptations were made to teaching sequences and timetabling to support children in building resilience and learning stamina.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Plus LLC
Speech and Language Therapy	SLT for Kids
Pupil counselling	Gill Clarke (Private provider)

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.