# Pupil premium strategy statement – Oakdene Primary

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

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| Detail | Data |
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 9.1% |
| 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)** | 2021-2022  2022-2023  2023-2024 |
| Date this statement was published | 30/12/24 |
| Date on which it will be reviewed | Annually  Full review July 2024 |
| Statement authorised by | Lynsey Young (Headteacher) |
| Pupil premium lead | Martin Weston (Deputy Headteacher) |
| Governor / Trustee lead | Paul Forester (COG) |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £30,825 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £2,610 |
| 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* | £33,435 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Oakdene it is our intention that all children achieve highly irrespective of background, needs or abilities. We understand that some children face challenges to this attainment and we are focused on reducing the gap between disadvantaged children and their peers year on year to ensure all children are given the chance to achieve their true potential through the highest standards of quality first teaching, focussed support, curriculum enrichment and pastoral care.  Through research we have found that disadvantaged children had been worst affected by partial school closures and the attainment gap has increased (EEF 2021)  We understand that high quality teaching is the first approach to reducing the gap between disadvantaged children and their peers. Our focus for 2023 – 2024 is on reading, writing and personal development following analysis of internal and external results. However, for individual children, other subjects are also supported. Our response to any challenges and individual needs are based on robust diagnostic assessment and form part of our whole curriculum offer.  To achieve these aims we will:   * Assess children using national standardised tests where applicable. * Act early to intervene at the point of need * Provide high quality staff to deliver teaching * Provide challenge and support to disadvantaged children * Provide interventions for children which show measurable outcomes * Provide a wider curriculum to enhance children’s experiences and skills * Raise expectations of disadvantaged children * Be flexible in addressing the needs of our children   We deploy highly experienced, trained staff to deliver our vision for our disadvantaged children. We are continuing to enrich the curriculum whilst developing the mental health and wellbeing of all our children.  We have ensured that this strategy links to the School Improvement Plan, Sports Premium, Safeguarding Policy and SEND Action Plan. |

## 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 | Robust, standardised assessments have shown that disadvantaged children attain lower than non-disadvantaged children in Reading, Writing and Maths. (NFER Standardised scores) |
| 2 | Year 6 disadvantaged children have been achieving less well than predicted and against peers. (Statutory KS2 assessment results) |
| 3 | Robust assessments of a structured synthetic phonics programme delivered by fully trained staff show that disadvantaged children achieve less on the PSC than non-disadvantaged children. (RWI assessments & Phonics screening) |
| 4 | Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. |
| 5 | An increasing number of eligible pupils have presenting issues around self -regulation and socialising skills. Having missed established routines or not had access to the full early years provision some pupils have shown evidence of lower self- esteem, confidence and engagement. This is evidenced through observations and internal assessments. |
| 6 | Through observations and discussions with children they have been accessing a lower number of wider learning opportunities since the beginning of the global pandemic. |

## 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 |
| 1. Improve outcomes for disadvantaged children throughout the school by equipping them with effective learning to learn skills so that they can access the curriculum. Focus will be on reading throughout the curriculum, metacognition & questioning and feedback.   This will be measured through standardised assessments. | Standardised assessments and observations indicate significantly improved outcomes in Reading, Writing and Maths across the school in 2024 (with interim reviews in 2022 and 2023).  Evidence from book reviews and ongoing formative assessments will feed into these standardised assessments. Ensure each subject has prior learning built in to planning and learning time includes tasks/quizzes to assess gaps and teaching builds connections for learners to aid long term memory development.  All teaching staff skilled in giving effective and regular feedback to assess and target gaps in learning.  Delivery of targeted interventions based on identification of knowledge and skills gaps.  Disadvantaged pupils close the gap between disadvantaged and non-disadvantaged pupils in their learning. |
| 1. Improve end of Key Stage 2 outcomes for Year 6 children to ensure smooth transition to work at the next stage of their education.   This will be measured through End of Key Stage 2 Assessments. | Standardised scores will be used to ensure all children have made good or better progress each year to 2024. An increase from 40% of disadvantaged children attaining ARE + in Reading, Writing and Maths will be expected. |
| 1. Improve phonics attainment for disadvantaged children from 50%   This will be measured through Phonics assessments and the national Phonics Check. | Phonics check scores will increase and the proportion of disadvantaged children will increase. Phonics sessions will take place with streamed groups where possible and effective assessments will underpin teaching carried out. All staff will be trained in delivering Read Write Inc and updated as necessary. |
| 1. Through a detailed and regular analysis of attendance there will be a focus on ensuring all disadvantaged children have attendance records in line with non-disadvantaged children. This will involve a range of support structures including counselling services and enhanced pastoral support and the use of specialist staff to liaise with harder to reach home situations to ensure children attend school on time.   This will be measured through attendance data and punctuality information | Attendance data will show the gap closing towards National figures for FSM disadvantaged with a focus on Persistent absence so children regularly attend school and gain greater access to a full curriculum. |
| 1. Children will be re-engaged in learning. Social and Emotional needs will be identified and supported through interventions (and) pastoral support. This is intended to overcome barriers to learning. PASS assessments and Boxall Profile will be used as well as Teacher assessments to measure this impact.   National Assessments. PASS data and Boxall profiling will be used to measure closing of the gap between disadvantaged children and non- disadvantaged children. | PASS data will show impact - positive shift in social and emotional well-being.  Boxall Profiling will be used to identify and meet specific needs  NFER data will show closing of the gap for disadvantaged children, including those who have shown signs of reduced self-regulation  Appropriate external support will be sought where required |
| 1. Children will have a greater access to cultural and sporting experiences beyond the classroom as we begin to return to a pre-covid approach to experiential learning.   Children will increase participation in sporting activities to develop positive mindset and healthy lifestyles.  We will measure the impact through PASS, Attendance at events, Pupil and Parent Surveys.  Children will have high aspirations to achieve well in school leading to better career prospects.  We shall seek to link PE and Sports Premium Planning with our Pupil Premium Plan to ensure that eligible pupils have full access to a wider range of activities  There will be a strong focus on mental wellbeing and ensuring there are no lasting effects following the Covid lockdown and its impact on the most vulnerable children | Cultural Capital opportunities to be given to children   * Prioritising school trips * After School Clubs for Physical Activities and the arts * Sports Premium funding used to develop access to sports and sporting facilities   Positive responses from pupils and parents will be gathered.  St. Helens Chamber World of Work programme to be followed in Year 6. |

