



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	Oakley Cross Primary
Number of pupils in school	N-Y6 164 YR – Y6 131
Proportion (%) of pupil premium eligible pupils	56 Children 43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Sian Atkinson, Headteacher
Pupil premium lead	Sian Atkinson
Governor / Trustee lead	Diane Farrer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,305
Recovery premium funding allocation this academic year	£8,120
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	£86,425

Part A: Pupil premium strategy plan

Statement of intent

‘We believe in respect and success for all’.

At Oakley Cross, we have high expectations for all of our pupils and feel that education is the route out of poverty. We aim to ensure that all pupils are given every chance to realise their full potential and to challenge barriers to learning.

The main barriers to learning for disadvantaged pupils at our school are speech and language difficulties, lack of resilience and independence skills, low levels of writing and lack of exposure to real life experiences.

Our school, through a wide range of activities, promotes our universal values and secures good outcomes for children with regards to their personal, social and emotional wellbeing.

We focus our Pupil Premium spending on delivering high quality teaching to ensure disadvantaged pupils are challenged appropriately, have strong emotional resilience and have pride in all achievements.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of children do not achieve expected standard in phonics in KS1.
2	Underdeveloped early language. Limited vocabulary and poor language and communication skills impact on children’s progress in reading and writing across school.
3	Low confidence levels and resilience in writing across a variety of genres.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Mental health and emotional wellbeing. Children have limited opportunities to access real life experiences.
6	Attendance in school; low aspiration and value for education impact on children’s attendance.

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
To implement a rigorous, high quality, systematic phonics programme.	<p>High quality resources are available to all children.</p> <p>All staff effectively teach a robust and consistent phonics programme matched to children's phonic stage.</p> <p>Targeted support is directed towards those pupils who require further input.</p> <p>Phonics results are in line or better than National Average.</p>
To improve oral language and communication skills	<p>EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal.</p> <p>High quality provision both indoors and outdoors supports pupil's development in all areas of learning, supported by LA advisor.</p> <p>Speech and language intervention is timetabled throughout school and children make good progress.</p>
To improve the % of children working at ARE in reading.	<p>Children are fluent, confident and enjoy reading, as a result, reading outcomes improve.</p> <p>Reading is prioritised to allow disadvantaged pupils to access all aspects of the curriculum.</p> <p>Teacher feedback focuses learning and improves children's understanding and progress.</p>
To provide quality opportunities to revisit and build on prior knowledge to ensure accelerated progress in reading and writing.	<p>All teachers have a secure knowledge of assessment end points in all key stages.</p> <p>Evidence in books is a strength and shows clear progression.</p> <p>Teacher feedback has a positive impact on progress.</p>
<p>To provide pupils with meaningful opportunities to fully engage in and actively contribute to the life of the school and beyond; leading initiatives responsibly and respectfully.</p> <p>To rebuild confident and successful learners.</p>	<p>Children are more emotionally supported and settled, more able to access the curriculum and make progress.</p> <p>Engagement with the wider community improves.</p>

	<p>Children's personal and academic skills, social and cultural capital and resilience improve.</p> <p>Children develop a fascination with the world.</p>
<p>Achieve and sustain improved attendance for all pupils particularly disadvantaged.</p> <p>To reduce % of PA children.</p>	<p>Good attendance is sustained. Whole school attendance is increased to being at least 96% or above. There is a reduction in the level of persistent absence across school.</p>

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff to access Essential Letters and Sounds training to ensure consistency in this approach to phonics across the school.	EEF suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading.	1 2
Develop effective teams of teachers and TAs <ul style="list-style-type: none"> <i>Review roles of teachers and TAs.</i> <i>Effective TA deployment across school.</i> 	EEF recommends that TAs should not be used as an informal teaching resource for low attaining children. EEF recommends to use TAs to add value to what teachers do, not replace them.	1 2 3 4
Teacher and TA meetings to ensure TAs are fully prepared for their role in the classroom. <ul style="list-style-type: none"> <i>TA CPD</i> 	EEF recommends TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)	1 2 3 4
TA deployment Provision map intervention timetable for 1:1 and small group support. <ul style="list-style-type: none"> <i>Adopt evidence-based interventions.</i> 	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress Positive effects are only observed when TAs work in structured settings with high quality support and training.	1 2 3 4

