

## Pupil premium strategy statement

This statement details our school’s use of pupil 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 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	420
Proportion (%) of pupil premium eligible pupils	22%
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 2024
Date on which it will be reviewed	January 2025
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	£146,485
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£161,710

**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 literacy, notably application of writing skills. This negatively impacts their development as writers.

2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted post pandemic to a greater extent than for other pupils.</p> <p>This has resulted in some knowledge gaps leading to pupils falling further behind age-related expectations</p>
3	<p>Our assessments, 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 continued to be high. 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 2.43% 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 a lack of cultural capital opportunities narrows pupils' experiences and reduces 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.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%,</li> </ul>

	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"> <li>• Children showing enthusiasm for and enjoyment of learning</li> <li>• Children can talk about their hopes and aspirations</li> </ul>
Attainment and progress for all children is good – children are knowing more and remembering more	<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>
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"> <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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Pedagogical action research	Peer support CPD rooted in action research	2
Writing development including external CPD, release time for writing lead beyond TLR release, purchase of supplementary resources	High quality teaching for all children	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
5 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: £

<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  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>            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>Additional booster teacher for Year 6 and other key groups</p>	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

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

Budgeted cost: £

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: <a href="http://educationendowmentfoundation.org.uk">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 4 and 5	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	All

	of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £**



**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<b>Area of spend</b>	<b>Impact</b>
Recruitment of TLR position of SENCo to support Inclusion Lead	<ul style="list-style-type: none"> <li>• High quality CPD for staff with a focus on scaffolding and provision for children with SEND resulting in children making small steps of progress within their Pupil Passports</li> <li>• Effective transition of SEND children both into and out of Oakwood</li> </ul>
High quality focused CPD for all staff across the curriculum	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Pupil Passports, Scaffolding</li> <li>• Effective pedagogy</li> <li>• Selective mutism</li> <li>• Behaviour</li> <li>• Social and Emotional Aspects of Learning</li> <li>• Autism and ADHD</li> </ul>
Restructure of TLRs to focus on key areas and to aid retention	<ul style="list-style-type: none"> <li>• Good staff retention – no additional teachers were recruited for the beginning of 2023 academic year</li> <li>• Increased accountability for core subjects</li> </ul>
Pedagogical action research	<ul style="list-style-type: none"> <li>• Staff more engaged in their own CPD.</li> <li>• Bespoke training opportunities.</li> <li>• More staff taking on NPQs</li> </ul>
External reading CPD for KS2	<ul style="list-style-type: none"> <li>• Consistency of approach to teaching reading fluency</li> </ul>
Maths Mastery and Mastering Early Number	<ul style="list-style-type: none"> <li>• Consistent approach to teaching maths</li> <li>• 86.4% meeting EXS at KS2 (1.9% rise since 2022)</li> </ul>
Feedback – continued CPD	<ul style="list-style-type: none"> <li>• Increase in instant feedback leading to children having a clearer understanding of their progress and next steps</li> </ul>

<p>Release time for coaching, TLR and subject leadership</p>	<ul style="list-style-type: none"> <li>• Foundation curriculum in place and published online</li> <li>• Coaching for NPQ</li> <li>• Coaching for teachers in developing maths mastery and writing skills</li> </ul>
<p>Four members of staff undertaking NPQ training</p>	<ul style="list-style-type: none"> <li>• Successful completion of NPQs and more staff inspired to embark on training</li> <li>• Impact seen in strategic development</li> </ul>
<p>Tuition</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Forest School</p>	<ul style="list-style-type: none"> <li>• Forest school set up with each KS2 class having sessions across the year. Positive impact on well being.</li> </ul>