

# Pupil premium strategy statement

## Oakthorpe Community Primary School

2022 - 2023

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	Oakthorpe Community Primary School
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	36.7% - 36 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23, 2023-24, 2024-25
Date this statement was published	December 2022
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 the Board of Directors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,780
Recovery premium funding allocation this academic year	£ 4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total Budget for this academic year</b>	<b>£43,130</b>

<b>If your school is an academy in a Trust that pools this funding, state the amount available to your school this academic year.</b>	£28,3094 £ 4,350
---	---------------------

# 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
All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to read, and therefore access all curriculum areas	GLD outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers nationally

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.
Strong reading outcomes for pupils in the lower school	Pupils achieve in line with non-disadvantaged pupils nationally in the PSC and in the Reading ELG
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: 27% of PP funding pooled centrally - £10,470.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Devise, develop &amp; deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching &amp; Learning Leads.</p>	<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. 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><a href="#">EEF Effective Professional Development Guidance Report</a></p> <p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK - Sutton Trust</a></p>	<p>1 - 3</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. 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>1 - 5</p>

	<p><a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a></p> <p><a href="#">Putting Evidence to Work - EEF</a></p> <p><a href="#">What is Instructional Coaching - Ambition Institute</a></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>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>
Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge	<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><a href="#">The Great Teaching Toolkit: Evidence Review - Evidence Based Education</a></p>
CPD for classroom led support staff with Sounds Write Phonics.	Teaching assistants are confident in the teaching of phonics and leading phonics intervention.

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

Budgeted cost: £17,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training & Purchase of sounds write phonics reading books. £2000	To support the teaching and learning of new phonics scheme.	1 - 5
TA intervention support Targeted academic support in KS1 & KS2 to provide 1-1 or small group intervention and support for phonics, reading	<p><a href="#">EEF - Closing the attainment gap: key lessons learned</a></p> <p>Targeted small group and one-to-one interventions have the</p>	1 - 5

and writing. Precision teaching training for all support staff.  £12974	potential for the largest immediate impact on attainment  Precision teach training.	
National tutoring programme support for 6 children in Year 6 with maths  8 groups of 3 for 15 weeks = £2736	<a href="#">EEF - Closing the attainment gap: key lessons learned</a>  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: £10,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools activities for all year groups and purchase of equipment. £3500	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
Breakfast clubs – Breakfast club to support attendance and children having breakfast before school. Free for PP children. £3000	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.	6
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	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.	1-6

<p>ensure PP children can have full access to developing cultural capital. £2000</p> <p>After school clubs to be tracked to ensure planning is focused on the needs of PP children that attend</p> <p>Children have school uniform and PE kit £1500</p>	<p>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>Education welfare support - £600</p>	<p>Children monitored to ensure attendance is the best it can be.</p>	<p>1 -6</p>

**Total budgeted cost: £ 38,780**

## 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.

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 20/21 and 21/22 indicates that attendance among disadvantaged pupils was 94.3% in 2020/21 and 90.4% in 2021/22- 0.4% lower in 2020/21 and 2.1% lower in 2021/22 than for non-disadvantaged pupils. 17.9% children in 2020/21 and 33.3% in 2021/22 of disadvantaged pupils were 'persistently absent' compared to 16.7% in 2020/21 and 27.8% in 2021/22 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A