



The Oaks Primary School
Bringing Learning to Life

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	The Oaks Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	October 20 census 14% January 21 census October 21 census
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Specifically 21-22
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Jo Grundy
Pupil premium lead	Fallon Trainor
Governor / Trustee lead	Jon Wormald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ <u>43315</u>
Recovery premium funding allocation this academic year	£4205 PPG recovery (29 ch'n) or +£11679 (all ch'n recovery)
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	£59199

Part A: Pupil premium strategy plan

Statement of intent

At The Oaks, our school values underpin our strong philosophy for exemplary expectations. Every child is given the opportunity to achieve their full potential and be a confident, resilient and independent learner. Our broad and balanced curriculum builds on prior knowledge and skills through regular review of content and sequencing. Through our unique curriculum, children develop a deep love of learning where they are curious and eager to extend their knowledge.

The Pupil Premium is funding provided by the Government to schools, which is additional to main school funding. This is designed to ensure that funding to tackle disadvantage effectively targets additional support and reaches the pupils who need it most. It is allocated according to the number of pupils who are eligible for free school meals (FSM), or have been within the past 6 years (Ever-6). Amounts are also allocated to those children who are or have been 'Looked After' (in care) for 6 months or more or formally adopted. An amount of funding is also available for those children whose parent is serving in HM Forces or have retired on a pension from the Ministry of Defence.

The pupil premium strategy plan at The Oaks is centred on research from the Education Endowment Foundation to ensure that the funding is used effectively to improve outcomes for disadvantaged children. All members of staff and governors at The Oaks accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and the pupil premium often forms a vital part of that process. The pupil premium funding that is received by school annually is used in a variety of ways to improve pupil attainment, rate of progress, well-being of pupils and to overcome barriers to learning. We do however recognise that not all PPG children are socially disadvantaged and that some children, who are not eligible for the deprivation grant, are disadvantaged. We therefore use the funding to support all children that require it throughout school. As a key component of this strategy, high quality teaching is a priority, to ensure that the horizons of our pupils are broadened underpinned by our ethos of Bringing Learning to Life

The support for disadvantaged children is coordinated and led by Fallon Trainor.

Challenges

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

Challenge number	Detail of challenge
1	Oral communication and language skills in Reception, Y1 and Y2 where PPG children are behind their peers in language development. This hinders their progress in reading, writing & phonics in Reception and KS1
2	There is a distinctive difference in behaviours for learning on entry to school for disadvantaged pupils compared to non-disadvantaged
3	Reading, Writing and Maths skills for PPG children across KS1 and KS2 is lower than that of their peers (although higher than disadvantaged children nationally)
4	There is limited support and engagement with home reading for disadvantaged children, resulting in less progress than their peers
5	Attendance & punctuality of a group of disadvantaged children is lower than that of non-disadvantaged children (yet higher than those nationally)
6	Some parents have emotional and mental health difficulties, which impacts upon their engagement in learning
7	Disadvantaged children have lower self-esteem and self-confidence than that of their peers
8	Disadvantaged pupils opportunities to engage with enrichment based activities is limited, resulting in less cultural capital
9	Where necessary, there is limited support and engagement with remote learning for disadvantaged children, resulting in less progress than their peers

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 oral communication & language skills for pupils in Reception, Y1 and Y2	Children will be in line with their peers in CLL by the end of Reception. Talk Boost will show an improvement in the number of children working at expected levels by the end of Reception.
Children develop positive behaviours for learning	Children are actively engaged in lessons. Attendance is above national average
Children in KS1 & KS2 make accelerated progress in reading as a result of increased opportunities for 1:1 reading with an adult	KS1 & KS2 reading outcomes will be above national averages and in-line with non-disadvantaged children in school Year 1 & 2 Phonics scores will be in line with at least national averages of all children
Children in KS1 make accelerated progress in Reading, Writing and Maths	KS1 outcomes for disadvantaged children in Reading, Writing & Maths will be at least in-line with national averages for all children as a result of high expectations and pupil engagement
Progress and attainment data at the end of KS2 show that disadvantaged children achieve at least in line with all children national, ensuring they are ready for the next phase of their education and future	KS2 outcomes for disadvantaged children in Reading, Writing & Maths will be at least in-line with national averages for all children as a result of high expectations and pupil engagement
Improved attendance of disadvantaged children	Attendance rates will be above average compared to national averages of disadvantaged children
Children's self-confidence and self-esteem will improve through engaging with enrichment based activities resulting in increased knowledge and cultural capital for those children	KS1 & KS2 outcomes for disadvantaged children will be at least in line with national averages of all pupils, as a result of highly effective pupil engagement, high expectations and aspirations. Children engage in extra-curricular enrichment activities across school
Children with emotional and mental health barriers to learning are identified and provided with additional targeted support (including support for parents where necessary) to enable them to access their learning effectively.	KS1 & KS2 outcomes for disadvantaged children will be at least in line with national averages of all pupils, as a result of highly effective pupil engagement, high expectations and aspirations. School will work collaboratively with parents and external agencies/professionals to ensure that children and families are supported effectively, resulting in the best outcomes for the children.

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. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across three areas, with a particular focus on teaching.

