

# 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                                                              | Oakington C of E Primary School |
| Number of pupils in school                                               | 103                             |
| Proportion (%) of pupil premium eligible pupils                          | 26.5% (27)                      |
| Proportion (%) of disadvantaged pupils who have SEND                     | 10% (10)                        |
| Academic year/years that our current pupil premium strategy plan covers. | 2021/2022 to 2024/2025          |
| Date this statement was published                                        | September 2023                  |
| Date on which it will be reviewed                                        | September 2024                  |
| Statement authorised by                                                  | N. Clark (Headteacher)          |
| Pupil premium lead                                                       | N. Clark (Headteacher)          |
| Governor / Trustee lead                                                  | M. Bigg                         |

## Funding overview

| Detail                                                                                 | Amount         |
|----------------------------------------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year                                    | £39,600        |
| Recovery premium funding allocation this academic year                                 | £3,625         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>                                             | <b>£43,225</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Common barriers to learning for Pupil Premium children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

### Our ultimate objectives are:

- To narrow the attainment gap between Pupil Premium pupils and Non-Pupil Premium pupils.
- For all Pupil Premium pupils in school to meet or exceed age related expectations in attainment.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

### We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of Pupil Premium pupils are adequately assessed and addressed.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Achieving these objectives:

The range of provision Oakington C of E Primary School consider making for this group include and would not be exclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- ensure disadvantaged pupils are challenged in the work that they're set
- Providing small group work focussed on overcoming gaps in learning.
- Additional learning support.
- Support payment for educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.
- Provisions in place to improve attendance and punctuality.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected by the COVID-19 pandemic, including non-disadvantaged pupils.

## Year 1

### Reading - Phonics Score

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



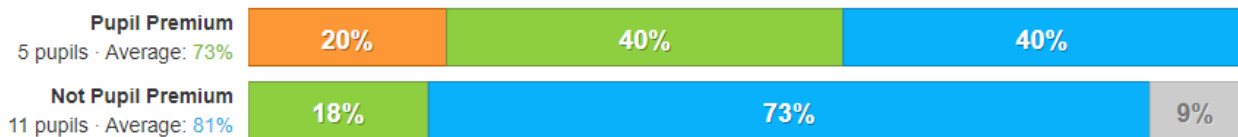
### Writing - Main Assessment

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



### Number – Number and Place Value - HeadStart Maths

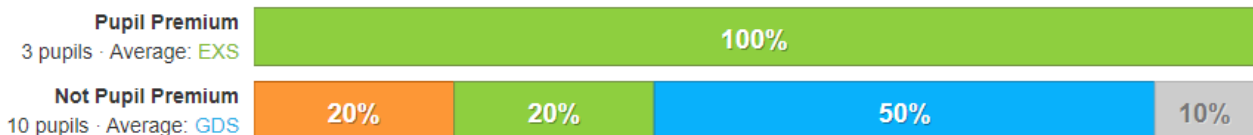
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## Year 2

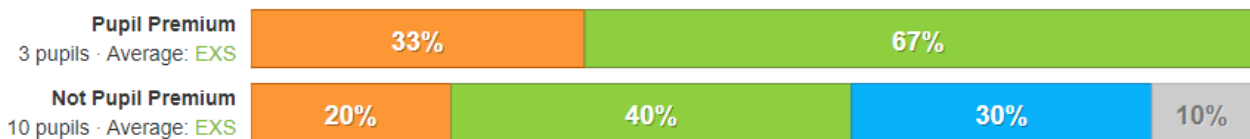
### Reading - SAT TA

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



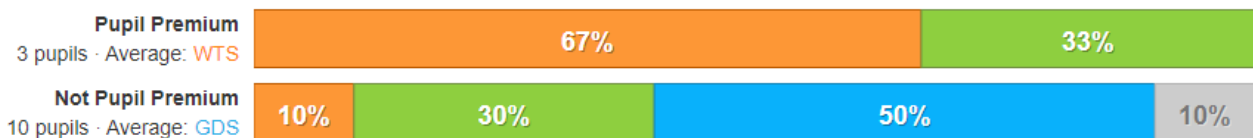
### Writing - SAT TA

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



### Maths - SAT TA

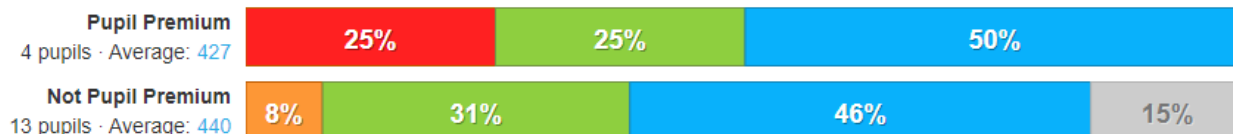
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## Year 3

