

## 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  | 410             |
| Proportion (%) of pupil premium eligible pupils   | 25.6%           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021 - 2024     |
| Date this statement was published   | January 2023    |
| Date on which it will be reviewed   | January 2024    |
| 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   | £149,425 |
| Recovery premium funding allocation this academic year  | £15,660  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £165,085 |

**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.

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

## 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: £ 57,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Recruitment of a TLR position of SENCo to support Inclusion Lead  | High quality provision for SEN and lower attaining pupils                         | 1, 2, 5                       |
| 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 action research   | 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). | <a href="#">EEF Teaching toolkit</a> – Mastery Approach +5 months                 | 2                             |
| Feedback – continued CPD  | <a href="#">EEF Teaching Toolkit</a> +6 months                                    | 2                             |
| Release time for coaching, TLR time and subject leadership time   | Dedication to improving provision and outcomes for children across the curriculum | 1, 2, 5                       |
| Four members of staff undertaking NPQ training – release time and coaching time   | Dedication to improving provision and outcomes for children across the curriculum | 1, 2, 3                       |

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

Budgeted cost: £ 62,500

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <p>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.</p> | <p>EEF Teaching Toolkit +4 months<br/> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br/>           And in small groups:<br/> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | <p>1, 2</p>                          |
| <p>Little Wandle Phonics programme</p>   | <p>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:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a><br/>           Validated phonics scheme for consistency across school EEF Toolkit +4 months</p> | <p>1</p>                             |
| <p>Structured interventions</p>  | <p><a href="#">EEF Toolkit</a> +4 months</p>   | <p>1, 2</p>                          |
| <p>Reducing class size (Y6)</p>  | <p>EEF Toolkit – reducing class size +3 months</p>   | <p>1, 2</p>                          |
| <p>Additional Teaching Assistant in Year R</p>   | <p>EEF Toolkit – reducing class size +3 months</p>   | <p>1, 2</p>                          |

**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  | <a href="#">EEF toolkit – Social and Emotional Learning</a> +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/Forest School   | EEF Toolkit - Outdoor and adventure learning +4 months   | 3                             |
| Trackit Behaviour system/Whole school matrices/Individual intervention   | <a href="#">EEF Toolkit - Behaviour Interventions</a> +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:<br><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>                 | 5                             |
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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   | <a href="#">EEF Toolkit – Parental engagement</a> +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 <a href="#">National Plan for Music Education</a>                                    | 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 2021 to 2022 academic year.

| Area of spend   | Impact   |
|---|--|
| Recruitment of Progress Lead TLR                                      | <ul style="list-style-type: none"> <li>• Assessment systems set up, with focus on tracking of most vulnerable pupils</li> <li>• Staff have good understanding of their class's progress and areas to target</li> <li>• SLT and Governors have a fuller picture of attainment and progress</li> </ul>   |
| High quality focused CPD for all staff across the curriculum          | <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Phonics training across the school to support implementation of a whole school phonics programme</li> <li>• NASENCO qualification for Senco</li> <li>• Music training provided by Showcase</li> <li>• Reading fluency training supported by another school</li> <li>• Maths Mastery training for maths lead</li> <li>• Geography training</li> <li>• Forest school staff training</li> <li>• Pupil Passports, Scaffolding</li> </ul> |
| Whole staff training on behaviour and use of Trackit behaviour system | <ul style="list-style-type: none"> <li>• Consistency to behavioural approach</li> </ul>  |
| Contribute to school trip costs                                       | <ul style="list-style-type: none"> <li>• Reinstated educational visits post-lockdown. Trips subsidised where possible to reduce costs to parents.</li> </ul>   |
| Re-introduction of extra-curricular clubs                             | <ul style="list-style-type: none"> <li>• Range of clubs offered to children, including sports and music choices</li> </ul>   |



|  |  |
|--|--|
| <p>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, and Speech and Language support.</p>   | <ul style="list-style-type: none"> <li>• All programmes have been delivered to children who have needed them across the school.</li> </ul>   |
| <p>Track children's progress in reading bi-annually using Salford and Group Reading tests</p>  | <ul style="list-style-type: none"> <li>• Completed and children not making progress are identified and targeted for intervention.</li> </ul>   |
| <p>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.</p> | <ul style="list-style-type: none"> <li>• Services used to support individual children with especially challenging behaviours or learning barriers. Personalised targets in place.</li> </ul>   |
| <p>Employ an additional Teaching Assistant in Year R.</p>  | <ul style="list-style-type: none"> <li>• Year R have additional support enabling smooth transition into school</li> </ul>  |
| <p>Employ an additional Teacher in Year 6. Provide small group tuition for Year 6 children outside of school hours</p>   | <ul style="list-style-type: none"> <li>• 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.</li> </ul> |
| <p>Protected DSL time</p>  | <ul style="list-style-type: none"> <li>• All DSLs have non-contact time</li> </ul>   |