# Pupil premium strategy statement 2022 – 2023

## 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

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| Detail | Data |
| School name | Oakley Vale Primary School |
| Number of pupils in school | 418 |
| Proportion (%) of pupil premium eligible pupils | 12.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Sarah Sanders, Head Teacher |
| Pupil premium lead | Anneka Rawlinson |
| Governor / Trustee lead | Jenny White |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £65,000 (2022-2023) |
| Recovery premium funding allocation this academic year | £1595 (2022 – 2023) |
| 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 | £65,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *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 have 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.  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 targeting 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.

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| Challenge number | Detail of challenge |
| 1 | Observations and evidence indicate that some of our disadvantaged children have multi-vulnerabilities such as SEND (37.2%) and EAL(13.7%). 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 Y2 (55%), Y5 (54%) and Y6 (45%) where pupils also have SEND and/or EAL. Although our SEND register addresses 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. As a result of COVID-19, there has been an increase in this area. 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 can be 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 3.97% lower than for non-disadvantaged pupils.  According to our attendance data over the last year, 30.4% of disadvantaged pupils have been ‘persistently absent’ compared to 8% of pupils who are not disadvantaged during that period. |
| 8 | Discussions with pupils and teachers indicate that our disadvantaged pupils are less likely to be exposed to a broad range of life experiences and 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.

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| 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. * PP Lead & SENDCO to meet with staff members to discuss pupil barriers where there is a SEND & disadvantaged need. |
| 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: £32,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Introduce and develop a whole school Writing model to ensure that writing is taught to a high standard. | See EEF Toolkit: High Quality Teaching  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>  ‘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.’ | 1, 2, 3 4 |
| Refine 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)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 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 |
| Implement speaking & listening initiative (oracy strategy) throughout every phase. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  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.   * Instructional coaching model to support this. | 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](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2, 3 |

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

Budgeted cost: £16,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted interventions in year groups e.g. focused phonic sessions for EYFS, KS1 & Y3. Multiplication intervention for Y5 to help pass MTC. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,2 and 3 |

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

Budgeted cost: £16,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted SEMH and wellbeing support using strategies such as:   * The Wellbeing team * TFTF * 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 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 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:  -Before & After-school clubs  -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](https://educationendowmentfoundation.org.uk/news/why-arts-education-matters)”). 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 2021 to 2022 academic year.

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| The national picture would imply that this will rise further due to the current economic crisis we are facing within the country, it should also be noted that our PP funding received is still based on last academic figures.  We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Please see the results below: KS2 Disadvantaged pupil verses Non-Disadvantaged results for academic years 2019 to 2022.  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Phase** | | | **Aspect** | | **2019** | | **2022** | | **National**  **2022** | | |  | | | | | **Dis** | **Non-Dis** | **Dis** | **Non-Dis** | **Dis** | **Non-Dis** | | Year 6 | | | Reading Standard | | 64% | 85% | 43% | 73% | 62% | 80% | |  |  |  | | | Year 6 | | | Writing Standard | | 57% | 78% | 57% | 70% | 55% | 75% | |  |  |  | | | Year 6 | | | GAPS Standard | | 71% | 74% | 57% | 75% | 67% | 87% | |  |  |  | | | Year 6 | | | Maths Standard | | 71% | 73% | 71% | 78% | 56% | 78% | |  |  |  | | | Year 6 | | | Combined | |  |  | 43% | 60% | 43% | 65% |   Outcomes from the KS2 assessments show that from the 2022 data, our disadvantaged data for Maths and writing was above the national average for 2022, with reading and GAPS data for our disadvantaged pupils being behind those compared to the national disadvantage. In comparison to the national disadvantage data, our Pupil Premium pupils were in line. In comparison to 2019 data, it is evident that the consistency of attainment in Maths and Writing has remained the same in 2022. Reading and GAPS attainment of our PP pupils has declined and is therefore included as a priority on our strategy and our SDP (Reading & Writing) in order for the gap to narrow between the disadvantaged and non-disadvantaged.  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. KS1 Disadvantaged pupil verses Non-Disadvantaged results for academic years 2019 to 2022.  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Phase** | | | **Aspect** | | **2019** | | **2022** | | **National**  **2022** | | |  | | | | | **Dis** | **Non-Dis** | **Dis** | **Non-Dis** | **Dis** | **Non-Dis** | | Year 2 | | | Reading Standard | | 50% | 75% | **50%** | **75%** | 51% | 72% | |  |  |  | | | Year 2 | | | Writing Standard | | 50% | 75% | **50%** | **62%** | 41% | 63% | |  |  |  | | | Year 2 | | | Maths Standard | | 63% | 77% | **75%** | **85%** | 52% | 73% |   Outcomes from the KS1 assessments show that, attainment of the school’s disadvantaged pupils in 2021/22 remained the same in Reading & Writing and was higher by 12% in 2022 in Maths. The above results show that for our KS1 disadvantaged pupils, we were either above (in Maths and Writing) or broadly in line for Reading (-1%) with the national disadvantaged figures. The above results also show that the gap between our disadvantaged and non-disadvantaged pupils between 2019 and 2022 has closed, apart from in Reading which remains a priority on our SDP and Pupil Premium strategy.   |  |  |  | | --- | --- | --- | | **Phonics – YR 1** | **2022** | **2019** | | Disadvantaged Pass | 43% (3/7) | 75% (3/4) | | **Phonics – YR 2** | **2022** | **2019** | | Disadvantaged Pass | 75% (3/4) | 100% (3/3) |   Outcomes in phonics data show that as a percentage, the outcomes for disadvantaged pupils was extremely positive with the majority (if not all) pupils passing the screener in both Year 1 and Year 2. The phonics data for 2022 for Year 1 does show a decline, meaning that the 4 children who did not pass in Year 1, will need to be heavily targeted in Year 2. Disadvantaged pupils who did not meet the standard in phonics are targeted heavily to ensure they are building up confidence as well as additional targeted intervention.  Early Years Data:   |  |  |  | | --- | --- | --- | | **EYFS GLD** | **2022** | **2019** | | **Disadvantaged GLD** | **75% (3/4 children)** | **88% (7/8)** |   Outcomes in GLD for our disadvantaged show a positive attainment trend from 2019 to 2022. Although the percentage decreased in 2022, there were less disadvantaged pupils in the cohort, meaning that each child represented a higher individual percentage. Targeted intervention and QFT will be required for the one child who didn’t reach GLD to ensure that the gap between peers is closed in KS1.  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 (including the gathering of pupil voice), indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to the impact of COVID-19 and a prolonged period of time at home. The impact was particularly acute for disadvantaged pupils. Although offering our disadvantaged pupils was a challenge in the 2021/22 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 through extra-curricular offers, access to the wellbeing team and are provided with opportunities to share how they feel. Pupil questionnaires show that in KS2 the main areas of concern were around sleep and lack of breakfast and in KS1 it was concerns about difficulty of work with regards to the transition to each year group.  Our observations and assessments demonstrated that some pupil behaviour is an area to focus on and challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.  These results and our analysis mean that we have made progress on our strategy targets for the academic year 21/22 and if we continue to make progress and it impacts on disadvantage pupils’ progress and attainment, we will be on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year differently to target new areas of focus such as reading, writing and oracy that have been identified in our School improvement plan.  The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

## Service pupil premium funding (optional)

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

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| 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. |