



## Oakhill 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	Oakhill Primary School
Number of pupils in school	54/162
Proportion (%) of pupil premium eligible pupils	66 – 40.79% (October 2020) 59 – 36.4% (September 2021)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2022, 2022 – 2023, 2023 - 2024
Date this statement was published	30.9.2021
Date on which it will be reviewed	15.7.2022
Statement authorised by	Nicola Gripton
Pupil premium leads	Nicole Price
Governor / Trustee lead	Stuart Cain

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year October 2020 census numbers: 66 ( ) children (7/12 <sup>th</sup> )(Sept – March) Nationally 17.3%	<b>£51,782 7/12</b> <b>+</b> <b>£33,064 5/12</b> <b>£84846</b>
Recovery premium funding allocation this academic year	<b>£8,845</b> <b>61 pupils x</b> <b>£145</b>
Pupil premium funding carried forward from previous years	<b>£0</b>
<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	<b>£93,691</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*Our main objectives are:*

- ***That disadvantaged 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.***
- ***They are socially, emotionally ready to learn.***
- *Improve attendance for all of these pupils to be above 97%*
- *All disadvantaged pupils are motivated and engaged in life- long learning*
- *They are able to contribute to the community in order to reduce gaps between these learners.*
- *There are no significant gaps between pupils in academic and pastoral care*
- *All staff contribute and implement strategies to ensure positive outcomes*

*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 this assessment 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*
- *Employment of a dedicated teaching assistant to implement speech and language plans/ assessments*
- *Enrol on the NTP programme for an academic mentor.*
- *Support funding to ensure provision in all classrooms is of high quality to inspire and engage pupils.*
- *Support funding for educational visits and increase first hand experiences and their knowledge in the classroom.*

## Challenges

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

Challenge number	Detail of challenge
1	<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. 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>
2	<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>
3	<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>
4	<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>
5	<i>Children enter with low on entry speech and language levels with a high number of pupils having speech and language plans.</i>
6	<i>Attendance has been a key issue for all pupils throughout the pandemic, with fewer pupil premium children having the resources to complete online learning.</i>

## 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
Progress in reading	Achieve national average progress scores in reading
Progress in writing	Achieve national average progress scores in writing
Progress in maths	Achieve national average progress scores in maths
Progress of SEN children	Progress of b-squared is evident for all pupils....
Speech and Language	On entry scores in Reception are higher, with fewer pupils requiring speech and language referrals or interventions.
Improved ability/ readiness to learn	HOPE provision is in place, PSHE curriculum provision meets the needs of all pupils.
Attendance	Attendance for these pupils is above 97%



Implementation of sentence structure writing program, Mighty Writer, to consolidate cores skills in key stage 1.		
<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>One to one intervention led by teaching assistants where teaching is linked to individual target areas or external written programs e.g. speech and language.</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>	3
<i>CPD opportunities for all staff to encompass metacognition and self-regulation into teaching and learning provision in each class.</i>	<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>	1,2,3,4

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

Budgeted cost: £33,000 Top up tutoring £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional teaching assistants in Reception, 1,2 and 6 for small group support and 1:1 interventions.</i></p> <ul style="list-style-type: none"> <li><i>RWI 1:1 tutoring</i></li> <li><i>NELI intervention</i></li> </ul>	<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 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>	1,2,5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<i>Support the delivery of school led tutoring provision.</i>	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.	1,2,3

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

Budgeted cost: £34,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engagement in reading for pleasure</i>	Purchase of new free reading books to enhance all reading corners.	1
<i>Social emotional – HOPE project – 1 trained member of staff available 2 sessions a week.</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.	4
<i>Purchase of Fruit for all pupils daily.</i>	Healthy lifestyles form long lasting habits.	4
<i>Attendance monitored weekly and concerns actioned promptly.</i>  <i>Supporting pupils to attend extended hours provision to support attendance where required.</i>	Attendance impacts pupils academically and socially. By closely monitoring attendance of all pupils, any patterns or concerning data can be targeted promptly.	6
<i>Educational visits – supplementing costs of trips to make affordable.</i>	Providing pupils with enrichment opportunities to extend their life experiences, and raise aspirations from an early age.	Enrichment activities.

**Total budgeted cost: £ 93,250**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

- RWI whole school phonics scheme** – the scheme is beginning to be well embedded and practice consistent, training for all staff from outside provider to ensure high standard of teaching.
- Teaching of reading** – through the purchase of quality texts to supplement the curriculum and develop consistent teaching methods throughout the school.
- **Teaching of maths through Power Maths** – further consolidation of the scheme across the school has developed a consistent and effective practice for all teachers and children, including supporting teacher workload.
- **Further development of verbal feedback** across all curriculum areas is beginning to improve the pace of learning with feedback impacting at of point of impact.
- Catch up premium** used to support 1:1 Tuition through external providers – Year 6 and 5 pupils benefited from this during 2020.

### 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
1:1 tutoring	Third Space Learning

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*