



Pupil Premium Strategy 2020 - 2021

Our school's pupil premium grant allocation amount: £125,165

A summary of the main barriers to educational achievement faced by our eligible pupils

Oakwood Primary School serves a diverse local community. We believe that because a child is eligible for the pupil premium, it does not necessarily mean they face specific barriers to achievement. Here are some of the barriers they **may** face:

- Children lacking resilience and independence in learning.
- Poor language and literacy skills, with poor language role models at home.
- Children with limited opportunities to see the wider world and even locations beyond Southampton.
- Lack of aspiration.
- Home learning is undervalued.
- Parents struggling to manage routines and boundaries.
- Children spending too long inactive, or playing computer games.
- Poor role models at home – e.g. older siblings not in education, employment or training.
- Significant challenges within the home environment, e.g. absent parents, domestic violence, drug misuse, mental health needs, families involved in the criminal justice system.
- Families on the edge of care and/or with child protection needs.
- Additionally, in the face of the Covid pandemic, barriers to home learning.

How we will spend the pupil premium to overcome these barriers and the reasons for our approach

The school has a member of staff who leads on the pupil premium; however, all teachers are aware of the barriers faced by eligible children in our school and the strategies and resources we deploy to support them. The school has an evidence based approach to our expenditure. The pupil premium Lead has undertaken significant research to determine what is most effective in raising educational achievement for our disadvantaged pupils. This has included:

- Reading Ofsted reports on effective use of the Pupil Premium.
- Looking at Ofsted reports and Pupil Premium Strategies from Outstanding schools or schools nationally recognised for their use of the Pupil Premium.
- Utilising the Education Endowment Fund Toolkit.
- Our own in school experiences of working with disadvantaged children and families.
- Meeting and working with colleagues in the Redbridge & Lordshill Federation.



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To overcome the barriers our disadvantaged children face, Oakwood Primary School needs to do the following:

- Provide consistently high quality teaching.
- Set very high expectations of disadvantaged learners.
- Set very high expectations of parents and carers.
- Provide high quality CPD opportunities to all members of staff.
- Provide opportunities for parents to engage with school life and their children's education.
- Manage behaviour consistently, with clear boundaries and routines.
- Provide children with learning tools they may not otherwise have at home.
- Provide timely and targeted intervention away from the classroom – not as a replacement to quality first teaching.
- Have a challenging and engaging curriculum that is bespoke to our community.
- Ensure there are high quality resources to support the curriculum and our children.
- Support children who may be experiencing any kind of distress as a result of their home environment or other challenging circumstances.

Planned Expenditure for 2020 - 2021

| Quality of Teaching for All | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| We will... | So that... | Led by... |
| Coach and mentor NQT +2s, providing feedback and next steps. | Teachers are getting the best from the children. The children are meeting and exceeding age related expectations. | SLT |
| Provide opportunities for behaviour management training at a generic, whole staff level, and at a specific class level. For example, whole staff ACEs training | Children's learning is not limited by their own behaviour, or the behaviour of their peers. | TM |
| Encourage independence and resilience through a whole school approach to basic skills. | Children's basic skills are strong and parents are aware of the expectations and are able to support at home. | All staff |
| Continue to purchase challenging reading texts for children. | Children develop a love of reading. Children are challenged in their reading and exposed to rich language that in turn can be applied in other contexts such as writing. | English team |
| Teach and model Growth Mindset | Children develop a Growth Mindset and in turn have increased resilience and determination | All staff |
| Contribute to school trip costs (if pandemic restrictions allow). | To ensure children receive a wide range of opportunities to visit places that they would not ordinarily have the opportunity to. | MW |
| Provide high quality remote learning for all children, including interventions for PP and SEN children. This includes tech support for | All children are able to access remote learning, regardless of their circumstances. | ZR |



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| devices provided to families, and additional photocopying of resources to send home. | | |
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| Targeted Support | | |
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| We will... | So that... | Led by... |
| 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. | Children receive the necessary support according to their need | TM |
| Track children's progress in reading bi-annually using Salford and Group Reading tests | Children falling behind are identified quickly and targeted for additional support. | TM |
| 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. | Children are receiving specialised support and intervention where this is required and beyond the school's day to day capacity and/or expertise. | TM |
| Employ an additional Teaching Assistant in Year R. | Children are well-supported in their transition to school from a range of child-care settings, children can be taught in smaller groups and 1:1 interventions can take place | MW |
| Employ an additional teacher in Year 6 | Children can be taught in smaller classes, allowing for higher quality feedback from teachers; children are well-prepared for their transition to secondary school | MW |
| Provide small group tuition for Year 6 children outside of school hours | Children who are struggling to meet age-related expectations or who are lacking in confidence have the support to catch up. | TM |



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| Other Approaches | | |
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| We will... | So that... | Led by... |
| Protected DSL time | All children are safe | MW |
| Have a budget to support children and families with individual purchases– e.g. items of uniform, grocery boxes, individual stationery packs | Children are able to fully access their education in times of crisis. | MW |
| Contribute to after school clubs for eligible children (if pandemic restrictions allow) | Children have opportunities to attend additional extra-curricular activities that they might not otherwise | MW |

How we will measure the effect of the pupil premium

Oakwood Primary School does not believe that monitoring the attainment and progress of our disadvantaged children is the sole responsibility of an individual. Instead, we have a whole school approach and a culture of high aspirations from all – the Senior Leadership Team, through to Subject Leaders and Year Leaders, to class teachers and support staff.

The school has a monitoring cycle through which the school ensures we are delivering the very best for our children. At the heart of this is our disadvantaged pupils; they are a constant focus.

Our monitoring cycle incorporates:

- Learning walks.
- Behaviour walks.
- Pupil conferencing.
- Staff appraisal.
- Pupil Progress Meetings.
- Formal lesson observations.
- Work sampling.
- Data analysis.

The date of our next review of the school’s Pupil Premium Strategy: July 2021.