

Pupil premium strategy statement



This statement details our school's use of pupil premium funding for the 2023 -24 academic year 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	228
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£ 128040
Recovery premium funding allocation this academic year	£ 16705
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	£ 144745

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 ongoing impact of school closure and non-engagement with remote learning during Covid-19 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 (July 2023 - 48%)
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 be in line with national average
Increased percentage of PPG pupils attaining phonics check in Year 1	Number of PPG pupils attaining phonics check in line with national average
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 Interventions for identified pupils from Emotional Literacy Support Assistant (ELSA) Access to pupil counsellor for identified pupils (2 days per week)
Close the attendance gap between PPG and non-PPG pupils and decrease number of PPG pupils with persistent absence	Support provided to pupils and families where attendance is identified as a concern.
Enhance the quality of teaching and learning through staff CPD.	Staff will understand and implement appropriate teaching methods which enable pupils to become more resilient, reflective 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 oral language interventions	EEF Teaching and Learning Toolkit Low cost, high impact +6 months	1,2,3,4,6
Specialist CPD from educational psychologist/S<herapist 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 Voice 21 Oracy Programme	EEF Teaching and Learning Toolkit Oral Interventions + 6 months gain	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
Role of Emotional Literacy Support Assistant (ELSA) in providing targeted support to identified pupils and wider support across school	EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months gain	1,5,7,8
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
Introduction of OPAL (Outdoor Play and Learning) to increase resilience, collaboration and inclusion.	EEF Teaching and Learning Toolkit Social and Emotional Learning +4 months gain	5,7,8
Parental engagement – reintroduction of	EEF Teaching and Learning Toolkit	1,2,4,5,7

'Learning Together Afternoons' and 'Stay and Play' to encourage parents/carers to engage with school and learning.	Parental Engagement +4 month gain	
--	--------------------------------------	--

Total budgeted cost: £ 158,980

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 2022 to 2023 academic year.

<u>End of KS2 data 2022-23</u>										
	Reading		Writing		Maths		Combined		GPS	
	With RP	Without RP	With RP	Without RP	With RP	Without RP	With RP	Without RP	With RP	Without RP
Expected	56	66	65	76	59	69	47	55	53	62
GDS	29	34	3	3	21	24	3	3	12	14
Disadv EXS	55	73	50	67	50	67	50	67	50	67
Non dis EXS	60	60	73	73	67	67	40	40	53	53

<u>Intended outcomes 2022-2023</u>
<p>1. Accelerated progress for PPG pupils in EYFS</p> <p>End of EYFS data indicates that the percentage of disadvantaged pupils who attained a Good Level of Development was broadly in line with non-disadvantaged pupils. 60% of disadvantaged pupils achieved GLD and raising this remains a priority. In recognition of the importance of early intervention, school has prioritised additional support in Early Years, with three adults in each classroom.</p>
<p>2. Increased percentage of PPG pupils attaining phonics check in Year 1</p> <p>The Year 1 cohort in 2022-23 had 45% pupils on the SEND register. Of the 16 PPG pupils, 9 were identified as having SEND, with 2 pupils having EHCPs. Although the percentage of disadvantaged pupils achieving the phonics check (56%) was lower than non-disadvantaged pupils (73%), this is reflective of the complex needs of this specific cohort. This year, the school has introduced the Little Wandle phonics</p>

scheme and an overall increase in the percentage of pupils attaining the check standard has been achieved. This remains an area of priority for the school.

3. Increased percentage of PPG pupils attaining GDS at end of KS2 in RWM combined

School closure and pupil absence during the pandemic have impacted significantly on this objective, both on PPG and non PPG pupils. However, 2022-23 saw an increase in the number of PPG pupils attaining GDS, with 3% RWM combined, 3% Writing, 25% Reading and 25% Maths.

4. Provide a range of experiences which develop cultural capital

Over the course of the school year, all KS2 pupils have accessed specialist vocal and steel pan tuition. After school clubs have been made available to all pupils, with no charge made for these. The majority of clubs now run on a half-termly basis, with a variety of opportunities made available across the school year in order to meet the enthusiasms of the children. Attendance records indicate that these extra-curricular opportunities were attended by more disadvantaged pupils than non-disadvantaged pupils, with the exception of those clubs that had a more academic focus. All pupils who chose to were able to access the Year 6 residential trip to Robinwood. The school has sought to provide in-school experiences for the children to develop cultural capital as the pandemic and the significant increase to the cost of transport and entrance fees have impacted on trips and visits. A programme of opportunities has been devised for the children over the course of their time at school which will develop cultural capital without becoming prohibitively expensive.

5. Reduce the negative impact of life experiences on the SEMH of identified pupils.

Our wellbeing offer continues to grow, with the training of a member of staff to the role of Emotional Literacy Support Assistant (ELSA). During 2022-23, our ELSA worked with a small cohort alongside class-based duties; we have recognised the need to extend this offer more widely across the school and moving forward, this will become a full-time non-classroom based role. Staff have all received training in the delivery of Zones of Regulation and this is being used across the school. Identified pupils have accessed a range of support and intervention across the year, including counselling support, Forest School intervention, lego therapy and social skills intervention. The number of disadvantaged pupils requiring support with mental health and wellbeing is significantly higher than non-disadvantaged pupils.

**6. Close the attendance gap between PPG and non-PPG pupils
PPG 92.1% Non PPG 95.5% Overall 93.8%**

Overall attendance for the year 2022-23 was 93.8%, with attendance of disadvantaged pupils at 92.1%. The difference between attendance of disadvantaged and non-disadvantaged pupils has remained consistent with

previous years and remains a focus for the school. A more significant discrepancy is between the number of persistently absent pupils who are disadvantaged over those who are not. Figures for 2022-23 indicate that persistent absence was 19.3% for all pupils, 29.7% for disadvantaged pupils. As evidenced in attendance records, school continues to challenge absence and provide support for families as required.

7. Enhance the quality of teaching and learning through staff CPD, with a focus on metacognition and self-regulation

This year has seen a significant change in staffing at the school, with a number of new teachers joining the team. Staff CPD has focused on consistency of approach across the school, ensuring that there is good or better teaching in every classroom.

Externally provided programmes

Programme	Provider
Speech and Language Therapy	SLT for Kids
Pupil counselling	Gill Clarke (Private provider)
Voice 21 Oracy Programme	Voice 21 Organisation

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.