### DIBELS - Composite Score

Legend Well below Just below Expected Above No data



### Writing - Main Assessment

Legend Well below Just below Expected Above No data



### Number – Number and Place Value

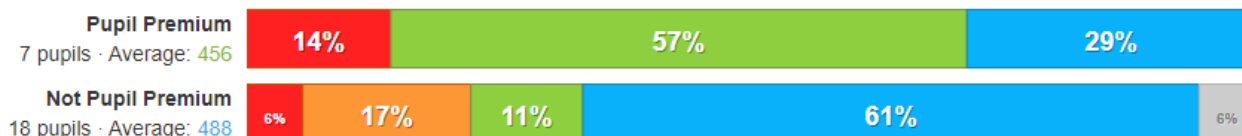
Legend Well below Just below Expected Above No data



## Year 4

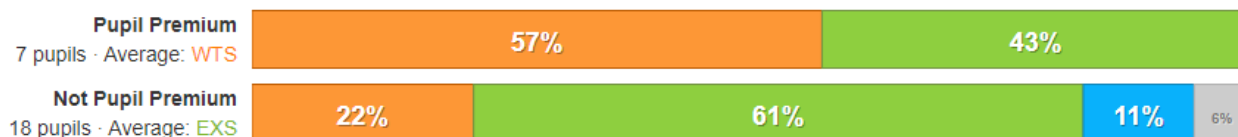
### DIBELS - Composite Score - DIBELS

Legend Well below Just below Expected Above No data



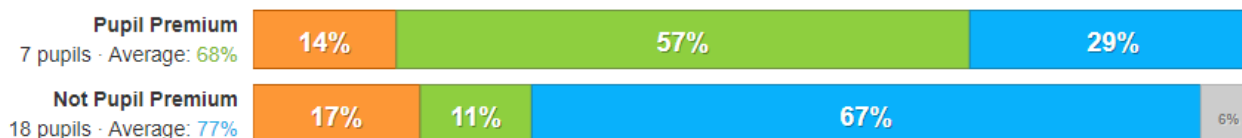
### Writing - NMM Writing Moderation

Legend Well below Just below Expected Above No data



### Number – Number and Place Value - HeadStart Maths

Legend Well below Just below Expected Above No data



## Year 5

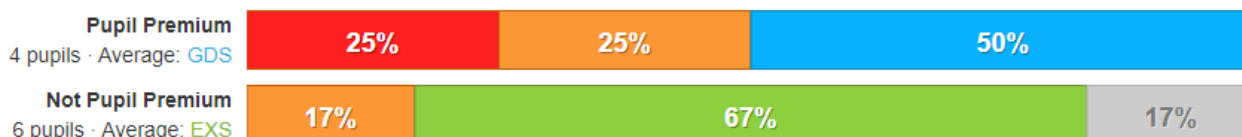
### DIBELS - Composite Score - DIBELS

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



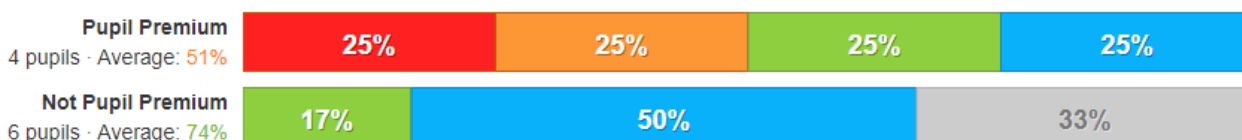
### Writing - Main Assessment

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



### Number – Number and Place Value - HeadStart Maths

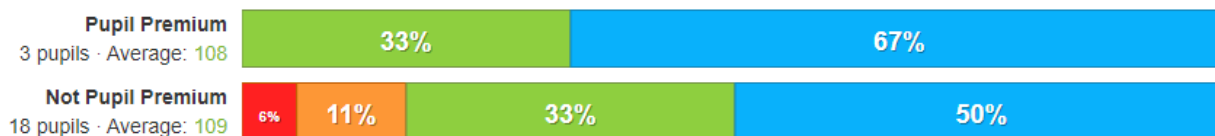
Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



