# Pupil premium strategy statement

**Oakmeadow CE Primary and Nursery School**

## 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

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| Detail | Data |
| School name: | Oakmeadow CoE Primary and Nursery School |
| Number of pupils in school | 476 |
| Proportion (%) of pupil premium eligible pupils | 13.7% |
| 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 | Dec 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mrs Samantha Hill |
| Pupil premium lead | Mrs Helen Morris |
| Governor / Trustee lead | Mrs Maralyn Long |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £49,755 |
| Recovery premium funding allocation this academic year | £4,495 |
| 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 | £ 54,250 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Oakmeadow our aim is for all pupils to learn, grow and reach their full potential. Irrespective of their background or the challenges they face we aim for all to make good progress and attain well across all areas of the curriculum. We aim to provide a safe, purposeful and stimulating learning environment where all children can flourish.  The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their individual goals, including progress for those who are already high attainers. We will consider the unique challenges faced by our vulnerable pupils, and how these link with the needs of other pupils and our wider school community goals. We aim to recognise, affirm and develop the unique gifts and talents of each individual and help children develop high self-esteem, confidence and a strong sense of identity.  We aim to inspire the children through a child-centred, thematic and creative curriculum and capture the children’s natural curiosity and foster a desire for learning and high achievement in a changing and challenging world. High-quality teaching and learning through mastery and small steps planning approaches are key to our methods and pedagogy at Oakmeadow, and we recognise this is an area in which our disadvantaged pupils may benefit greatly. These are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.  We will balance high quality first teaching and learning approaches with those that promote social, emotional amd mental health as part of our strategy. As well as this we consider the benefits of one to one or small group intervention. We acknowledge that resources and being well equipped to deliver learning is key. We recognise and value parents as the first educators of their children, and therefore securing home involvement features highly within our strategy.  Our strategy is also linked to local and national plans for education recovery, notably in its targeted support through the school led tutoring for pupils whose education has been worst affected. Our approach is based on robust assessment; our knowledge and findings about what our Oakmeadow pupils need. |

## 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 | Levels of age-appropriate speech & language skills on entry and within Early Years |
| 2 | Phonics attainment throughout Early Years and at the end of Year 1. |
| 3 | Writing attainment and progress throughout school. |
| 4 | Listening & attention skills and learning behaviour in the classroom. |
| 5 | Lack of exposure and involvement in enrichment opportunities – cultural capital. |
| 6 | Attendance. |
| 7 | Limited parental engagement with school and learning. |
| 8 | Resilience and the ability to maintain positive relationships. A higher number of pupils in this group with wellbeing and social or emotional needs. |

## 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 | Levels of age-appropriate speech & language skills of disadvantaged learners will be in line with other learners by transition into Key Stage 1 | Assessments and observations indicate significantly improved speech and language levels among disadvantaged pupils that are in line with the attainment of other learners. This is evident when triangulated with other sources of evidence. |
| 2 | Phonics attainment throughout Early Years and at the end of Year 1 will be in line with that of other learners and in line with targets set. | Year 1 outcomes in 2024/25 show that the percentage of disadvantaged pupils who met the expected standard is in line with national figures. There is a reduced attainment gap between disadvantaged learners and other pupil groups. |
| 3 | Writing attainment and progress throughout school for disadvantaged learners is improved. | KS2 reading outcomes in 2024/25 show that writing attainment and progress for disadvantaged pupils is in line with other learners and that for all learners, this is in line with other subjects. |
| 4 | Listening & attention skills and learning behaviour in the classroom are good which impacts on knowledge retention and skills acquisition. | Improved and sustained listening and attention reported by staff voice and evident in lesson observations. This impacts on work outcomes and therefore progress of disadvantaged learners across the curriculum. |
| 5 | To increase exposure and involvement in enrichment opportunities – cultural capital. | A significant increase in participation in enrichment activities, particularly among disadvantaged pupils is evident through school tracking. Children are exposed to a variety of experiences wider than the classroom which impacts on attainment across the curriculum. |
| 6 | To ensure high levels of attendance amongst our disadvantaged learners. | Sustained high attendance from 2024/25 demonstrated by the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. Persistent absence figures for this group are significantly reduced. |
| 7 | Increased parental engagement with school and learning. | A significant increase in disadvantaged learners regularly completing homework which is positively impacting on attainment and progress. Increased uptake of disadvantaged families attending school led home support sessions. |
| 8 | Develop resilience of children in learning and mental health and wellbeing & relationships. | Sustained high levels of wellbeing from 2024/25 demonstrated by: qualitative data from student voice, student and parent surveys and teacher and pastoral observations. A reduction in the number of disadvantaged learners receiving additional mental health and relationships support. |

