

Pupil premium strategy statement – OAKLANDS PRIMARY ACADEMY

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	470 (May census)
Proportion (%) of pupil premium eligible pupils	19.36% (increase of +1.36%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 2023
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Dec 2023
Statement authorised by	Miss R E Sharp
Pupil premium lead	Miss Becky Sharp Miss Sue Brotherhood
Governor / Trustee lead	Jean Pierre Le Tessier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139476
Recovery premium funding allocation this academic year	£14500
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£153976

Part A: Pupil premium strategy plan

Statement of intent

- To develop the provision to enhance and support the learning of children carefully aligning with our school improvement plan – we aim to enable greater and wider engagement with school life and to support families and children to achieve from their own baselines. Our strategy is closely based on research from the Education Endowment Strategy and project research on best practice and intervention with a measureable impact on outcomes and learners*

Challenges

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

Challenge number	Detail of challenge
1	attendance
2	Completion of enrichment work
3	Counselling and mental health
4	engagement
5	Speech and language needs
6	Early success at EYFS
7	Attending additional sessions
8	Support for families at higher crisis
9	Catch up intervention – precision teach

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
<i>To improve the % attendance for key children with the EWO</i>	For the PP children to appear in the EWO caseload to be reduced to 15% of cohort
To improve the results on PP children in year data using TA at end of primary education KS2 with a focus on writing for PPG children	To narrow the gap in Y6 statutory assessments and via teacher assessment using precision teach, rapid reading, QFT strategies, speech and language

To target the provision of SEND and PP children with accelerated progress measures in stage not age and via precision teach	For the identified cohort to make significant progress from their baseline – 75% of identified cohort
To develop the independence and resilience of PP children via a pastoral strategy	For identified PPG children n in the pastoral caseload to be rag rated Green at year end For PPG children to not feature disproportionately compared to their peers
Improve reading outcomes for focus children in year 6 To improve year 6 outcomes for identified PPG children at end of KS2	RR group making accelerate progress through book bands – case study children

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: managed internally

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer to Peer Cycle	EEF +5 collaborative learning	18 teachers
KS1 phonics programme	EEF +5 phonics	Whole cohort
Engagement at EYFS	School readiness	Whole cohort

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

Budgeted cost: £ 35, 108 + £37500 = £72608

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Ks1 and KS2 speech and language interventions</i>	EEF +6 Oral language interventions, +4 small group tuition, +4 teaching assistant interventions	Focus caseload
<i>Reading outcomes raised via rapid reading</i>	EEF +4 teaching assistant interventions	Focus caseload
<i>Stage not age provision used to improve the life chances of PP and SEND pupils</i>	EEF +4 small group tuition	Focus caseload
<i>Targeted tuition catch up programme</i>	EEF +4 small group provision	Key stage 2 focus groups

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

Budgeted cost: £ 58,183 + £23000 + £8500 = £89683.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increased the pastoral caseload to manage higher increases in need</i>	EEF +4 teaching assistant interventions	Staffing review
<i>Reduce incidence of PP children appearing in attendance caseload with EWO and pastoral dept.</i>	School readiness and cultural capital change	Target of 15% of caseload
<i>Improving behaviour engagement and wellbeing interventions so children an access and attend school based settings</i>	EEF +4 teaching assistant interventions	Link to attendance target

Total budgeted cost: £ 162291.00 (+£8,315 overspend)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Target - For the PP children to appear in the EWO caseload to be reduced to 15% of cohort – reviewing the work of the EWO for 22/23 there are 30% of the caseload which are PP children, this is an increase on last year's strategy- there is clear engagement from EWO on holding families to account but also a comprehensive strategy of supporting to improvement. Of the 30% (20 chn) 30% have moved to orange in the traffic light caseload tracker indicating focused work is having an impact and moving children to a high % attendance. Of the remaining children who sat at red at end of academic year strategies to support have included - SEND support in class, focused intervention, pastoral intervention, family support with heating, housing, bill paying, managing finances, letters from EWO, target setting – with no 20% of focus caseload now achieving 90% + which is a movement in the right direction. Within that group are 2 Traveller families who have a right to travel (10%) -

Target - To improve the results on PP children in year data using TA KS2

Science 86% EXP teacher assessment, PPG 80% - narrowing the gap over previous years – impact due to wider curriculum coverage, focused timetabling, greater depth taught, pillar of progression allowing greater build-up of both knowledge and skills in science

Writing 74% EXP teacher assessment, PPG 67% - area of focus

Reading 76% EXP teacher assessment PPG 71% narrowing the gap

Maths 76% EXP teacher assessment 71% PPA narrowing the gap

Teacher assessment and data over time shows a narrowing of the gap for PPG children

Test Data

Maths PPG 70% - **in line with all pupils**

Reading PPG 60% - below all pupils

GPS PPG 70% EXP results 71% - **in line with all pupils**

Target - To target the provision of SEND and PP children with accelerated progress measures in stage not age and via precision teach/speech and language developing with pleasing impact and progress measures

SNA approximate age + increase is 8 month added via progress measures compared to non PPG peers this is still a gap but the gap is narrowing (non PPG 10 months), we are also seeing though significant spikes in their standardised score for key reading components with 1 child now attaining a standardised score of 100 which is at expected

Speech and language – 80% of ppg children progressed through their programme with success at 75%+ achievement, this was delivered through our words first therapist and internal specialist teaching assistant – language has proved a significant barrier to learning across the wider curriculum, attendance of this group was high bar one pupil where attendance impacted on interventions and development of key competencies in language acquisition and understanding – we are seeing these specific send/PPG children make gains also across SNA indicating that the holistic targeted approach impacts on their specific SEND needs. When comparing focus groups the PPG speech and language children overall have better attendance at intervention indicating that the culture and value placed on precision teach specialist provision is valued. When comparing the non PPG group, the PPG children secure slightly average higher success in meeting targets non PPG 72%, PPG now 75%, they have now on average diminished the difference.

Target -To develop the independence and resilience of PP children via a pastoral strategy – met

Target - For PPG children to not feature disproportionately compared to their peers - met

116 children were on the pastoral caseload for 22/23 (25% of whole cohort) 26 were PPG 22.4% of overall caseload – the % of children featuring on the PPG pastoral caseload not a significant feature with 77.6% being non PPG.

Looking at impact rag statements for PPG focus group 77% were rag rated green fully achieved goals set, 8% remain on pastoral caseload for academic year 23/24, with 15% no effective in their focus interventions which covered ELSA, touch bases with pastoral staff daily and social skills interventions – barriers to engagement were timing for emotional support and undertaking contrasting external therapies, poor attendance and parental disputes ongoing

2023 - 2024 headlines

- *Improving incentives for attendance alongside our significant pastoral support and intervention alongside EWO and safeguarding lead governor*
- *Increase the reach of SEND provision to engage send PP children to attend by offering more support for SEND PPG families*
- *Improve PPG outcomes at end KS1 to ensure a higher attaining pathway from KS1 to KS2*
- *Improved reading outcomes via CPD strategy for staff*
- *Accelerating progress of PPG via bespoke specialist intervention through TA support such a precision teach, rapid reading across the primary age range*
- *Use pupil progress meetings to identify early barriers to learning for PPG children to maximise life chances*
- *To widen the support provision via the LINK classroom*
- *To expand the support for SNA PPG children to accelerate and widen the scope of SNA for PP and send complex needs*
- *To focus the attainment at EXP of PP chn at KS1 and KS2*
- *Focus writing at end KS2 in line with all pupils and reading test scores*