

# Pupil premium strategy statement

## Oakmeadow CE Primary and Nursery School

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name:	Oakmeadow CoE Primary and Nursery School
Number of pupils in school	472 (including Nursery)
Proportion (%) of pupil premium eligible pupils	10.2%
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	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Samantha Hill
Pupil premium lead	Mrs Helen Morris
Governor / Trustee lead	Mrs Maralyn Long

## Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£62,565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,565

# Part A: Pupil premium strategy plan

## Statement of intent

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, ambitious 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 positive learning behaviour, social, emotional and 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.

## Challenges

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

Challenge number	Detail of challenge
1	Levels of age-appropriate speech & language skills on entry and within Early Years
2	Phonics attainment throughout Key Stage 1.
3	Maintaining writing attainment and progress throughout school.

4	Acquisition and retention of number facts and times tables.
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 behavioural, wellbeing and social or emotional needs.
9	Attachment and Trauma

## 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
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 at the end of Year 1 and for those re-sitting in Year 2 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	Improvement in writing attainment and progress throughout school for disadvantaged learners is sustained.	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	Arithmetic attainment of disadvantaged learners will be in line with that of other learners and in line with targets set.	Arithmetic and multiplication check outcomes 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.
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	Disadvantaged learners demonstrate resilience, positive learning behaviour & are able to maintain positive relationships with staff and pupils.	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 behavioural, mental health and relationships support.
9	Those pupils with attachment needs and/or previous or current trauma are able to	

## 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: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Resources, training of staff to provide high quality, vocabulary rich environments. ELKLAN training.</i>	There is a strong evidence base that suggests vocabulary rich environments can impact on speech and language acquisition and retention. <i>EEF Toolkit Oral Language Interventions and Guidance Report Preparing for Literacy, Development Matters</i>	1
<i>Purchase bug club and associated resources. Staff CPD on phonics delivery across school.</i>	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. <i>EEF Phonics</i>	2
<i>Purchase of high quality texts and embed these within writing units – CPD on writing and reading across curriculum</i>	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. <i>EEF Reading Comprehension toolkit</i>	3
<i>Staff CPD on acquisition of number, release time to work with specialists for teachers delivering effective arithmetic lessons.</i>	Being numerate helps increase opportunities for learning across the curriculum and establishes skills which can be crucial in undertaking everyday activities. Confidence and ability working with number increases confidence and wellbeing. <i>National Numeracy</i>	4
<i>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.</i>	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

<i>Work shops available for parents. Homework review. Purchase of materials to support disadvantaged. Purchase of laptops – tech for learners. Homework club to be established.</i>	The impact on home and family support in learning for younger learners, particularly in reading has been evidenced. <i>EEF Toolkit – Parental Engagement</i>	7
<i>CPD for staff to develop resilience within classroom – positive mindset, new strategies – no hands up etc.</i>	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): <i>EEF Social and emotional learning.</i>	8
<i>Staff CPD on Attachment and Trauma based practice. Purchase academic reading texts to support and reflect on.</i>	Research suggests that unmet attachment needs and trauma impact directly on adaptive brain development, particularly on the child's ability to regulate his/her emotions and handle stressful situations which in turn impacts on learning. <i>UK Trauma Council 2021</i>	9

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

Budgeted cost: £ 25,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI, Elklan Stoke – CPD and resources purchased.</i>	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. <i>EEF Toolkit Oral Language Interventions and Guidance Report Preparing for Literacy</i>	1
<i>Additional phonic sessions. Providing targeted additional resources. Purchase of phonics IT packages. Increase range of phonically decodable books.</i>	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. <i>EEF Toolkit -Targeted phonics strand</i>	2

<i>Writing intervention – targeted groups – disadvantaged children identified from PP meetings. Release time for PP sessions. Rapid Writing Intervention resources and delivery time.</i>	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 <i>EEF Preparing for Literacy, Improving Literacy in Key Stage 1 and 2</i>	3
<i>Number facts and Multiplication targeted interventions – Mastering Number.</i>	Number focussed interventions can have a positive impact on pupils' arithmetic skills. Approaches that focus on building knowledge and focuses on repetition and <i>EEF Tuition – one to one and small groups</i>	4
<i>Access to counsellor for mental health &amp; wellbeing</i>	Both targeted interventions and universal approaches can have positive overall effects. <i>EEF Social and Emotional Health</i>	8

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance tracking to support disadvantaged child and families. Transport provision – taxi and minibus. Counselling support to assist with 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.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Addressing the underlying cause of attendance issues is the most effective way to improve school reluctance. <i>DfE school attendance advice</i>	6
<i>Use of Mentoring Professionals (Embrace) to provide</i>	One to one mentoring for pupils who demonstrate complex behaviour and/or attachment needs can support with	8 & 9

<i>short, targeted support for pupils with complex behavioural needs</i>	positive school experiences and build relationships which in turn supports learning.	
<i>Additional funded opportunities for disadvantaged learners to access activities outside of the classroom – ie. Clubs, events, trips and residentials. Subsidised music lessons and external clubs where relevant to meet targeted need. Sharing of resources and expertise from secondaries – ie science labs. Visitors in school to enhance further career and learning opportunities.</i>	There is evidence to suggest that the lack of cultural capital amongst disadvantaged learners can inhibit access to the curriculum.	5
<i>Contingency fund for acute issues</i>	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: £ 62,565**



