Pupil premium strategy statement 2021 – 2022

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	Oakley Vale Primary School
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Emma Goodwin, Head Teacher
Pupil premium lead	Anneka Smith
Governor / Trustee lead	Natasha Thomas - Francis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,747 (2021-2022)
Recovery premium funding allocation this academic year	£6308 (2021 – 2022)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,525

Part A: Pupil premium strategy plan

Statement of intent

School Context: We are two-form entry school, with 417 pupils on roll. Our disadvantaged numbers are below the national average but we are within distance of some more deprived areas.

Captured in 2019
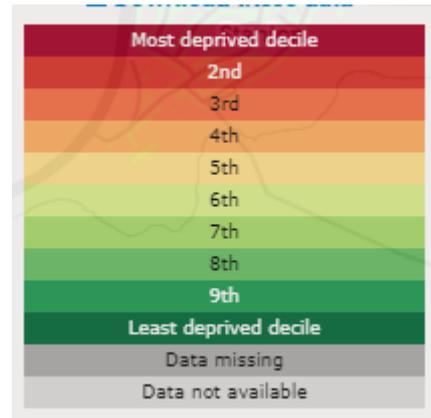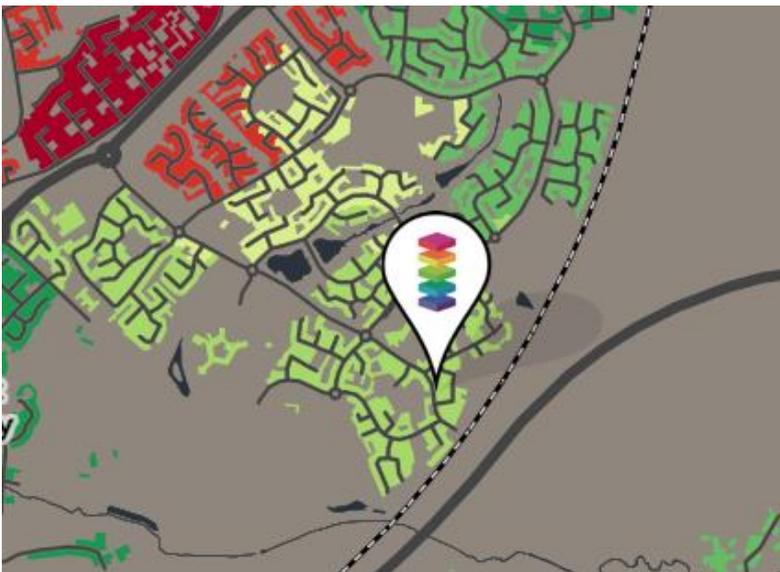
Captured in 2010:

As is evident by the 2 images above, that although numbers of disadvantaged that surround the school remain in the "green" zone – over the past 10 years, numbers of deprivation has increased within our catchment area.

Our intention at Oakley Vale Primary School is that our disadvantaged pupils (irrespective of their backgrounds or starting points) feel happy, have a sense of belonging and make good progress and high attainment across all subject areas. The focus of our pupil premium strategy

is to ensure that they achieve this goal, including ensuring those who are already high attainers make outstanding progress.

We believe that our disadvantaged pupils should feel equal to all our pupils at the school. We want all of our pupils to feel like school is a safe place whilst gaining life skills and broadening their cultural capital. We believe that we should enable our children to develop their hobbies and interests whilst broadening their cultural capital.

First and foremost, we believe that the driver of our approach is quality first teaching where every child's needs will be met regardless of whether they are disadvantaged or not. This approach is deemed to be the most successful in closing gaps and at the same time will benefit non-disadvantaged pupils' attainment.

Our strategy will work alongside other recovery strategies for education such as the National Tutoring Programme where pupils targeted are those who have been most affected by the pandemic, including those who are disadvantaged and those whose who are not.

Our tiered approach (QFT, targeted academic support and wider approaches) will address the common challenges and needs of individual pupils to ensure that the gaps in attainment are closed and progress is made.

Challenges

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

Challenge number	Detail of challenge
1	Observations and evidence indicate that some of our disadvantaged children have multi-vulnerabilities such as SEND (35.5%) and EAL(10%). These are in existence from the early stages of school through to the end of KS2. In some year groups, there are significant multi-vulnerabilities such as Y4 where almost 67% of the disadvantaged pupils also have SEND. Although our register ad-dresses all 4 areas of need, the greatest area of need is 'Communication and Interaction' (including speech and language).
2	Internal assessments indicate that Reading attainment in most year groups is below that of their peers.
3	According to teacher- based assessments, observations and discussions with staff, Writing attainment is a challenge to all pupils including those who are disadvantaged. This is largely due to the impact of COVID-19 and a much-reduced opportunity to write at length as a result.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	According to pupil voice, SEMH surveys and discussions with children have demonstrated poor social and emotional skills, can lack resilience/confidence

	and have low self-esteem. This is has increased as a result of COVID-19. 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.
6	Early intervention trackers demonstrate that there are often low-levels of engagement from pupils (including attitude to learning) and a lack of engagement from families of disadvantaged pupils.
7	Attendance and punctuality is a challenge in ensuring that children are attending school and on time the majority of the time. Our attendance data over the last year indicated that attendance among disadvantaged pupils has been 5.21% lower than for non-disadvantaged pupils. According to our attendance data for the previous year, 15.6% of disadvantaged pupils have been 'persistently absent' compared to 2.4% of their peers during that period.
8	Discussions with pupils and teachers indicate that our disadvantaged pupils are less likely to be exposed to experiences of cultural capital.

