

Pupil premium strategy statement – Oxford Gardens Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2021-September 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Lauren Potter Chowdhury
Governor / Trustee lead	Chris Blewett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,330
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£19,452
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£202,782

Part A: Pupil premium strategy plan

Statement of intent

At Oxford Gardens, we expect all pupils to achieve their potential, regardless of background or starting point. This 'Defeating Destiny' ethos is embedded in everything that we do. We strive to create a culture of excellence, equipping all our young people to become resilient, life-long learners, with the creative skills to face life's challenges with innovation and desire to succeed. We strive to ensure that our pupils from disadvantaged backgrounds learn how to read fluently and widely and also to develop a love of reading. They will be able to express themselves clearly and confidently and recognise that their voice is valued. Through our rich curriculum, we ensure that children leave our school with a wealth of real-life experiences, which build on their sense of purpose, meaning, belongingness and desire to make a contribution to society. Our current pupil premium strategy helps us achieve this by allowing us the opportunity to remove some of the barriers to learning and to provide opportunity for small group support, which is focussed on targeting specific areas of need. The key principles of our strategy plan are:

1. An ethos of high achievement for all pupils. We expect pupils to reach their potential; we do not stereotype disadvantaged pupils or believe that they face the same barriers.
2. Early and targeted support for behaviour and attendance. We recognise that good attendance and positive behaviour for learning form the foundation of a successful school experience.
3. High quality teaching for all pupils. We recognise that quality first teaching in the classroom is the most effective way to raise standards.
4. Tailored support for individual learning needs. We identify pupils' needs and provide individualised support if required.
5. Effective staff deployment. We use the most skilled staff to work with the pupils who need most support.
6. Use of assessment and data to monitor the impact. We are constantly using assessment data to monitor the impact of our work and make adjustment as necessary.
7. Clear Leadership. We set extremely high aspirations for staff and hold everyone accountable for raising attainment.

Challenges

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

Challenge number	Detail of challenge
1	Arrival in school with below average attainment, especially in Communication and Language and Literacy.
2	Decreased likelihood of fulfilling complete academic potential
3	Fewer opportunities outside of school for enrichment and wider personal development.
4	Inconsistent attendance and punctuality.
5	Increased risk of social and emotional difficulty
6	Catch up. Levels of engagement in remote learning and in school education varied during the partial school closures during the academic years 2019-20 and 2020-21. As a result, there are some pupils who need to catch up in order to ensure that they are working at or above age-related expectations.
7	Decreased parental involvement
8	Increased numbers of children with complex needs

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
By the end of KS2, for disadvantaged pupils to attain in line with their non-disadvantaged peers in Reading, Writing and Maths	Disadvantaged pupils will attain in line with or above their non-disadvantaged peers at the end of KS2. Pupils will make accelerated progress from their individual starting points.
For disadvantaged pupils to meet the age-related expectations in the Year 1 and 2 phonics screening check and the Year 4 multiplication check.	Disadvantaged pupils will attain in line with or above their non-disadvantaged peers in the Year 1 and 2 phonics screening check and the Year 4 multiplication check.
For disadvantaged pupils to make accelerated progress in the EYFS, in particular in Literacy and Communication and Language.	Disadvantaged pupils, who are not at ARE, make accelerated progress from their baseline assessment, so that more disadvantaged children are at ARE at the end of Reception that in their baseline.

For disadvantaged pupils to attend school daily and punctually. Their attendance will be in line with their non-disadvantaged peers	Attendance for disadvantaged pupils will be 96% across the school. All pupils to attend school by registration.
Pupils to be supported to develop strategies to regulate their emotions.	Evidence from SDQs taken at the beginning and end of therapeutic interventions. Fewer negative behaviour incidences recorded for children.