## 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.

Desired outcomes from last PP Strategy

Desired outcomes	Outcomes
Levels of age-appropriate speech & language skills of disadvantaged learners will be in line with other learners by transition in Early Years and into Key Stage 1.	Funding has enabled allocated staff member across Early Years to carry out targeted intervention focussing on listening and attention, developing confidence, articulation and speech and language development for groups of pupils in addition to targeted individual provision. Impact: CLL outcomes at end of Reception 2023 were 96% with disadvantaged . Pupils who were receiving Speech and Language therapy were discharged from service by Year 1.
Phonics attainment at the end of EYFS and Year 1 will be in line with that of other learners and in line with targets set.	Funding enabled school to purchase further Bug Club resources and provide additional training for staff as well as release time for cohorts to work together to develop practice. School able to utilise experienced staff member as Reading Manager to support with provision. Impact: Phonics attainment by end of Reception and for Word Reading was above expectation for all pupils at 96% - with disadvantaged pupils achieving in line with their peers. Phonics attainment in Year 1 for disadvantaged learners was below national however other external factors impacted on this cohort. School has completed case studies and a robust plan is in place to ensure this target is met by the end of Year 2.
Writing attainment and progress throughout school for disadvantaged learners is improved.	Funding enabled the purchase of high quality texts to use within writing units to engage and inspire learners. Release time for staff to work collaboratively on a new writing curriculum pathway to ensure opportunities to write have increased and that basic skills are promoted through the writing journey. Subject leader time has been facilitated to ensure curriculum is sequential and progressive. Enrichment opportunities provided to ensure disadvantaged learners have the experiences in order to apply in their writing. Impact: writing attainment

	and progress across school has risen – Local Authority moderation has validated attainment of learners including a proportion of those disadvantaged. Pupil voice has shown they have enjoyed the texts they have read. Monitoring and external validation has demonstrated evidence greater opportunities to apply their skills.
Listening and attention and learning behaviour in the classroom.	Funding has enabled CPD for staff on impacting factors for poor learning behaviour and lack of engagement within the classroom. School has purchased research materials such as Principles of Instruction texts to promote active learning, followed by Lesson Study time. Training on movement breaks and scaffolds/adaptations used with specific learners has been provided. CPD for support staff has also been provided for intervention and specific equipment. Observations of identified children have been carried out and strategies implemented to support positive learning behaviour.
To increase exposure and involvement in enrichment opportunities – cultural capital.	Funding has enabled disadvantaged learners to participate in enrichment opportunities in all areas of the curriculum, through school subsidising costs for extra curricular clubs, private tuition and residential visits. Pupil observation and voice has demonstrated a positive impact on these pupils. Subject leader release time has been provided to ensure enrichment opportunities within the curriculum have started to be considered and built in. Funding has enable subscriptions to resources to support the delivery of the wider curriculum. School have purchased a mini bus in order to take all pupils to events which some of our disadvantaged learners may not have been able to attend.
To ensure high levels of attendance amongst our disadvantaged learners.	Funding has enabled pastoral team to carry out Meet and Greet sessions as a pull factor at the start of each day. This has impacted on those more vulnerable pupils, coming in to school on time and with enthusiasm due to relationships being formed with our more vulnerable families. Transport provision has been achieved through use of new school minibus. Pastoral support during lunch and breaktime and establishment of nurture area outside. School provides counselling for disadvantaged pupils with underlying issues impacting

	on their attendance. Attendance figure for 22/23 was 96.4% - in the top 10% of schools (FFT data).
Increased parental engagement with school and learning.	Funding has contributed to online learning platforms such as Seesaw, Tapestry and Arbor to increase parental engagement. Times Tables Rockstars subscription has impacted positively on Multiplication Check results for Year 4. School has provided workshops to ensure parents are more equipped to support children at home. Funding has enabled the pastoral team to deliver evening Understanding Your Child courses where families can access support. Targeted support sessions for some identified families has impacted on removal of social and emotional barriers to learning.
Disadvantaged learners demonstrate resilience, positive learning behaviour & are able to maintain positive relationships with staff and pupils.	Funding has provided pastoral staff time to support pupils that find both academic and social times challenging and require scaffolds and strategies to overcome barriers. Social nurture time for those pupils who need to build positive relationships and staff and peers. Observations within the classroom has supported teachers with positive learning behaviour of identified pupils. Funding has enabled school to commission time of counsellor to support and work with children one to one on developing resilience with a therapeutic approach. Pupil voice of disadvantaged learners evidenced enthusiasm for school and children voiced a sense of belonging and positive relationships developing with staff and peers.

## Externally provided programmes

Programme	Provider
Phonics Bug and Bug Club	Activelearn
Arbor	2Simple
Seesaw	Seesaw for Schools
Tapestry	Tapestry journal
Zones of Regulation	Leah Kuypers
CPoms	CPoms Systems Ltd
TT Rockstars	Maths Circle Ltd.

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pupils in receipt of service premium have received pastoral support through Meet & Greet provision and social nurture time. Staff time providing advice and support for parents has been facilitated.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have demonstrated more positive learning behaviour and an ability to articulate their feelings, having built trusted relationships. At unsettled periods, a greater ability to regulate and communicate has been observed. Social and emotional factors are proving less of a barrier to learning, with pupils achieving in line with prior attainment.