



Oakhill 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	Oakhill Primary School
Number of pupils in school	60/116
Proportion (%) of pupil premium eligible pupils	October 2022 60 52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022, 2022 – 2023, 2023 - 2024
Date this statement was published	31.12.2022
Date on which it will be reviewed	August 2023
Statement authorised by	Nicola Gripton
Pupil premium leads	Nicole Price
Governor / Trustee lead	Peter Hollis

Funding overview

Detail	Amount
Total Pupil premium funding allocation this academic year 2022 – 2023 October 2022 census numbers: (60) children	£79,868.00
Recovery premium funding allocation this academic year	£8,120.00
Pupil premium funding carried forward from previous years	None
Total budget for this academic year	£87,988.00

Part A: Pupil premium strategy plan

Statement of intent

Our main objectives are:

- ***That pupil premium pupils meet and exceed national expectations in progress and attainment in reading, writing and maths.***
- ***To narrow the gap between disadvantaged learners and non-disadvantaged pupils in reading, writing and maths.***
- ***That all pupil premium pupils are socially, emotionally ready to learn.***
- *Improve attendance for all of these pupils to be at or above 97%*
- *All disadvantaged pupils are motivated and engaged in life- long learning*
- *All staff contribute and implement strategies to ensure positive outcomes for all pupils.*

We aim to achieve this through:

- *Teaching and learning meets the needs of all pupils in the classroom*
- *Provision and monitoring of all groups of learners is regular to ensure that provision needs are addressed for all vulnerable groups of pupils.*
- *Funding allocation will be a result of termly/ annual evaluations and therefore not all pupils will be in receipt of pupil premium intervention at the same time in school.*

To achieve these objectives, the provision in place to support all pupils will include:

- *Ensure that teaching and learning is good or better in all classes.*
- *Employ a dedicated teaching assistant to each key stage to support focused small group work*
- *Additional funding to ensure the provision in all classrooms is of high quality to inspire and engage pupils.*
- *Additional funding may be used for educational visits and increase first hand experiences for this group of pupils.*

Challenges

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

Challenge number	Detail of challenge
1	<p><i>The proportion of pupil premium children achieving expected levels in reading at key assessment points e.g. ELG, Y1 phonic scores, key stage 1 assessments and Year 6 assessments is below national expected levels.</i></p> <p><i>Children's on entry levels are low which can be additionally impacted by limited adult support at home, limited resources and opportunities to develop a love of reading.</i></p>
2	<p><i>The proportion of pupil premium children achieving national expected levels in writing at key assessment points e.g. ELG, key stage 1 assessments and Year 6 assessments is below national expectation.</i></p>
3	<p><i>The attainment and progress of pupil premium children who are also on the SEN register is below national expectation and there is also a high percentage of pupil premium children who are on the SEN in each cohort.</i></p>
4	<p><i>Children enter with low on entry PSED scores, which impacts the academic and social/ emotional development of these pupils throughout school. The impact of the pandemic has also impacted up pupils social and emotional needs and hence upon their ability to learn in the classroom or at the same rate as their non-pupil premium pupils.</i></p>
5	<p><i>Children enter with low on entry speech and language levels with a high number of pupils having speech and language plans.</i></p>
6	<p><i>Attendance remains a priority in order to maintain levels in line with national.</i></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
Increased progress and attainment in reading	All reading assessments including National Assessments improve with % of children achieving expected standard being in line with national assessments.
Increased progress and attainment in writing	KS2 outcomes improve year on year, with the percentage of children achieving expected standard being in line with national expectations.
Increased progress and attainment in maths	KS2 outcomes improve year on year, with the percentage of children achieving expected standard being in line with national expectations.
Progress of SEN children	SEN pupils make progress from their starting points.
Speech and Language	Improved % of children achieving a GLD and a reduced number of children requiring speech and language plans.
Improved ability/ readiness to learn through emotional support	Children who access emotional support show an improved score and attitude to learning.
Improved attendance figures	Whole school attendance is in line with national average. Attendance % of pupil premium children is in line with their peers.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued implementation and delivery of phonics through the RWI scheme.</i></p> <p><i>This includes development days with phonic leads and access to the virtual classroom for weekly training of all staff.</i></p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	1
<p><i>Whole class guided reading – half termly staff meeting and coaching for all teachers in the teaching of reading strategies in</i></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1, 2

<p><i>guided reading strategies.</i></p> <p><i>Access to reading plus software and ongoing monitoring of use and impact of reading plus platform.</i></p> <p><i>Use of Vocabulary Ninja website and resources</i></p>	<p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p>	<p>1, 2</p>
<p><i>Writing – key stage focus on sentence structure and implementation of Mighty Writer programme.</i></p>	<p>Whole class teaching of sentence structure formation across Years 1 – 3 using Mighty Writer system, which is a tactile teaching and learning resource.</p> <p>Small group interventions to further support individuals with sentence composition.</p>	<p>2</p>
<p>Internal and external termly writing moderation opportunities to ensure accurate assessment and knowledge of next steps to improve progress.</p> <p>Implementation of sentence structure writing program, Mighty Writer, to consolidate cores skills in key stage</p> <p><i>Maths – implementation of the Mastering Number Scheme in Reception, Year 1 and Year 2</i></p>	<p>Increased moderation and focus on writing is impacting on teacher confidence in assessing children's writing, this will improve the quality and expectations of pupil work. Including external moderation to supplement internal moderation.</p> <p>Whole class programme to develop number sense to leave KS1 with fluency in calculations and a confidence and flexibility with number. Mastering Number NCETM</p>	<p>2</p>

