

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary Academy      |
| Number of pupils in school  | 281                         |
| Proportion (%) of pupil premium eligible pupils   | 13%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/2022 to 2024/2025      |
| Date this statement was published   | October 2022                |
| Date on which it will be reviewed   | July 2023                   |
| Statement authorised by   | Sarah Litchfield, Principal |
| Pupil premium lead  | Julie Atherton              |
| Governor / Trustee lead   | Leo Jones                   |

## Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £48,475 |
| Recovery premium funding allocation this academic year  | £4,966  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £       |

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intent that the Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more advantaged peers. We aim to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, including progress for those who are already high attainers.

Our objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation by the end of Year 6

Oakley Primary Academy is determined that all pupils are given the best possible chance to overcome barriers to learning through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils. We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | 24% of pupil premium also have additional needs (SEND, CIN, large families)  |
| 2                | Children enter Foundation below age expectations in some areas, with particularly poor language and communication skills and self-help and independence skills |

|   |  |
|---|--|
| 3 | Many pupil premium pupils are disadvantaged due to lack of cultural capital/ opportunities for real life experiences |
| 4 | Many disadvantaged pupils have limited social and emotional skills leading to increased behaviour difficulties       |
| 5 | Low attendance for some pupil premium students   |

## 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  |
|---|---|
| Children who are not at age related will continue to achieve good progress from their starting points reaching age related or mastery at the end of the academic year or will be on track to do so by the end of year 6 | 100% PP children to reach ARE or close the gap<br>Data shows achievement has improved in line with national score in all subjects (reading, writing, maths and GPS) at ARE and Mastery. |
| Children with an identified vulnerability have additional provision that is different from their peers for their specific area of need<br>Barriers to learning are reduced  | 100% of PP children who have an identified SEN make progress from their starting points as evidenced in APDR's  |
| Pupil premium children will have attendance of at least 96% and those below are tracked closely with medical evidence to support absence  | Attendance of Pupil Premium cohort will be at least 96%   |
| Progress in Reading   | Achieve above national average (0) progress scores in KS2 Reading   |
| Progress in Writing   | Achieve above national average (0) progress scores in KS2 Writing   |
| Progress in Mathematics   | Achieve above national average (0) progress scores in KS2 Maths   |
| Phonics   | % of disadvantaged children to achieve is above national for phonics screener by the end of year 1  |
| Early Years   | % of disadvantaged children to achieve Good Level of Development is above national end of Early Years   |

## 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>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>   | <p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF+4 MONTHS</p> | 1,2                           |
| <p>Embedding language interventions across EYFS and KS1. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF+6 MONTHS</p>   | 1,2                           |
| <p>Purchase of reading books</p>  | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>   | 1,2                           |

|   |   |     |
|---|---|-----|
| <p>linked <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Training of KS2 staff in the phonics scheme.</p>                                  | <p>(though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF+5 MONTHS</p>  |     |
| <p>Improve the quality of social and emotional (SEL) learning. Embed Thrive</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive research associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>EEF+6 MONTHS</p> | 4   |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD (including</p>       | <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>EEF+5 MONTHS</p>                                 | 1,2 |

|   |  |     |
|---|--|-----|
| Teaching for Mastery training).   |  |     |
| Enhancement of our reading teaching and learning and the use of accelerated reader in KS2 | <p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>EEF+6 MONTHS</p> | 1,2 |
| Training staff around effective AfL and giving high quality feedback                      | <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>EEF+6 MONTHS</p>  | 1,2 |
| Contribute towards SEND role  |  | 1   |

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

Budgeted cost: £

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | <p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF+5 MONTHS</p>   | 1,2                           |
| Small group/one to one intervention lead by teaching assistants.                                  | <p>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>EEF+4 MONTHS</p> | 1,2                           |

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

Budgeted cost:

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>1:1 or small group support for children struggling with behaviour / emotional regulation</p> <p>Thrive training</p> <p>Developed of a reflective outdoor space</p>   | <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>EEF+4 MONTHS</p> | <p>4</p>                      |
| <p>Structured intervention for families where support is needed, including with attendance.</p> <p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> | <p>The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF+4 MONTHS</p>   | <p>5</p>                      |
| <p>Support families so that finance is not a</p>  | <p>For children to be given the opportunity to engage in a wider range of activities, to develop a whole child who is</p>  | <p>3</p>                      |

|  |   |            |
|--|---|------------|
| <p>barrier to accessing all areas of the curriculum including extra-curricular e.g. residential, music lessons, clubs, resources, trips and uniform.</p> | <p>more likely to develop new interest and skills and develop their cultural capital.</p> |            |
| <p>Pupil Premium lead-funding</p>  |   | <p>ALL</p> |