## 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: £ *26,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Resources, training of staff to provide high quality, vocabulary rich environments* | There is a strong evidence base that suggests vocabulary rich environments can impact on speech and language acquisition and retention.  *EEF Toolkit Oral Language Interventions and Guidance Report Preparing for Literacy, Development Matters* | 1 |
| *Purchase bug club and associated resources* | There is strong evidence to suggest that phonically decodable texts used in conjunction with a robust and cohesive phonics programme impacts significantly in progress and attainment in reading and writing.  *EEF Phonics* | 2 |
| *Purchase of high quality texts and embed these within writing units – CPD on writing and reading across curriculum* | There is evidence to suggest that those children who read more widely can draw on these skills to support their writing and that exposure to these can be limited for disadvantaged learners.  *EEF Reading Comprehension toolkit* | 3 |
| *CPD for listening & attention for teachers and TAS. Neutralised learning environment – purchase of resources linked to this. Purchase of resources for listening and attention activities within class. Lesson study across school focusing on principles of instruction – specifically strategies to support L& A.* | There is much evidence to suggest that learning environments including elements such as colour, noise levels and ventilation can impact on concentration, focus and therefore learning. The Principles of Instruction are founded from an evidence base that these strategies impact on retention through improved focus and engagement.  *Rosenshine’s Principles of Instruction* | 4 |
| *Review curriculum offer to ensure opportunities are embedded for all pupils. Trip to provide subsidised for disadvantaged learners. Purchase of resources to support delivery of wider curriculum.* | There is evidence to suggest that the lack of cultural capital and exposure to wider extra curricular activities amongst disadvantaged learners can inhibit access to the curriculum. | 5 |
| *Work shops available for parents. Homework review. Purchase of materials to support disadvantaged. Purchase of laptops – tech for learners. Homework club to be established.* | The impact on home and family support in learning for younger learners, particularly in reading has been evidenced.  *EFF Toolkit – Parental Engagement* | 7 |
| *CPD for staff to develop resilience within classroom – positive mindset, new strategies – no hands up etc.* | 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):  *EEF Social and emotional learning.* | 8 |

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

Budgeted cost: £ *18,250*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| NELI, Elklan Stoke – CPD and resources purchased. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.  *EEF Toolkit Oral Language Interventions and Guidance Report Preparing for Literacy* | 1 |
| *Additional phonic sessions. Providing targeted additional resources. Purchase of phonics IT packages. Increase range of phonically decodable books.* | 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.  *EEF Toolkit -Targeted phonics strand* | 2 |
| *Writing intervention – targeted groups – disadvantaged children identified from PP meetings. Release time for PP sessions.* | Writing interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment  *EEF Preparing for Literacy, Improving Literacy in Key Stage 1 and 2* | 3 |
| *Provide tuition and school led tutoring for students who have been most affected by pandemic* | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.  *EEF Tuition – one to one and small groups* | 1,2,3 |
| *Listening & attention targeted interventions – additional TA placement in EY. NELI targeted support.* | Listening and attention interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment  *EEF Oral language interventions, behaviour interventions* | 4 |
| *Access to counsellor for mental health & wellbeing* | Both targeted interventions and universal approaches can have positive overall effects.  *EEF Social and Emotional Health* | 8 |