## 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: £8000 *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ongoing development of the curriculum further through purchase of Kapow schemes of learning, and use of School Improvement Liverpool for support | EEF Research into low-cost high impact strategies | 1, 2, 3, 5. |
| Purchase of NFER standardised tests, including infants | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups  [Diagnostic assessment | EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973) | 1, 2 |
| National College subscription to enable enhanced and effective training on how to support children in interventions and in class | EEF Research into effectively training staff who will administer targeted interventions.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3,4,5 |
| Ongoing training in Read Write Inc both externally and internally | EEF research and guidance in the importance of effectively trained staff who will administer interventions,  [Phonics | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 1,2,3 |

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

Budgeted cost: £15,435

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff retention and appointments to ensure effective programme of intervention | EEF research on ensuring effective training for Learning Assistants who will administer targeted interventions.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1, 2, 3, 5 |
| School Led Tutoring and boosting for identified children. | DfE recommendation and EEF research  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 3, 5 |
| National Standardised tests to be administered from Year 1 – Year 6 | 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: EEF research  [EEF Impact of Standardised tests](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3. |
| Provision of an extra Learning Assistant to ensure HLTA out of class to provide pastoral support and 1: 1 support for children as needed | EEF findings on ensuring effective training for Teaching Assistants  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 1, 2, 3, 4, 5, |
| Purchase of quality texts to support core and foundation curriculum learning and wider learning, as well as reading for pleasure | [Reading Framework 2023](https://assets.publishing.service.gov.uk/media/65830c10ed3c34000d3bfcad/The_reading_framework.pdf) | 2, 3, 6 |

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

Budgeted cost: £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Wider range of trips and visitors to be undertaken to enable access to galleries, religious buildings | EEF research on importance of experiential learning.  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment> | 4, 6 |
| L3 Learning Assistant appointed for classroom support to enable HLTA to spend more time on pastoral role | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  [Improving\_Social\_and\_Emotional\_ Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) in Primary Schools | EEF | 4, 5 |
| Access to Barnardo’s ExSEL workshop program to enhance children’s mental wellbeing | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  [Improving\_Social\_and\_Emotional\_ Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) in Primary Schools | EEF | 4, 5 |
| World of Work programme maintained for Year 6 children via St Helens Chamber. | Research shows that high aspirations leads to higher outcomes at school: ‘complete alignment between high aspirations, high expectations and high achievement is the most important predictor of future educational behaviour among students.  <https://bera-journals.onlinelibrary.wiley.com/doi/10.1002/berj.3171> | 5, 6 |
| Out of school activities offered to disadvantaged children + Rock Steady school bursaries offered | Developing physical and mental health. Linked to Sports Premium. | 5, 6 |
| Provision of EWO to provide support to families. | Education data lab research (October 2020) found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage.  Embedding principles of good practice set out in the DfE’s guidance on [working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance). | 4, 6 |

**Total budgeted cost: £***33,435*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| * KS2 results for disadvantaged pupils in 2022-2023 remained behind non-disadvantaged, but showed increased performance from prior years. 20% of Y6 cohort was disadvantaged (higher than the school average) * 67% of disadvantaged pupils attained expected standard in Reading – all also achieving GDS. This was up from 50% the previous year. Use of Reading Plus through the year showed clear steps of progress throughout. * 67% of disadvantaged pupils attained expected standard in Writing. This was up from 50% the previous year. * 50% of disadvantaged pupils attained expected standard in Maths (33% at GDS). This was up from 0% the previous year. * NFER Standardised scores through junior classes showed disadvantaged pupils maintaining similar results to their peers in Y4 and Y5 Reading and in Y3, Y4 and Y5 Maths. Y3 Reading remains a target. * Attendance for disadvantaged children in the academic year 2022-2023 was strong, with only 2 children dipping below 90% attendance and the majority above 95%. * Re-allocation of time to HLTA, who is pastoral lead and part of Safeguarding lead team, has enabled greater focus on emotional needs and wellbeing for disadvantaged pupils * Individual tutoring programme for CLA child in Year 6 enabled greater confidence and progress in Maths and English * RWI Training enabled higher level of delivery and intervention, which should see benefits in future years’ phonics screening results. No disadvantaged children were in this year’s Y1 cohort. |

## 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.*

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| Programme | Provider |
| Read Write Inc | OUP/Ruth Miskin |
| Reading Plus | Dreambox Learning |
| White Rose Maths Subscription | White Rose Maths |
| Pathways To Read/Pathways To Write | The Literacy Company |
| TT Rockstars/Numbots | Maths Circle |
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## Service pupil premium funding

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| **How our service pupil premium allocation was spent last academic year** |
| Pastoral support for child who has anxieties coming into school. The pastoral lead (HLTA) meets with the child regularly to offer support and strategies.  Some targeted academic intervention around Maths in particular. |
| **The impact of that spending on service pupil premium eligible pupils** |
| Child coming into school regularly and accessing all curriculum learning. |