

Pupil premium strategy statement – Oakthorpe Primary School

Oakthorpe Primary School

2023 - 2024

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

Detail	Data
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	37% 33 children
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)	2022-23, 2023-24, 2024-25
Date this statement was published	31 st December 2023
Date on which it will be reviewed	Annually
Statement authorised by	Mark Cole
Pupil premium lead	S Savage
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,455
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 5,075
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0

Total budget for this academic year	£57,370
The school is part of a Trust and pools 37% (£19,778.35) of its Pupil Premium funding.	£33,676.65 £5,075 £38,751.65

Part A: Pupil premium strategy plan

Statement of intent

Aims: PP attainment to be level with non-PP attainment
Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge,
Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary to be able to access the academically rigorous curriculum
2	Gaps in learning, both from the impact of COVID, but also historically
3	Variability in the effectiveness of teaching over time
4	Historical lack of achievements in phonics
5	High levels of persistent absence and low school attendance
6	High levels of emotional and poor mental health
7	Varying consistency of parent/carer support at home for pupils

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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time

Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
Disadvantaged pupils rates of attendance increase	Disadvantaged pupils attend at the same levels as their non-disadvantaged peers

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: £ 19,778.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK – Sutton Trust</p>	

<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work – EEF</p> <p>What is Instructional Coaching – Ambition Institute</p>	
<p>Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review – Evidence Based Education</p>	

subject knowledge		
To identify a pupil premium champion in school to lead on raising attainment strategically.	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</p>	

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

Budgeted cost: £ 16,002.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£1357</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 - 5
<p>CAT4 Assessments</p> <p>£240</p>	<p>Cat 4 assessments are used to assess children's cognitive ability. The Cognitive Abilities Test (CAT4) is an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides you with an accurate analysis of potential student achievement. – This being used with all children who are in receipt of pupil premium.</p>	1-5
<p>Purchase of sounds write phonics reading books.</p>	<p>To support the teaching and learning of new phonics scheme.</p>	1-5

£2000		
TA / Teacher intervention to Target academic support in KS1 & KS2 to provide 1-1 or small group intervention for phonics, reading, writing and maths. Precision teaching intervention. £9,408.65	EEF - Closing the attainment gap: key lessons learned Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment Precision teach training.	1 - 5
National tutoring programme support for 6 children in Year 6 And 6 children in Year 2 4 groups of 3 for 25 weeks = £2997 .	EEF - Closing the attainment gap: key lessons learned Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment	1-5

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

Budgeted cost: £ 21,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools activities for all year groups. £1500	Being physically and outside encourages children to have good levels of confidence and self- esteem. Participation in artistic and creative activities has been shown to improve outcomes in English, Maths and Science – particularly for younger children.	6
Synergy SEMH support. £4560	Bespoke programmes for individual children to meet their needs. This supports children to engage in school life and learning.	1-6

<p>Breakfast clubs – Breakfast club to support attendance and children having breakfast before school. Free for PP children. £7479</p>	<p>Use of breakfast club allows families more flexibility to ensure children can be brought to school earlier and be on time. The attendance of PP children was below National last year.</p>	<p>6</p>
<p>Purchase of Lego, art kits, emotion cards and puppets. £150</p>	<p>Resources to support Lego therapy and other emotional support groups.</p>	<p>6</p>
<p>Nurture breakfast ME Sports £2850</p>	<p>To ease transition in to school providing sensory circuits and other calm down activities that enable children to be regulated before going into class.</p>	<p>6</p>
<p>Provision of a wider range of experiences in school to help enhance learning and develop their knowledge and understanding of the wider world. Trips and other voluntary contributions will be paid for by school to ensure PP children can have full access to developing cultural capital. £2000 After school clubs to be tracked to ensure planning is focused on the needs of PP children that attend Children have school uniform and PE kit £1500</p>	<p>Developing opportunities to develop cultural capital in the classroom and after-school clubs. The EEF have reported that social and emotional learning can allow for an extra 4 months learning. A huge amount of ‘social’ time is at lunch time. This will be especially important since the Covid pandemic. EEF say that enriching education has intrinsic benefits. Children, including those from disadvantaged backgrounds, deserve a well rounded, culturally rich, education. Being physically active encourages children to have good levels of confidence and self- esteem. Participation in artistic and creative activities has been shown to improve outcomes in English, Maths and Science – particularly for younger children.</p>	<p>1-6</p>

<p>Parental engagement</p> <p>£750</p>	<p>Raising parental engagement in school with workshops, working with their children and engaging in school life so they will engage with their child's education more at home.</p> <p>EEF -Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1-6</p>
<p>Education welfare support</p> <p>£800</p>	<p>Children monitored to ensure attendance is the best it can be.</p> <p>Whole school parents meeting with EWO.</p> <p>Support and challenge meetings with parents.</p>	<p>1 -6</p>

Total budgeted cost: £ 57,370

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school has used PIRA and PUMA reading and maths papers to assess pupils so that areas of need can be identified. Teaching strategies, which include pre-teaching, overlearning, re-teaching with alternative methods, quizzing and other retrieval practices are used to ensure secure knowledge and will continue to be developed in all areas of the curriculum – this will also feed into support staff training as they can play a significant part in pre-teaching and over-teaching. High quality class texts were and continue to be used each half term to ensure that pupils have access to and experience of a wide range of fiction, non-fiction and poetry. Developing a love of reading is a priority both at home and at school, children take home books to share with their parents as well as their 'reading book'.

The mastery approach is being used in maths allowing pupils to securely consolidate and embed key facts and methods to enable pupils to use reasoning skills and to question and investigate mathematical principles. Additional catch up funds were used to offer pupils additional maths tutoring. From this, key PP pupils were targeted for interventions and precision teaching in times tables and spelling. Support staff continue to offer high impact provision in class, directed by class teachers, to support pupils who need it and also running interventions for individuals and small groups as needed at other times of the day so that we have maximum impact for pupils. All support staff have had precision teaching training and given time to set up interventions, which allows them to provide the best support for our pupils.

Our attendance data over the last 2 years 21/22 indicates that attendance among disadvantaged pupils was 90.4% in 2021/22 and 90.1% in 2022/23 - 0.3% higher in 2022/23, and 4% lower than for non-disadvantaged pupils.

33.3% in 2021/22 and 40.7%% children in 2022/23 of disadvantaged pupils were 'persistently absent' compared to 27.8% in 2021/22 and 13.4% in 2022/23 of their peers during that period. Overall attendance rates are still low and too many pupil are persistently absent indicating that absenteeism is negatively impacting disadvantaged pupils' progress.

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.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.