# Pupil premium strategy statement

## This statement details our school’s use of pupil premium funding for the 2024 -25 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

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| Detail | Data |
| School name | OAKFIELD |
| Number of pupils in school  | 217 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers  | 2023 - 2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Joanne Taylor |
| Pupil premium lead | Joanne Taylor |
| Governor / Trustee lead | Academy Improvement Committee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £130,986.27 |
| 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 | £ 130,986.27 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.

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| Challenge number | Detail of challenge  |
| 1 | Low baseline on entry to school |
| 2 | Language and communication difficulties, including lack of exposure to vocabulary required to successfully access the curriculum |
| 3 | The impact of experiences beyond school, including challenging home circumstances which can affect pupils’ mental health and wellbeing and impact on learning behaviours |
| 4 | High percentage of PPG pupils with SEND (July 2024 – 44%)) |
| 5 | Limited life experiences beyond the local area and lack of resourcing at home e.g. appropriate technology, access to books, libraries, cultural experiences |
| 6 | 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.

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| 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, etcInterventions 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*

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| 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&LTherapist to equip all support staff with the skills to meet the needs of PPG SEND pupils  | EEF Teaching and Learning ToolkitTeaching 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*

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| 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 ToolkitTeaching assistant interventions+4 month gain | 1,2,3,4,6 |
| Implementation Voice 21 Oracy Programme | EEF Teaching and Learning ToolkitOral 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 Toolkit1:1 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*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of high quality musical tuition for pupils in KS2 | EEF Teaching and Learning ToolkitArts 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 ToolkitArts Participation+3 month gain | 1, 5,7 |
| Enhanced wellbeing offer – support provided by Wellbeing Lead. Provision and resourcing | EEF Teaching and Learning ToolkitSocial 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 ToolkitSocial 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 ToolkitParental Engagement +4 month gain | 5,7,8 |
| Dedicated attendance meetings and time for attendance team to analyse and have a strategic over the whole school. 0.5 days weekly |  |  |
| Introduction of OPAL (Outdoor Play and Learning) to increase resilience, collaboration and inclusion. | EEF Teaching and Learning ToolkitSocial and Emotional Learning+4 months gain | 5,7,8 |
| TA support for ‘mission critical’ children who need supporting through curriculum  |  |  |

**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.

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| **End of KS2 data 2023 - 24****A table with numbers and percentages  Description automatically generated****Intended outcomes 2023-2024**1. **Accelerated progress for PPG pupils in EYFS**

End of EYFS data indicates that the percentage of disadvantaged pupils who attained a Good Level of Development was broadly in line with the national average. 50% of disadvantaged pupils achieved GLD (52% nationally) and raising this remains a priority. In recognition of the importance of early intervention, school has prioritised additional support in Early Years, with increased adults and a senior leader in the EY unit.1. **Increased percentage of PPG pupils attaining phonics check in Year 1**

The Year 1 cohort in 2022-23 had 11 pupils on the SEND register, 3 of whom had an EHCP. Of the 6 PPG pupils, 2 were identified as having SEND. Although the percentage of disadvantaged pupils achieving the phonics check (66.7%) was lower than non-disadvantaged pupils (84.3%), this is still in line with the picture nationally. This year, the school has benefitted from an established teaching sequence through little wandle. This has led to an overall increase in the percentage of pupils attaining the standard check. This remains an area of priority for the school as there needs to be consistency over time, especially during a period of staffing changes.1. **Increased percentage of PPG pupils attaining GDS at end of KS2 in RWM combined**

The percentage of children achieving reading and mathematics at GDS standard continues to remain below the national picture – this impacts significantly on the RWM percentages at GDS. This will remain on the PPG and funding allocated to improvement.1. **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. 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 there has been a significant increase to the cost of transport and entrance fees have impacted on trips and visits. The school intends to make use of the new residential centre in Whitby to give children the experience of a residential trip away to the seaside. A programme of opportunities has also been devised for the children over the course of their time at school which will develop cultural capital without becoming prohibitively expensive. This is the Oakfield Opportunities. This is something which will remain on pupil premium strategy so school can subsidise the cost of trips nd visits.1. **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). This was expanded over 2023/24 so a member of the team is not based in the classroom and can invest time into supporting children. 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. This will continue to expand next year.1. **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 2023 - 24 was 93.3%, 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 2023 - 24 indicate that persistent absence was 20% for all pupils and 30.6% for disadvantaged pupils. As evidenced in attendance records, school continues to challenge absence and provide support for families as required. Moving forward the school will investigate the cost and benefits of EWO support.1. **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

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| Programme | Provider |
| Speech and Language Therapy | SLT for Kids |
| Voice 21 Oracy Programme | Voice 21 Organisation |

# Further information (optional)

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| *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.* |