

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Oakwood Primary
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Maria Whitmarsh
Pupil premium lead	Tricia Mahoney
Governor / Trustee lead	Matt Maiden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132,395
Recovery premium funding allocation this academic year	£15,660
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	£148,055

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
 - act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading fluency than their peers. This negatively impacts their development as readers.

2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 50 pupils, 33 (66%) of whom are disadvantaged, currently require additional support with social and emotional needs.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.3% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Observations and discussions with pupils indicate that learning behaviours and social interactions have been negatively impacted by partial school closures.</p>
6	<p>Discussions with pupils and families indicate that the lack of cultural capital opportunities during lockdown has narrowed pupils' experiences and reduced their ambitions and aspirations.</p>

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.
Behaviour and attitudes to learning to be consistently good for all children	<p>Sustained positive behaviour across the school, demonstrated by:</p> <ul style="list-style-type: none"> Children showing enthusiasm for and enjoyment of learning Children can talk about their hopes and aspirations
Attainment and progress for all children is good – children are knowing more and remembering more	<ul style="list-style-type: none"> No significant attainment gaps between disadvantaged and non-disadvantaged pupils Disadvantaged pupils make as much progress as all pupils
Curriculum is well-sequenced and supports children to know more and remember more. There is a wealth of opportunity to enhance cultural capital.	<ul style="list-style-type: none"> Children know more and remember more, particularly children from vulnerable groups Children have a breadth of opportunities to develop cultural capital

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: £ 61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a TLR position of Progress Lead	Middle leadership focus to ensure focus and support for target groups of children	1, 2
High quality focused CPD for all staff across the curriculum	High quality teaching for all children is reliant on highly skilled staff	1, 2, 5
Restructure of TLRs to focus on key areas and to aid retention	Clear focus on reading, writing and maths leadership	1, 2
Pedagogical approaches action group	Peer support CPD rooted in action research	2
External Reading CPD for Key Stage 2	Identified need for greater consistency in teaching reading fluency in KS2	1, 2
Maths Mastery and Mastering Early Number - We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	EEF Teaching toolkit – Mastery Approach +5 months	2
Feedback – continued CPD	EEF Teaching Toolkit +6 months	2
Purchase of standardised diagnostic assessments.	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	1, 2

Release time for coaching, TLR time and subject leadership time	Dedication to improving provision and outcomes for children across the curriculum	
---	---	--

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

Budgeted cost: £ 62,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	EEF Teaching Toolkit +4 months One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2
Little Wandle Phonics programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Validated phonics scheme for consistency across school EEF Toolkit +4 months	1
Structured interventions	EEF Toolkit +4 months	1, 2
Reducing class size (Y6)	EEF Toolkit – reducing class size +3 months	1, 2
Additional Teaching Assistant in Year R	EEF Toolkit – reducing class size +3 months	1, 2

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

Budgeted cost: £ 49,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ELSA	EEF toolkit – Social and Emotional Learning +4 months	3, 5
Extra-curricular offer	Clubs offered for free or at reduced rates to encourage greater attendance from disadvantaged pupils.	3,6
Cultural capital within school day (subsidised trips/experiences)	Opportunities provided that children may not otherwise get to experience	6
Outdoor Learning	EEF Toolkit - Outdoor and adventure learning +4 months	3
Trackit Behaviour system/Whole school matrices/Individual intervention	EEF Toolkit - Behaviour Interventions +4 months	5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
Activities to increase parental engagement	EEF Toolkit – Parental engagement +4 months	1, 2, 3, 4
Music provision in Years 3 and 4	Specialist music tuition provided free to all pupils in years 3 and 4 in line with recommendations in the National Plan for Music Education	2,6
Contingency fund for acute issues.	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: £ 173,000

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 2020 to 2021 academic year.

