

Pupil premium strategy statement

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	Oaks Primary Academy
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	September 2022
Date on which it will be reviewed	
Statement authorised by	Mr Thomas Moore
Pupil premium lead	Mr Thomas Moore
Governor / Trustee lead	Mrs Debbie Biggenden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,260
Recovery premium funding allocation this academic year	£11,020
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	

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is a government-funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is eligible for Free School Meals now, or has been eligible in the previous 6 years, will receive funding. The funding is also provided to meet the needs of children in care of the Local Authority, children who have recently been adopted from care and children of Service families. The funding paid for each of these groups is different and varies year on year.

Who is eligible for Pupil Premium?

- Children in the Armed Forces Personnel
- Looked After Children
- Children adopted from care or who have left care

Children can have free school meals and are eligible for Pupil Premium if they receive any of the following:

- Income support
- Income-Based Jobseekers Allowance
- Income Related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190
- The guaranteed element of Pension Credit

Why Is Pupil Premium Important?

Nationally, there is a strong link between economic disadvantage and poor achievement in schools. Across the country, there is a significant gap between the progress made by pupils eligible for free school meals and those who are not eligible. There are many reasons why this gap exists. Pupil Premium is given to schools to help us try to close this gap. It is important because it enables us to counteract the disadvantages that poverty imposes on children. It ensures we can put the support in place to help every child in our school thrive and fully master each stage of the curriculum.

Pupil Premium Pupils at Oaks Primary Academy

Oaks Primary Academy and the pupils that attend are within one of the highest areas of deprivation. 41% of the children that attend Oaks (76 of 187) are classified as

Disadvantaged - which can be due to a number of factors (SEN, Children in Need, those eligible for Pupil Premium Grant) The main barriers that disadvantaged pupils face are outlined below:

1. Limited levels of Oracy and exposure to quality written and spoken English.
2. Reluctant Parental Engagement often categorised under low attendance and poor perceptions of schooling.
3. Minimal opportunities to engage in the community outside of school (limited social experiences and lack of support).

Key Improvement Priorities to close or significantly diminish the gap between pupil premium children and non-pupil premium pupils are:

1. To increase attendance, reduce persistent absence and improve punctuality.
2. To develop a broader curriculum which is rooted in personal development, improving access to wider communities and opportunities.
3. To close the attainment gaps and ensure rapid progress for all pupil groups.

Challenges

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

Challenge number	Detail of challenge
1	Attendance, persistent absence and punctuality
2	Increasing meaningful engagement with the wider community to enhance personal development and well being
3	Low starting levels of English.
4	SEND provision
5	Staff CPD and monitoring to ensure high quality provision for all 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
<i>Create robust personal development programme</i>	<p>Improve absence to exceed national average.</p> <p>Improve persistent absence in line with national average.</p>

<i>Ensure high levels of progress and attainment for PPG</i>	Ensure high quality CPD, teaching and learning and subject leadership in place to tackle barriers to learning.
<i>Prioritise tackling low levels of spoken English, reading and writing to allow all children to access the curriculum</i>	Ensure speech link provision is in place for all students (particularly specific pupil groups) to identify need as early as possible. Work alongside SENco and all members of staff to create robust English curriculum which tackles a range of need through intervention, support groups and pre teaching.
<i>Target PP children with SEN and AEN</i>	Develop SEN expectations (personalised plans, provision maps) and continuously provide professional development to teachers and LSAs to be best prepared to tackle SEN and AEN to make progress in line with their peers.
<i>To create equal opportunities to all pupil groups, regardless of finances.</i>	We will subsidise extra/co-curricular events and clubs. Help to supply pupils with uniform where applicable.