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: £ 112,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLRs for Maths, English Ks1 and Ks2 and the SENCO roles	Ensuring high quality teaching “is the key ingredient of a successful school and should rightly be a top priority to pupil premium spending”) (EEF Guide to the PP – Autumn 2021)	1 & 2 & 8
Continued CPD – delivered in the school and by external professional	Ensuring high quality teaching “is the key ingredient of a successful school and should rightly be a top priority to pupil premium spending”) (EEF Guide to the PP – Autumn 2021) We regularly send leaders and teachers on external CPD, which is then disseminated in weekly staff CPD.	1 & 2
Additional teacher in Year 6 to allow smaller class sizes, leading to higher levels of feedback being given and support SLT supported to impact on the curriculum	Reducing class size has a small positive impact of +2 months on EEF Toolkit. Effective feedback has a greater impact of +5.	1 & 2

Targeted full-time places in Nursery	EEF Early Years Toolkit states that an earlier starting age has a positive impact of +6 months.	1 & 2
Maths Mastery subscription	EEF Toolkit – Mastery learning has a positive impact of +5 months. All teachers have access to the high quality CPD on the platform and the Maths leader regularly leads CPD around Mastery learning.	2

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

Budgeted cost: £28,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
West London Zone	This supports some of our most vulnerable children and families with parental engagement (EEF +4 months); SEMH of children (EEF +4 months), enrichment opportunities , as well as creating bespoke intervention programmes for the identified pupils. (1:1 tuition + 5 months)	1,2,3,4,5, and 7
WellComm (speech and language intervention) delivered by trained Nursery Officers from N-Y1	EEF Early Years Toolkit – Communication and Language approaches show a positive impact of +6 months	1
In school phonics, Reading and Maths interventions to target small groups, led by LSAs/HLTAs	EEF Toolkit -TA interventions Have a positive impact of +4 months	1,2 and 6
1:1 phonics and Reading support from LSAs/Nos	EEF Toolkit– phonics has a positive impact of +5; Reading comprehension strategies have a positive impact of +6	1,2 and 6
Year 6 boosters led by teachers	EEF Toolkit –Small Group Tuition has a positive impact of +4	1, 2 & 6

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

Budgeted cost: £61,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor leading behaviour interventions, in class targeted support and playground support.	EEF Toolkit –Behaviour interventions +4 months.	5
Attendance initiatives –reviews and support, scooter run, targeted breakfast club places	EEF Toolkit –parental engagement showed a positive impact of +3 months.	4
Individual and small group music lessons	EEF Toolkit – Arts participation +3 months	3
Daily fruit	All children are given a piece of fruit at break time. This has a positive impact on their well-being, health and ability to concentrate and focus in class	5
Targeted places in after school club provision EEF Toolkit -These interventions may, however, be beneficial for their own sake outside of any attainment impacts.	Enrichment activities without a specific focus on learning can have an impact on attainment, but the effects tend to be lower and the impact of different interventions can vary a great deal	3
Play therapist	EEF Toolkit – Social and Emotional Learning + 4 months.	5
TLR holders leading parent workshops in their subject areas	EEF Toolkit – parental engagement +3 months.	7

Total budgeted cost: £ 202,782

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations and below where it had been pre-pandemic. However, the vast majority of children who were behind after the pandemic, have made accelerated progress. Our analysis suggests that the reason for the gap in attainment between some of our disadvantaged pupils and their peers, is primarily the ongoing impact of COVID-19, including the ongoing impact this has had on the attendance of some of our disadvantaged children. Additionally, we have a high percentage of children with EHCPs and the majority of these children are disadvantaged. Their progress is measured differently to children without EHCPs. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. However, this is not evident in every year group and the difference has diminished in several year groups, since children fully returned to school in 2022-23. Absence among disadvantaged pupils was higher than their peers in 2022/23 and persistent absence is higher. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted over the past two last year. Far more disadvantaged children now have a greater levels of social services involvement. The impact was particularly acute for disadvantaged pupils. This compounded the difficulties that families had faced, following the Grenfell Tower tragedy. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We have made progress in ensuring that more disadvantaged children are achieving their full potential and are also making progress in terms of their well-being.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.