Area of spend	Impact
Coach and mentor teachers with a particular focus on NQT +2s	<ul style="list-style-type: none"> • Both NQT+2 teachers are CEV and therefore isolated for much of the lockdown periods. Support focused on planning and remote learning. • Quality of teaching is improving, however this needs to continue to be developed into 2021-2022 to ensure pupils make rapid progress and attainment is raised.
Provide opportunities for behaviour management training at a generic, whole staff level, and at a specific class level. For example, whole staff ACEs training	<ul style="list-style-type: none"> • All staff completed ACEs training • Challenging behaviour seen in a minority of pupils on return to school significantly improved by the end of July 2021. • Learning behaviours for some children were still not as good as before lockdown during the start of the summer term. This has seen a marked improvement. • Additional ELSA provision supported children with the return to school post-lockdown, as a higher proportion of children experienced separation anxiety and were emotional when coming to school. 80% of those children now have no issues coming to school, and of the remaining 20%, there are still notable improvements.
Continue to purchase challenging reading texts for children.	<ul style="list-style-type: none"> • The range of texts children have access to is wider. Children are increasingly able to access high quality books matched to their phonics need.
Contribute to school trip costs (if pandemic restrictions allow).	<ul style="list-style-type: none"> • This had to be put on hold due to further lockdowns. Finances were redirected to tech support for remote learning devices. • Although we were unable to provide many first hand additional experiences during the lockdown and within the restrictions, some remote opportunities were offered such as a virtual pantomime and virtual museum visits.
Provide high quality remote learning for all children, including interventions for PP and SEN children. This includes tech support for devices provided to families, and additional photocopying of resources to send home.	<ul style="list-style-type: none"> • Remote learning was well led and managed, and pupils with additional needs, including SEN or disadvantaged, we either offered places in school where space allowed, or provided with additional remote intervention. • Pupil conferencing and feedback from families indicated that this additional intervention was

	<p>well-received, and enabled children to be more engaged with their learning from home.</p> <ul style="list-style-type: none"> • The social and emotional benefits of children attending the key worker/vulnerable groups during lockdown were evident in a number of children who thrived in the smaller groups. • Of the devices loaned to families, 42% were to disadvantaged families.
Deploy Teaching Assistants according to levels of need. They will provide 1:1, small group support in class and out of class interventions such as Catch Up Literacy and Numeracy, Beat Dyslexia, BEAR, Project X, Precision Teaching, NELI and Speech and Language support.	<ul style="list-style-type: none"> • All programmes except for NELI have been delivered to children who have needed them across the school. This was unable to be carried out consistently due to both bubble and school closures.
Track children's progress in reading bi-annually using Salford and Group Reading tests	<ul style="list-style-type: none"> • Completed and children not making progress are identified and targeted for intervention.
Pay to access external agencies (e.g. Southampton Advisory Outreach Service, Springwell Inclusion Partnership, Pupil Referral Units, Southampton Psychology Service, Southampton Language Service) to support children with specific needs such as SEMH (Social, Emotional and Mental Health) or Speech and Language needs.	<ul style="list-style-type: none"> • Services used to support individual children with especially challenging behaviours or learning barriers. Personalised targets in place.
Employ an additional Teaching Assistant in Year R.	<ul style="list-style-type: none"> • Due to lockdown, the way in which TAs were utilised changed. This enabled more TAs to provide remote individual and small group interventions.
Employ an additional Teacher in Year 6. Provide small group tuition for Year 6 children outside of school hours	<ul style="list-style-type: none"> • Small group tuition in reading and maths and smaller class sizing resulted in no significant differences in attainment between disadvantaged and non-disadvantaged pupils in year 6.
Protected DSL time	<ul style="list-style-type: none"> • During lockdown (January-March 2021), the number of hard to reach children decreased as a result of the hard work, determination and efforts of the staff at Oakwood. There were no children that did not have contact due to additional calls or home visits from DSL's, ELSA's and SLT. This supported our care-driven approach. • Pupil premium children and families along with other vulnerable children were prioritised each week for contact. • Verbal feedback from families, including children, stated that they have felt supported throughout the year, and in particular during lockdown.

<p>Have a budget to support children and families with individual purchases– e.g. items of uniform, grocery boxes, individual stationery packs</p>	<ul style="list-style-type: none"> • Children and families were provided with the basic necessities to support them over the pandemic, both in terms of support with food but also support with equipment for learning.
<p>Contribute to after school clubs for eligible children (if pandemic restrictions allow)</p>	<ul style="list-style-type: none"> • We were unable to run extra-curricular clubs for most of the year.