

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	262
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Callum Brown, Headteacher
Pupil premium lead	Julie Atherton
Governor / Trustee lead	Kevin Barton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year	£5,365
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	£59,200

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	23% of children who receive the pupil premium also have additional needs (e.g. have SEND / are looked-after)
2	Children enter Early Years Foundation Stage below age-related expectations, with lower language and communication, self-help and independence skills.
3	Limited life experiences beyond the household and immediate community, potentially resulting in less cultural capital.
4	Higher levels of social, emotional and mental health needs.
5	Low attendance and higher rates of persistent absence / lateness.

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 currently meeting age-related expectations will make accelerated progress from their starting points in reading, writing and maths.	Progress data shows that children in receipt of the pupil premium make good or better progress when compared with their peers.
Children with identified vulnerabilities have additional, bespoke provision to meet their needs and reduce their barriers to learning.	100% of children in receipt of the pupil premium who have an identified SEND, make progress from their starting points as evidenced in their provision map.
Disadvantaged pupils will have attendance in-line with national averages, and those below are tracked closely with medical evidence to support absence	Attendance of disadvantaged pupils will be at least in-line with national averages.
Children from disadvantaged backgrounds who (especially during the pandemic) may have had limited life experiences beyond the household and immediate community, resulting in less cultural capital, will have access to a wide range of activities and enrichments.	High engagement in extracurricular clubs, school activities and enrichments. School to support families financially when they are unable to contribute to trips and activities.

<p>Disadvantaged pupils will have improved mental health, social engagement and access to wider experiences.</p>	<p>Sustained high levels of wellbeing, demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.</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: £26930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of specialist standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Specialist standardised tests can provide reliable insights into the specific strengths and weaknesses of pupil 's who are not achieving age-related expectations. It allows teachers to see their smaller steps to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF – Small Group Tuition</p> <p>EEF+4 MONTHS</p>	1,2
<p>Embedding new phonics scheme across EYFS and KS1. (Little Wandle)</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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>Enhancement of our reading teaching and learning and the use of accelerated reader in KS2</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2

Training staff around effective AfL and giving high quality feedback	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2
--	--	-----

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

Budgeted cost: £23,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Little Wandle keep up sessions)</p>	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF+5 MONTHS</p>	<p>1,2</p>

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

Budgeted cost: £8,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured intervention for families where support is needed, including with attendance. Embedding principles of good practice set out in the DfE's Improving School Attendance 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF+4 MONTHS</p>	5
<p>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.</p>	<p>For children to be given the opportunity to engage in a wider range of activities, to develop a whole child who is more likely to develop new interest and skills and develop their cultural capital.</p>	3

Pupil Premium lead-funding		ALL
----------------------------------	--	-----

Total budgeted cost: £59,200

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 2022 to 2023 academic year.

Year 6 outcomes for pupil premium pupils (9 pupils) 2022/23

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 pupils 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 22/23

For the academic year 2022/23 attendance for PP children was 96% which was the same as ALL children.

2022/23 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>23/24 update – The effectiveness of the tests has been discussed at SLT level and Trust level. We will continue to use NFER but will now look into tests to include our children with SEND and show their smaller progress steps to ensure their needs are being fully met</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>23/24 update – Lift off to language continues to be used effectively in Early Years, supporting children’s oracy and speech development.</p> <p>Across EYFS and KS1, we have introduced the Little Wandle phonics scheme to support the learning of phonics, reading and spelling. After a term of introducing, we are now at the stage where we are beginning to embed the practices and see progress in all areas.</p>
<p>Purchase of reading books linked DfE validated Systematic Synthetic Phonics programme 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>23/24 update – Books are continuing to be purchased. We are looking to buy more books on the reading spine to engage our more reluctant readers and to top up our Little Wandle reading packs so that there are enough for when Early Years children are ready to move on to the higher stages.</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>23/24 update – Thrive training has been rolled out across the school with all teacher’s being trained. We are now looking more specifically this year in to targeted support for children with additional social, emotional and mental needs.</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>23/24 update – Our Maths lead is now involved in the Maths Hub delivery and is disseminating training to all teachers, supporting teachers 1:1 in their teaching and planning and releasing staff to attend specific year group training sessions for planning and delivery.</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>23/24 update – Accelerated reader continues to be used in KS2 and this year, Year 2 have begun using it. This better informs the reading books that children are choosing, meaning they are at the correct level for the child. This allows them to understand the book better and improve their comprehension skills.</p> <p>KS2 are using the book quizzes and Star Reader quizzes to map their progress.</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> <p>23/24 update – The feedback policy was reviewed again in September 23 and staff are now implementing an updated version. This focusses on highlighting certain aspects of the children’s work and allowing time for children to look at their feedback and comment on it and make corrections in purple.</p>
<p>Contribute towards SEND role</p>	<p>SEND lead has added capacity to support these identified children.</p> <p>23/24 update – The SEND lead is not classroom based this year and therefore has additional time to support vulnerable children.</p>

TARGETED ACADEMIC SUPPORT	
Activity	Annual Review
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Targeted phonics sessions have taken place and identified pupils and accelerated progress has been made.</p> <p>23/24 update – Little Wandle keep-up and catch-up interventions are being embedded.</p>

<p>Small group/one to one intervention lead by teaching assistants.</p>	<p>Interventions – both small groups and one to one have taken place and been particularly effective in terms of outcomes in KS2.</p> <p>23/24 update – Fewer interventions have taken place due to not having general teaching assistants to do them, though keep-up sessions for reading at KS1 have taken place regularly. KS2 booster sessions begin from Jan 2024</p>
---	---

WIDER STRATEGIES	
Activity	Annual Review
<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>Thrive has begun to be implemented-fort training session has taken place and SLT now fully trained.</p> <p>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.</p> <p>23/24 update – Teachers are Thrive trained and working with the Thrive lead to identify children who need support.</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 Improving School Attendance advice.</p>	<p>Support and parental engagement has taken place where identified families have needed this.</p> <p>23/24 update – Families continue to be supported and the SEND lead now has more capacity to support families in crisis and in the longer term.</p>
<p>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.</p>	<p>Families have been financially supported so there is equal access to all.</p> <p>23/24 update – Families are encouraged to speak with staff in school should they have difficulties paying for any activities or trips.</p>

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.