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: £13,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS Teacher/phonics support £13,228</i>	Provides added capacity to work in small groups of children with specific difficulties, low starting points or AEN. Can support on a 1:1 basis across the whole school to improve curriculum attainment and progress.	2, 3, 4, 5

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

Budgeted cost: £ 35,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
40% cost of school led tutors £27,995	Supporting children within class enabling them to access the curriculum English, Reading and Mathematics.	2
<i>PYP Curriculum Development £5110</i>	The PYP enables our learners to have access to a transdisciplinary, forward-thinking curriculum which will allow them to access the world beyond education and beyond their immediate local area.	1,2,3,5
<i>Applications/technology to support provision (Speech & Language Link, TTRS) £2635</i>	This resource can be used by children independently to help them access learning in class via the use of technology	3,4,5

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

Budgeted cost: £ 56,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Community Liaison Officer £22,051</i>	Staff member dedicated to ensuring all pupils have equal access to school life (attendance, home and school provisions, well being and uniform)	1, 2
<i>Emotional Learning Support Assistant and learning mentor £25,841</i>	We will support working families with wrap-around care if applicable	2
<i>Trips, clubs, events £4,000</i>	Preventing finances being a limiting factor to engagement in a well rounded school life with equal provision to peer groups.	2
<i>Extra curricular/wrap around care £1,900</i>	Allowing children from all backgrounds to engage in enrichment opportunities pre and post school (including breakfast club provision).	1, 2
<i>School uniform and milk £2,500</i>	All pupils can attend school and lead a healthy life in order to access the education they are entitled to.	1,2

Total budgeted cost: £ 105,260

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.

Teaching (for example, CPD, recruitment and retention)

Aim	Target	Target date	Reviewed *unvalidated data
Progress in Reading	To achieve 85% ARE in Reading	June 2022	Achieved 88% ARE*
Progress in Writing	To achieve 89% ARE in Writing	June 2022	Achieved 85% ARE*
Progress in Mathematics	To achieve 89% ARE in Maths	June 2022	Achieved 88% ARE *
Combined	To achieve 80% ARE combined	June 2022	Achieved 85% ARE*

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

Measure	Activity	Reviewed
Priority 1,2	<ul style="list-style-type: none"> Connect children with opportunities to engage with careers, charities and community. Implement new personal development programme. 	New personal development programme helps children to develop cultural capital and awareness of the world around them. A focus is to provide ppg children with real world experiences that they do not have access to externally.
Priority 3,4,5	<ul style="list-style-type: none"> Create robust assessment, tracking and support framework. Increase levels of knowledge and specialism 	Hiring of SENco on additional day per week, alongside ELSA, Phonics support and curriculum leads allows bespoke CPD to ensure all

	for supporting PPG and children with AEN.	pupil groups are supported to make accelerated progress.
Priority 3,4,5	<ul style="list-style-type: none"> Better utilise technology to support assessment and development of English reading and writing (spoken word) 	This resource was used by staff to rapidly assess and monitor levels of spoken word and support teachers and SENco in targeting low levels of oracy.

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

Measure	Activity	Reviewed
Priority 1	<ul style="list-style-type: none"> Develop cultural capital Monitoring and supporting families with fluctuating attendance due to an array of circumstances. 	Our Community Liaison Officer provided a port of call for all families whilst holding them to account for attendance and punctuality issues. By implementing a robust attendance strategy which involved first day calling, letter triggers, attendance meetings with governors and ultimately LA fines, we were able to significantly increase attendance in line with National Averages.
Priority 2	<ul style="list-style-type: none"> School uniform support Breakfast club Co Curricular provision trips and events Tackling the disparity between pupil groups due to vulnerable, Chin and impoverished families. 	We were able to provide a great deal of support for our families which in turn had an extremely positive effect on attendance, punctuality and attitudes towards schooling for both parents and pupils. We were able to subsidise uniform, breakfast club, swimming and trips/events. Each of these enabled disadvantaged children to access not just an education but the enrichment opportunities that should accompany it.

Covid Catch-Up Funding Review

Academic Year 2021 -22

Total funded through Covid catch-up fund:	£7,750
Review of expenditure	<p>We utilised the funding to top up the 25% shortfall from Tutor-led funding</p> <p>We utilised the expenditure to employ two members of additional staff to support small groups and one to one sessions focusing on English and Maths across Key Stage 2. These groups prioritised improving progress with Pupil Premium children in all ability groups to ensure not just equal accessibility to the curriculum, but the chance to flourish. This supported our high outcomes in the Key Stage 2 SATs, Year 4 multiplication check and teacher assessments.</p> <p>We also brought employed our former EYFS lead across three days per week. Her focus was with EYFS and KS1 predominantly supporting those who had significant gaps in their learning due to the pandemic. The impact of this was notable in supporting 82% of children in Year 2 to pass their phonics screening.</p>