<p>Develop effective teacher feedback to improve pupil learning.</p>	<p>EEF Providing feedback is well-evidenced and has a high impact on learning outcomes. Feedback shows an impact of 6 months progress.</p>	<p>3 4</p>
<p>Provide effective professional development for staff in order to further enhance their professional skills. Including</p> <ul style="list-style-type: none"> • <i>Reading VIPERS CPD for transfer of reading skills across school and at home</i> • <i>Assessment CPD</i> • <i>Writing assessment CPD</i> • <i>Subject leader support</i> • Local Authority support/CPD for EYFS 	<p>Research suggests high-quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p>	<p>1 2 3 4</p>
<p>Early identification of communication and language need</p> <ul style="list-style-type: none"> • <i>Implement Nuffield Early Language Intervention</i> 	<p>EEF- Communication and Language approaches show an impact of 6 months progress.</p>	<p>2</p>
<p>Employment of an Attendance Officer to promote good attendance and punctuality.</p>	<p>Evidence shows the links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</p>	<p>6</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language intervention.	EEF evidence - very high impact for very low cost.	2
Speech and language Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills. <ul style="list-style-type: none"> • <i>Speech Link</i> 	EEF recommends that the focus for low attaining pupils should be on retaining access to high quality teaching – working with individuals or small groups should be brief, intensive and structured.	2
Use TAs to help children develop independent learning skills and manage their own learning.	Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.	3 4
Intervention to close the intervention gap. <ul style="list-style-type: none"> • <i>1:1 phonics intervention</i> • <i>1:1 reading intervention</i> 	EEF research suggests, targeted phonics interventions may improve decoding skills more quickly for pupils who have experienced barriers to learning.	1 2

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

Budgeted cost: £ 11,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote positive Mental Health and wellbeing <ul style="list-style-type: none"> • <i>Calm club</i> • <i>Mental Health First Aid CPD</i> 	Research suggests ‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.	5
Nurture, develop and stretch pupils’ talents and interests.	EEF think enriching education has intrinsic benefits. It’s believed that all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	5
Promote physical development.	EEF evidence shows an impact of 3 months.	5
Utilise the skills and expertise in the local community to enrich the curriculum.	Extensive research points to the benefits of developing resilience and raising self-esteem through an enriched curriculum.	5

Total budgeted cost: £ 86,425

Pupil premium strategy outcomes

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

There are no formal data outcomes available for comparison from Summer 2021 due to the ongoing Covid 19 pandemic. Achievement was monitored across school. A baseline was collected in September 2020 and data was collected December 2020. There was a further lockdown January-March 2021. Data was collected 3 weeks after their return. There was a final data collection at the end of the summer term.

Governors were updated regarding the achievement of children in receipt of the pupil premium grant via governing body meetings and HT report to governors.

- An academic mentor was employed to support children in KS2.
- September-December, children accessed high quality teaching in school. Additional to quality first teaching, children were targeted through extra booster sessions provided by teachers, teaching assistants and an academic mentor.
- Throughout the lockdown period (January-March 2021) school remained open to children of key workers and vulnerable children. We had around 56 children in each day. Of these, the majority were vulnerable and a small proportion were key workers. Some vulnerable pupils remained at home and were contacted weekly by DSLs.
- During the school closure teachers set daily tasks in reading, writing, maths and spellings. They also set tasks in foundation subjects, following our curriculum plans. A daily register was set to check in with children and a weekly Teams meeting in groups of 6-8. Children responding received regular feedback from teachers and support staff.
- For children working at home, without appropriate technology, Kindles and laptops were delivered. Some parents also received sim cards in order to access the internet for online learning.
- School reopened on Monday 8th March and all children were expected to return. Children returned to full time education, teachers focussed on pupil's wellbeing during this 3week period, settling them back into school routines. The week before half term, teachers completed assessments to monitor for any lost learning to inform planning for the summer term.
- To further support online learning, we began a trial with Oxford Reading Buddy – promoting reading and comprehension skills at home
- During the summer term, children were targeted to ensure rapid progress was made. Teachers, teaching assistants and the academic mentor ran daily interventions outside of core subjects. This was balanced to ensure children did not always miss the same foundation subject.

Attendance (Outcome 3)

Our school attendance officer continued to work with our most vulnerable families up to and following the enforced lockdown period and where appropriate alongside the LA's attendance improvement team.

Equality of Opportunity and Curriculum Enrichment (Outcome 4)

Breakfast Club:

Our breakfast club provision was well used in the autumn and summer terms, continuing the measures and controls set out in Summer 2020. During the lockdown period we did not run breakfast club but we did provide breakfast to those children in school each day.

Food Parcels:

We used funding provided to buy food parcels for families during the autumn term. In the summer term we also accessed funding from Groundworks North East to provide food parcels and activities for families.

After School Clubs

During the autumn and summer term we ran after school clubs. All were well attended. We focussed on sports clubs, allowing children opportunities to stay active.

FSM Vouchers

We ensure all PP children receive their FSM vouchers prior to a school holiday,

Emotional Support (Outcome 5)

Specific intervention was delivered to children via the Emotional Wellbeing and Effective Learning (EWEL) team, focussing on early intervention. We saw positive results within the classroom for those children who accessed support.

Activities provided to enrich the curriculum and reward positive behaviours in school have been well received and are successful as a motivating factor to maintain the highest standards of behaviour.

During the lockdown, children and families were contacted by senior leaders using school pay as you go mobiles.

There were no fixed term exclusions during 2020-2021. Low level disruption is rare. Behaviour for learning in school is very good.



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
NELI - Nuffield Early Language Intervention	Nuffield Foundation Education Limited
Essential Letters and Sounds	ELS in association with Oxford University Press
Speech Link	Speech link Multimedia Limited