**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 |
| Attendance tracking by ASHT– pastoral team to support disadvantaged child and families. Transport provision – taxi and minibus.  Counsellor available to support underlying issues with attendance. Work to be provided – IT and resources. Whole school training on the impact of low attendance. Family inclusion support lead. Pastoral support during lunch and break time to support identified children with friendship issues impacting on attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  *DfE school attendance advice* | 6 |
| *Whole school training on listening and attention. Modelled strategies from pastoral team in key classes.* | Greater skills in listening and attention can have a positive impact on pupils’ attainment | 4 |
| *Pupil voice disadvantaged learning on gaps in cultural capital. Strategy plan for additional opportunities for disadvantaged following report – ie. Clubs, events, art opportunities – reading art etc. Subsidised music lessons. Links with church and other countries. Involvement in sporting tournaments with MATT schools. Sharing of resources and expertise from secondaries – ie science labs. Visitors in school to enhance further career and learning opportunities.* | There is evidence to suggest that the lack of cultural capital amongst disadvantaged learners can inhibit access to the curriculum. | 5 |
| *Contingency fund for acute issues* | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £** *54,250*

**Further information:**

School-led tutoring

Allocation 2021/22: £5062.50

Intent, implementation and intended outcomes

All state-funded primary, middle and secondary schools and academy trusts in England with pupils in years 1 to 11 who are eligible for pupil premium will receive a school-led tutoring grant. This grant will give Oakmeadow the flexibility in determining how best to provide tutoring intervention to support catch-up for lost education due to the coronavirus (COVID-19) pandemic.

The school-led tutoring grant will support disadvantaged pupils in catch-up learning and Oakmeadow have selected pupils in need of support. This focuses on providing tuition to pupils eligible for pupil premium but also includes pupils with other types of disadvantage or additional needs. This includes special educational needs and disability (SEND) children who have a social worker, previously looked-after children, young carers and other vulnerable pupils.

For the 2021-2022 academic year, Oakmeadow have chosen to target specific years group based on internal data, those children nearing end of key stage assessments and the importance of early reading and phonics. This has resulted in all disadvantaged learners in years 1,2 and 6 to be targeted in the first instance. Following progress checks and internal assessment support may be targeted to children in other year groups.

# 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 2020 to 2021 academic year.

Desired outcomes from last PP Strategy

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| Desired outcomes | Outcomes |
| Pupils’ can access learning in class because their physiological, safety, belonging and esteem are met. Pupils’ increased confidence when faced with new experiences | Learning walks, SIP visits and feedback, pupil and staff voice all evidence children feel their needs are met and that they feel safe within school. Disadvantaged learners demonstrate increased confidence and ability to communicate regarding new situations. |
| Improve vocabulary and oral language skills in reception and transition into KS1 Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | GLD was in line with previous pre-Covid year groups with the speech and language strand remaining higher than other areas. Zones of Regulation has had an impact, observed in the pupil voice and observations of how children articulate their feelings. |
| PP children’s attainment improves in line with non-pp children | The gaps in attainment in Maths and Reading are closing across key stages 1 and 2. Writing and phonics are areas for further development. |
| Pupils are exposed to a wide range of social/cultural and sporting experiences. | External trips and experiences were limited due to Covid, therefore we utilised technology to bring experiences into the classroom. A new system of tracking disadvantaged learners involvement and planning for post Covid opening of venues will ensure this approach continues to benefit disadvantaged learners. |

## Externally provided programmes

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| Programme | Provider |
| Phonics Bug and Bug Club | Activelearn |
| Purple Mash | 2Simple |
| Seesaw | Seesaw for Schools |
| Tapestry | Tapestry journal |
| Zones of Regulation | Leah Kuypers |
| CPoms | CPoms Systems Ltd |

## Service pupil premium funding

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Purchase of books and pastoral support. |
| What was the impact of that spending on service pupil premium eligible pupils? | Child exhibited stable behaviour whilst father on deployment where there had been anticipated attachment concerns. Books helped child to gain greater understanding and become more settled during school and home – behaviour improved. |