**Total budgeted cost: £**

## 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 2021 to 2022 academic year.

#### **Year 6 outcomes for pupil premium pupils (9 pupils) 2021/22**

By the end of KS2 there is a difference in attainment of PP pupils compared with non-PP pupils achieving ARE in:

READING-67% Pupil Premium ARE+ compared to ALL 77% - GAP- 10%

WRITING- 44% Pupil Premium ARE+ compared to ALL 68% - GAP- 24%

MATHS - 56% Pupil Premium ARE+ compared to ALL 75% - GAP- 19%

RWM - 44% Pupil Premium ARE+ compared to ALL 59% - GAP- 15%

#### **Year 2 outcomes for Pupil premium pupils ( 1 PP pupil with SEND)**

No data

#### **Year 1 phonics screener**

58% of Pupil Premium passed the phonics screener compared to ALL 85%- GAP – 27%

#### **GLD**

60% of Pupil Premium children met a Good level in development in Early Years compared to ALL 75%- GAP 15%

#### **Attendance 21/22**

For the academic year 20201/22 attendance for PP children was 96% which was the same as ALL children.

| 2021/22 Review  |   |
|---|---|
| TEACHING  |   |
| Activity  | Annual Review   |
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>   | <p>The tests have been purchased and QLA is being used effectively.</p>   |
| <p>Embedding language interventions across EYFS and KS1. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> | <p>Lift of to Language is being used in EYFS and supporting those children. This needs to be implemented into KS1.</p>                              |
| <p>Purchase of reading books linked <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Training of KS2 staff in the phonics scheme.</p>                                  | <p>Books have been purchased and KS2 staff trained in house.</p>  |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>Embed Thrive</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>                    | <p>Thrive training has been completed by trainer. They have led the first training session so far.</p>  |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD (including Teaching for Mastery training).</p> | <p>Maths mastery is developing well throughout the school. maths lead is now working with Cambridge Maths hub to develop this further.</p>          |
| <p>Enhancement of our reading teaching and learning and the use of accelerated reader in KS2</p>  | <p>AR books are being used in KS2 and more appropriate books are being read by the children. The use of the tests will be implemented next year</p> |
| <p>Training staff around effective AfL and giving high quality feedback</p>   | <p>Quality of feedback is improving; this will continue to be a focus for next year. Children are able to talk</p>                                  |

|                              |   |
|------------------------------|---|
|                              | more about their learning and next steps and how to improve their work. |
| Contribute towards SEND role | SEND lead has added capacity to support these identified children.      |

| <b>TARGETED ACADEMIC SUPPORT</b>  |  |
|---|--|
| <b>Activity</b>   | <b>Annual Review</b>   |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Targeted phonics sessions have taken place and identified pupils and accelerated progress has been made.                       |
| Small group/one to one intervention lead by teaching assistants.                                  | Interventions – both small groups and one to one have taken place and been particularly effective in terms of outcomes in ks2. |

| <b>WIDER STRATEGIES</b>  |  |
|--|--|
| <b>Activity</b>  | <b>Annual Review</b>   |
| 1:1 or small group support for children struggling with behaviour / emotional regulation<br>Thrive training<br>Developed of a reflective outdoor space   | Thrive has begun to be implemented-fort training session has taken place and SLT now fully trained.<br>Support groups/activities for emotional regulation have taken place, although will need to review how this is implemented for next academic year with less capacity in staff. |
| Structured intervention for families where support is needed, including with attendance.<br>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. | Support and parental engagement has taken place where identified families have needed this.  |
| Support families so that finance is not a barrier to accessing all areas of the curriculum including extra-curricular e.g. residential, music lessons, clubs, resources, trips and uniform.                | Families have been financially supported so there is equal access to all.  |

## 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 |
|--------------------------|----------|
| Standardised assessments | NFER     |
|                          |          |

## 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?    | Specific resources and time to support the children's wellbeing and social, emotional stability.                            |
| What was the impact of that spending on service pupil premium eligible pupils? | Self-regulation and behaviour has improved throughout the year and less time is needed for adult support at time of crisis. |