

Pupil premium strategy statement – Oakley Cross Primary School

Updated Dec 2023

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	YR-Y6 139
Proportion (%) of pupil premium eligible pupils	68 Children
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 Updated December 2022 Updated December 2023
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	£81,275
Recovery premium funding allocation this academic year	£ 5981.25
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year	£ 87,256.25

<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>	
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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.

Our approach will be responsive to common challenges and individual needs. The approaches we adopt complement each other and help pupils to excel and ensure that children experience opportunities that develop skills and aid them to become life long learners.

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 and this continues to negatively impacts their development as readers.
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. Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Lack of core and physical strength in Early years
4	All children need high quality 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. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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
<p>To implement a rigorous, high quality, systematic phonics programme.</p> <p>To ensure high standards are consistent for the teaching of phonics</p>	<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>CPD is frequent and up skills staff's knowledge and skills.</p> <p>Targeted support is directed towards those pupils who require further input. 'Keep up not catch up approach'</p> <p>Phonics results are in line or better than National Average.</p>
<p>To improve oral language and communication skills</p> <p>To develop oral story telling.</p>	<p>EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal.</p> <p>The environment is language rich</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>
<p>To improve the % of children working at ARE in reading.</p> <p>To ensure middle attainers make good progress from starting points</p> <p>To implement a whole school reading spine.</p>	<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> <p>Children who are falling behind are supported to keep up.</p>
<p>To provide quality opportunities to revisit and build on prior knowledge to ensure accelerated progress in reading and writing.</p> <p>To adapt formative assessment processes in all foundation subjects.</p>	<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>Formative assessment is well evidenced in science, history and geography books.</p>

Children can make links between themes in foundation subjects using prior knowledge	Monitoring records are up to date and show impact of assessment process.
<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>To provide leadership opportunities for all pupils.</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.</p> <p>Whole school attendance is increased to being at least 96% or above.</p> <p>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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to continue to access Essential Letters and Sounds training to ensure consistency across the school.</p> <ul style="list-style-type: none"> Develop effective team of experts to support training colleagues Adapt the ELS programme where needed following training 	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
Ensure effective teams of teachers and TAs	EEF recommends that TAs should not be used as an informal teaching resource for low attaining children.	1 2 3

	EEF recommends to use TAs to add value to what teachers do, not replace them.	4
<p>Teacher and TA meetings to ensure TAs are fully prepared for their role in the classroom.</p> <ul style="list-style-type: none"> • CPD plan for TAs 	EEF recommends TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)	1 2 3 4
<p>Develop Early Years staff team.</p> <p>Provide effective professional development for staff in order to further enhance their professional skills.</p>	EEF recommends TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)	1 2 3 4
Subject leaders across the school have a sound knowledge of how their subjects are planned and taught in Early Years.		
Develop effective teacher feedback to improve pupil learning.	EEF Providing feedback is well-evidenced and has a high impact on learning outcomes. Feedback shows an impact of 6 months progress.	3 4
<p>Intervention to support early reading</p> <ul style="list-style-type: none"> • Implement Language link as well as speech link • Retrain staff to improve quality of Lego therapy 	EEF On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. Combining a range of communication and language approaches is likely to be more effective than a single approach.	1 2
Employment of an Attendance Officer to promote good attendance and punctuality	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.	6
Intervention to support early numeracy approaches	EEF Early numeracy approaches typically increase children's learning by about 7 months	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language intervention.	EEF evidence - very high impact for very low cost. Combining a range of communication and language approaches is likely to be more effective than a single approach.	2
Speech and language Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills. Speech Link, Blast and language link	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 gap. 1:1 phonics intervention Keep up not catch up 1:1 reading intervention (daily)	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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote positive Mental Health and wellbeing	Research suggests 'Social and emotional skills' are essential for	5

<ul style="list-style-type: none"> • <i>Calm club</i> • <i>Mental Health First Aid CPD</i> • <i>Anxiety Gremlin</i> • LA wellbeing SLA 	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.	
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. Fundamental movement intervention	EEF evidence shows an impact of 3 months.	5 3
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
Many curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.	EEF research suggest that character related approaches can be most effective for improving attainment when they are specifically linked to learning	5

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022/23

GLD- 14% of disadvantaged pupils achieved expected standard.

KS1 Cohort of 11 children 5 disadvantaged.

40% of disadvantaged pupils achieved expected standard in reading

20% of disadvantaged pupils achieved expected standard in writing

80% of disadvantaged pupils achieved expected standard in maths

Phonics

80% of disadvantaged pupils achieved expected standard in phonics

Year 4 multiplication check average score for disadvantaged

KS2 Cohort of 12 children 3 disadvantaged

67% of disadvantaged pupils achieved expected standard in reading

67% of disadvantaged pupils achieved expected standard in maths

33% of disadvantaged pupils achieved expected standard in writing

33% of disadvantaged pupils achieved expected standard in grammar

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Essential letters and Sounds programme continues to have a positive impact on phonics outcomes. It is carefully sequenced and taught well by all staff. Interventions are embedded across school. Pupils become fluent readers

The curriculum supports children's language and reading skills effectively and is well organised to help pupils read a broad range of texts and authors. Must use vocabulary is planned for and used in all subjects

Children in nursery access BLAST intervention. Language Link assessments are carried out with all children in reception to identify need early.

CPD has been effective and has led to improved quality of education.

Robust systems are in place to improve attendance and appropriate steps are taken to reduce PA. Staff continue to work with families to deal with reasons for absence. School works closely with the Local Authority

2021/22

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected

schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, some cohorts of disadvantaged pupils performed as we expected- 75% of disadvantaged children achieved a Good Level of Development as well as 75% of disadvantaged children achieved expected standard in CL+R+W. With these children being Year 1 ready.

Some groups achieved above our expectations- 79% of disadvantaged children met the expected standard in reading at KS2. Our analysis has also identified where attainment of disadvantaged pupils in 2021/22 was below our expectations.

Absence among disadvantaged pupils was 92.25% and broadly in line with their peers at 92.1% in 2021/22. Persistent absence for disadvantaged was 10.9%. (these figures include COVID related absence) Attendance remains a high priority for our school. Our attendance officer is extremely proactive and every action is taken to improve overall attendance.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Essential Letters and Sounds has been successfully implemented for phonics teaching and is having an impact on standards including supporting children to 'keep up not catch up' Training is accessed regularly and has ensured fidelity to the scheme.

Reading has a stronger focus across the school, beginning in early years where staff regularly read to children. The reading spine has been reviewed, now having a stronger focus upon equality and diversity. There are now frequent opportunities for pupils to read with an adult, which is now daily for the 20% least able. All children have access to high quality resources. CPD in English has supported/developed creating stories and teaching of reading and writing starting in nursery.

CPD has been effective and has led to improved quality of education.

Teaching Assistants have been deployed to support children within class, in small groups and also carry out interventions including speech and language and fundamental movement.

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
Essential Letters and Sounds	ELS in association with Oxford University Press
Speech Link	Speech link Multimedia Limited
Language Link	Speech link Multimedia Limited

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
0
The impact of that spending on service pupil premium eligible pupils
NA

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.