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 provision for disadvantaged pupils with SEND	• Pupils with SEND have specific personalised strategies and personalised support is in place to ensure the pupils make progress in line with their starting points. • PP lead communicates effectively with SENCO to ensure the needs of pupils are being met. • MAPP assessments are in place and show progress against specific targets.
Improved reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 24/25 show that more than 75% of disadvantaged pupils met the expected standard to be closer in line with their peers. *2019 data shows that 80% of cohort achieved EXS standard or above in reading compared to 71% of PP pupils.*
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 24/25 show that more than 68% (2019 national average) of disadvantaged pupils met the expected standard in writing.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	including engagement in lessons, book scrutiny and ongoing formative assessment.
To raise and sustain improved SEMH (including wellbeing) for all pupils in school, particularly our disadvantaged pupils.	High levels of social and emotional skills, developed resilience, confidence and self-esteem will be demonstrated by: • Student voice, parent voice and teacher observations • Significant increase in resilience, confidence and self-esteem, particularly among disadvantaged pupils.
Improved parental engagement amongst our disadvantaged families so that they are more involved with school initiatives.	Sustained high levels of parental engagement from 2024/25 demonstrated by: • High percentage of disadvantaged families responding to parent voice questionnaires. • Engagement in parent events will have increased. • EIT will show improvement in RAG rating for parental engagement.
To achieve and sustain improved attendance and persistent absence for all pupils, particularly for our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: • The overall absence rate for all pupils being 97%+. The attendance gap between the disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • The percentage of pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than 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: £32,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and develop a whole school Writing model to ensure that writing is	See EEF Toolkit: High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3 4

taught to a high standard.	'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	
Introduce and embed a Reading strategy for KS2 which follows on from Read, Write, Inc model in KS1 that encompasses both reading and writing.	The EEF guidance for KS2 Improving literacy is based on a range of the best available evidence research and outlines the importance of developing children's language capabilities and teaching reading comprehension strategies to improve reading. Improving Literacy in Key Stage 2	EEF (educationendowmentfoundation.org.uk) There is a strong evidence base that suggests reading comprehension interventions, involving the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text alongside collaborative learning techniques are inexpensive to implement with high impacts on reading Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)	1, 2
For those pupils with multi-vulnerabilities - review current SEND provision to ensure that they are receiving high-quality provision.	The EEF guidance states Supporting high quality teaching is pivotal in improving children's outcomes especially children with SEND https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1
Improve Vocabulary development (including speech and language) which is the cornerstone to our curriculum, throughout every phase. - P4C training - ELKLAN Training from SENDCO.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions	Toolkit Strand	Education Endowment Foundation	EEF Hart and Risley (2003) suggest that by the age of 4, a child from a 'welfare' family is exposed to 30 million fewer words that a child from a 'professional family' (Early Catastrophe) The Matthew Effect for reading suggests that this lexical disparity widens as the language rich get richer and the language poor get poorer. We must teach vocabulary.	1, 2, 3, 4

Ensure that all Teaching Assistants receive high-quality CPD to become more efficient practitioners in targeting all pupils including those who are disadvantaged	High Quality staff CPD is essential to follow the EEF principles which outline the importance of quality first teaching. Staff meetings, CPD offers and Inset days focus on these principles and quality first teaching.	1, 2, 3, 4
Ensure all pupils are receiving QFT by embedding the pedagogical toolkit based on Rosenshine's principles created as a whole-school approach. - Professional Learning communities.	High Quality staff CPD is essential to follow the EEF principles which outline the importance of quality first teaching. Staff meetings, CPD offers and Inset days focus on these principles and quality first teaching. EEF found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. The EEF guidance states Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	2, 3

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to 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.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1,2, 4
Where possible, implementing Pre-teaching and misconception interventions which target disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1,2 and 3

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

Budgeted cost: £16,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted SEMH and wellbeing support using strategies such as: - The Wellbeing team - TFTF - BOXALL profiles - Nurture groups - Wellbeing hub - Training in CMHFA	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning	EEF (educationendowmentfoundation.org.uk)	5

EWO to target and develop relationships with families to improve attendance of key PP pupils/ families to meet expectations of 97+% This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Enrichment opportunities including: -After-school clubs (breakfast and after school club) -50B4Y7 -Broadening life skills including cultural capital	At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	5, 6, 8
Increase parental engagement and offer wellbeing support for parents.	A report called "Parental Engagement: Evidence from Research and Practice" published by The EEF states: "The importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).	6

Total budgeted cost: £64,600

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum:

Reading

- Disadvantaged children are underperforming against non-disadvantaged children in the majority of year groups. Significant gaps are in Reception, Year 1 and Year 4.

Writing/GPS:

- Disadvantaged children are underperforming against non-disadvantaged children in the majority of year groups. Significant gaps are in Year 1 and Year 4.

Maths

- There are significant gaps in the performance of disadvantaged pupils in Year 4 – this is due to a large percentage of pupils also having other vulnerabilities.

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and accompanied by our remote learning offer at Oakley Vale.

Although the attendance and persistent absence gap between PP and non-PP pupils last year was quite significant (as mentioned previously). These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. Although offering our disadvantaged pupils was a challenge in the 2020/21 year, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We were also able to support our pupils during school closures with the offer of school places, technology support at home

as well as printed packs where necessary. We are building on that approach with the activities detailed in this plan.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The emotional wellbeing of our service children was either targeted by class teachers or by 1:1 Teaching Assistants.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children.