<p><i>To monitor and drive progress of pupil premium and SEN children through the use of b-squared program. To identify clear individualised targets for pupils to work on with teaching assistants in all cohorts.</i></p>	<p>One to one intervention led by teaching assistants where teaching is linked to individual target areas.</p> <p>Completion of b-squared data to track progress – time allocated to support teaching assistants and SENCO in monitoring and reporting on this data.</p>	<p>3</p>
<p><i>CPD opportunities for all staff to encompass metacognition and self-regulation into teaching and learning provision in each class.</i></p>	<p>As identified on the EEF research ; the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p>	<p>1,2,3,4</p>

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

Budgeted cost: £55,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional teaching assistants in Reception, 1, 3 and 4/5 for small group support and 1:1 interventions.</i></p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in</p>	<p>1,2,5</p>

<ul style="list-style-type: none"> • <i>RWI 1:1 tutoring</i> • <i>WELLCOMM intervention</i> 	<p>smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p><i>Support the delivery of school led tutoring provision.</i></p>	<p>As above – a % of the recovery funding will be used to top up the school led tutoring budget in order to provide small group tuition to all pupils.</p>	1,2,3

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

Budgeted cost: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement in reading for pleasure</i>	Purchase of new reading books to enhance all reading corners.	1, 2
<i>Social emotional – ELSA project – 1 trained member of staff available 2 sessions a week. (5 hours a week by end of training)</i>	The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.	1,2,4
<i>Use of external play therapist to support emotional development of pupils.</i>		
<i>Purchase of Fruit for all pupils daily.</i>	Healthy lifestyles form long lasting habits.	4
<i>Forest School Provision for Key Stage 1 pupils</i>	Positive effects of education in forests and forest pedagogy on human health – Forestpedagogics	4

<p><i>Attendance monitored weekly and concerns actioned promptly.</i></p> <p><i>Supporting pupils to attend extended hours provision to support attendance where required. (Golden Tickets)</i></p>	<p>Attendance impacts pupils academically and socially. By closely monitoring attendance of all pupils, any patterns or concerning data can be targeted promptly.</p>	<p>6</p>
<p><i>Educational visits – supplementing costs of trips to make affordable.</i></p>	<p>Providing pupils with enrichment opportunities to extend their life experiences, and raise aspirations from an early age.</p> <p>Attendance at breakfast clubs for PP children if required.</p>	<p>Enrichment activities linked to plan.</p>

Total budgeted cost: £ 80,000.00

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 – 2022 academic year**.

Intended outcome	Success criteria	Evaluation
Increased progress and attainment in reading	All reading assessments including National Assessments improve with % of children achieving expected standard being in line with national assessments.	<p>The RWI scheme is embedded and practice consistent. Progress data is positive with increasing % of pupils being at expected phonic book level for age. Year 1 Phonics pass rate was 60% in Summer 2022. (This is below national, but late joiners impacted end of year data)</p> <p>Teaching of reading – confirmation of long term plan to include range of texts in guided reading and English has increased the reading provision and experience for all pupils. Freshstart supported pupils in Key stage 2 to review key comprehension skills.</p> <p>Use of Reading plus supported end of year attainment for Year 6 pupils. Year 6 data 64% of Year 6 pupil premium achieving end of year expected levels in reading.</p>
Increased progress and attainment in writing	KS2 outcomes improve year on year, with the percentage of children achieving expected standard being in line with national expectations.	<p>Mighty Writer has been implemented and supported pupils with sentence construction in Year 1 and Year 2. Year 3 were involved in this to further support their sentence construction too.</p> <p>School Led Tuition – a tutor worked with pupils from all year groups over the academic year, focusing on reading and writing. Increased support for Year 6 pupils in small groups also increased both progress and attainment by the end of the Summer term.</p>
Increased progress and attainment in maths	KS2 outcomes improve year on year, with the percentage of children achieving expected standard being in line with national expectations.	<p>KS2 outcomes were above national expectation with a high % of children achieving higher standard for this year group.</p> <p>First Class Maths supported small groups with targeted maths gaps in order to keep up with their class.</p>
Progress of SEN children	SEN pupils make progress from their starting points.	Bsquared software has supported SENCo's with monitoring progress of SEN pupils with cognitive needs termly. This has then positively impacted upon SEN provision for these pupils and school.

Speech and Language	NELI data shows improved progress.	NELI intervention was delivered, majority of pupils made progress from their starting points.
Improved ability/ readiness to learn through emotional support	Children who access emotional support show an improved score and attitude to learning.	School sanctuary/ HOPE/ ELSA – this provision has supported a number of pupils who had been referred for support for emotional, social and family issues. This supported the pupils in order for them to manage their emotions, apply strategies and achieve academically too. Additional referrals for play therapy – this supported identified pupils with specific behavioural and emotional difficulties.
Improved attendance figures	Whole school attendance is in line with national average. Attendance % of pupil premium children is in line with their peers.	Whole School Attendance: Whole school 92.8% PP 92.89 % Attendance – the close monitoring of attendance, through weekly reports to senior leaders and termly reports to governors has positively impacted a number of families who had declining %. Meetings are arranged with families when % are declining and this has engaged families with the needs of attending.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI scheme	Nuffield

Further information (optional)

<i>Course and strategy focus</i>	<i>Member of Staff</i>	<i>Training details.</i>
<i>ELSA Training Course</i>	<i>Miss Heaven</i>	<i>8 days Fully funded 2022 - 2023</i>
<i>1:1 RWI Tutoring</i>	<i>Mrs Melloy, Mrs Cotter</i>	<i>1 day</i>
<i>Forest School Leader Training</i>	<i>Mr Hill</i>	<i>5 days</i>