## Year 6

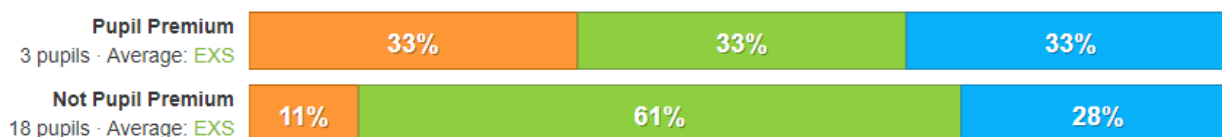
### Reading - SAT Scaled Score

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



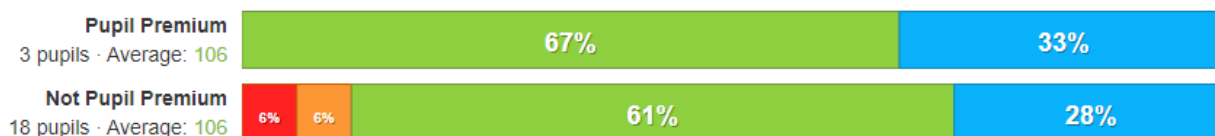
### Writing - SAT TA

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



### Maths - SAT Scaled Score

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers.                                                                                                                                                                                                                                            |
| 2                | For some year groups, <b>maths</b> attainment in <b>number</b> among disadvantaged pupils is below that of non-disadvantaged pupils.                                                                                                                                                                                                                                                                     |
| 3                | For most year groups, <b>writing</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.                                                                                                                                                                                                                                                                                    |
| 4                | <p>Our assessments and observations indicate that the education and <b>wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant <b>knowledge gaps</b> leading to pupils falling further behind age-related expectations.</p> |
| 5                | <p>Our <b>attendance</b> data this year indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>Disadvantaged = 96.12%</p> <p>Non-disadvantaged = 96.28%</p>                                                                                                                                                                                             |

## 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.

| Ch. | Intended outcome                                                                                  | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Improved reading and phonics attainment among disadvantaged pupils.                               | KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                                                                                                                                                          |
| 2   | Improved maths attainment for disadvantaged pupils at the end of KS2.                             | KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                                                                                                                                                            |
| 3   | Improved writing attainment for disadvantaged pupils at the end of KS2.                           | KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.                                                                                                                                                                                                                                                                                                                                                          |
| 4   | To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul> |
| 5   | Improved mental health and wellbeing of all pupils, particularly disadvantaged pupils.            | Family Support Worker seeing less than 10% of PP children by 2024/25. Pupil voice data shows a 100% positive attitude towards school and self-esteem.                                                                                                                                                                                                                                                                                                               |

## 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: £ 1,000

| Activity                                                                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Assessment                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                       |                               |
| Termly standardised diagnostic assessments which are effectively administered and evaluated.                                                                                                                                                                           | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:                                                                                                                                                                    | 1, 2, 3, 4                    |
| Reading Reconsidered delivered across the school. These can support pupils to develop reading skills, such as oral reading fluency, reading comprehension and extend vocabulary.<br><br>We will purchase resources and fund ongoing teacher training and release time. | Grounded in advice and evidence from effective classrooms nationwide, "Reading Reconsidered" gives actionable guidance from real-life educators and instructional champions. Pupils learn their literature, history, maths, science, or art via a firm foundation of strong reading skills. By honing this skill above others we give pupils the keys to unlock their full potential. | 1, 3                          |
| Sounds Write phonics taught across the school.                                                                                                                                                                                                                         | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Sounds Write is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.                                                             | 1, 3                          |
| Enhancement of our maths teaching and curriculum planning in                                                                                                                                                                                                           | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of                                                                                                                                                                                                                                                            | 2                             |

|                                 |                                                    |  |
|---------------------------------|----------------------------------------------------|--|
| line with DfE and EEF guidance. | Mathematics, drawing on evidence-based approaches. |  |
|---------------------------------|----------------------------------------------------|--|

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

Budgeted cost: £ 37,152

| Activity                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                     | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Tailored support plan and interventions targeted at disadvantaged pupils who require further phonics support.                                                                                                     | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. | 1, 3                          |
| School-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.                                                                                              | 1, 2, 3, 4                    |
| Priority adult support in the classroom during English and maths lessons.                                                                                                                                         | Additional adult support targeted at specific needs can be an effective method to support low attaining pupils or those falling behind.                                                                                                                                  | 1, 2, 3, 4                    |

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

Budgeted cost: £ 3,555

| Activity                                      | Evidence that supports this approach                  | Challenge number(s) addressed |
|-----------------------------------------------|-------------------------------------------------------|-------------------------------|
| Embedding principles of good practice set out | The DfE guidance has been informed by engagement with | 5                             |

|                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                  |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <p>in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>     | <p>schools that have significantly reduced levels of absence and persistent absence.</p>                                                                                                                                                                                                                                                                                                         |            |
| <p>Sensory Circuits during school hours and will be run by a teaching assistant to aid the development of gross and fine motor skills, concentration and wellbeing.</p>                                                                            | <p>A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.</p> | <p>All</p> |
| <p>Art and Play therapy. A weekly session run by a trained external art therapist, Lucy Jones, for children who may be struggling with mental health and wellbeing, or who may be experiencing challenging or traumatic events in their lives.</p> | <p>Art therapy encourages children and young people to better understand thoughts, feelings and behaviours. By creating images and objects, children and young people can begin to see the thoughts and feelings they have inside and then be supported by the art therapist to better understand themselves and find solutions.</p>                                                             |            |
| <p>Contingency fund for acute issues.</p>                                                                                                                                                                                                          | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>                                                                                                                                                                                            | <p>All</p> |

**Total budgeted cost: £ 41,055**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

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

### Service pupil premium funding (optional)

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

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## 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.*