Teaching

Intended Outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is prioritised to ensure that all children make accelerated progress from their starting points	Full Time Teaching Assistant support in all classes to ensure that pupils achieve their end of year expectations. An additional teaching assistant has been recruited this year to support the increased needs across school.	£32,315	Education Endowment Foundation (EEF) acknowledged that high quality teaching should be a key priority	1-9
	Professional development plan for all teachers and teaching assistants, focusing on quality teaching and learning, language, SEND and wellbeing			
	Staff trained in Rosenshine's cognitive science principles and pedagogical theory to underpin excellent teaching and learning for all children			
	Class teachers released from class for an additional 5% of the week to focus on subject leadership and ensuring that their subject is accessible to all children			

Targeted academic support

Intended Outcome	Activity		Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Increased oral communication & language skills for pupils in Reception, Y1 and Y2 	ELKLAN trained TA to deliver Talk Boost intervention for groups of children in Reception, Y1 and Y2 classes Language for Learning interventions delivered by specifically trained staff	£1795.30	EEF pupil premium guidance	1, 3
	Specific language interventions at the beginning of the school day and at the end of lunch time – 8.40am	£966.87		
<ul style="list-style-type: none"> Pupils with SEND are provided with specific, appropriate provision to meet their needs, based on precise assessments and delivery of intervention strategies, by teachers who are trained and informed in these specific needs 	SENCO time to lead and manage SEN provision, ensuring high quality provision for all pupils		EEF's Toolkits Oral Language Interventions EEF pupil premium guidance	1-9
	SLA Educational psychologist	£540		
	All staff are ELKLAN trained and new staff are accessing ELKLAN Training	£360		
<ul style="list-style-type: none"> Children make accelerated progress in reading, due to increased opportunities for 1:1 reading with an adult 	Full time teaching assistant support in all classes with disadvantaged children, with time allocated on daily basis to prioritise listening to these children read		EEF pupil premium guidance	4
<ul style="list-style-type: none"> In KS1 & KS2, children make accelerated progress in reading, writing & maths, based on their starting points 	Teaching Assistants to lead specific academic interventions to address in gaps in learning	£9667	EEF pupil premium guidance	1,2,3,6
	Teaching Assistants to lead specific academic interventions in Reading, Writing & Maths, including for the higher ability PPG children			
	To provide an additional teacher in Year 6 (DHT) to target higher attaining children in Maths and the bottom 20% readers			

Wider strategies

Intended Outcome	Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Children with emotional and mental health barriers to learning are identified and provided with targeted support (including support for parents where necessary) to enable them to access their learning effectively and make progress in line with their peers	Behaviour support SLA	£1000	EEF pupil premium guidance	5,6
	SENCO to work closely with agencies including Behaviour Support Service, CAMHS, School Nurse & Fort Alice			
	Sport & Wellbeing Week focusing on healthy mind and healthy lifestyles			
	Lego Therapy to develop teamwork, communication and cooperation skills	£414.30		
Children's self-confidence and self-esteem will improve through engaging with enrichment based activities resulting in increased knowledge and cultural capital for those children	Provision for most vulnerable children to attend the holiday club free of charge during the school holidays	£1200	EEF pupil premium guidance	6,7
	Subsidised residential and Educational Visits for PPG children	£300		
	Drama sessions to improve confidence and well-being as well as offering an additional enrichment opportunity	£526		
	Sport & Well-being week			
	Sports Coach at lunch times to deliver team games activities to develop teamwork, communication and cooperation skills			
	Subsidised costs for uniform and leavers hoodies	£607 £576		
	All children to have access to Forest Schools over the school year	£3900		
Improved attendance of disadvantaged children	Behaviour support SLA to support with children who have low attendance		EEF pupil premium guidance	5

	Use of CPOMs to rigorously monitor and track the attendance of	£685		
Progress and attainment data at the end of KS1 & KS2 show that disadvantaged children achieve at least in line with all children national, ensuring they are ready for the next phase of their education and future	Providing technology for children to access Remote Learning teaching and learning systems	£5000	EEF pupil premium guidance	1-9

Total budgeted cost: £ 59,852.47

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.

Year 1 Phonics Assessments

IDSR 2019: The proportion of pupils who met the expected standard (32+) in phonics in Year 1 (100%) was significantly **above** national and in the **highest** 20% of all schools in 2019 as well as 2018 and 2017.

2018	2019
97%	100%

There was no official check in 2020 however, children sat the test in Y2 and achieved above the national average.

KS1 Outcomes 2019

	The Oaks Attainment 2019		National
Reading	All pupils achieving the expected Standard:	83%	73%
	Disadvantaged pupils achieving the expected Standard:	80%	
	All pupils achieving a higher standard:	37%	27%
	Disadvantaged pupils achieving a higher standard:	0%	
Writing	All pupils achieving the expected Standard:	83%	79%
	Disadvantaged pupils achieving the expected Standard:	60%	
	All pupils achieving a higher standard:	30%	20%
	Disadvantaged pupils achieving a higher standard:	20%	
Maths	Pupils achieving the expected Standard:	87%	79%
	Disadvantaged pupils achieving the expected Standard:	80%	
	All pupils achieving a higher standard:	37%	27%
	Disadvantaged pupils achieving a higher standard:	0%	
Combined Reading, Writing and Maths	Pupils achieving the expected Standard:	80%	65%
	Disadvantaged pupils achieving the expected Standard:	60%	
	All pupils achieving a higher standard:	23%	11%
	Disadvantaged pupils achieving a higher standard:	0%	

KS2 Outcomes 2019

	The Oaks Attainment 2019		National
Reading	All pupils achieving the expected Standard:	80%	73%
	Disadvantaged pupils achieving the expected Standard:	80%	
	All pupils achieving a higher standard:	35%	27%
	Disadvantaged pupils achieving a higher standard:	43%	
Writing	All pupils achieving the expected Standard:	97%	79%
	Disadvantaged pupils achieving the expected Standard:	88%	
	All pupils achieving a higher standard:	33%	20%
	Disadvantaged pupils achieving a higher standard:	25%	
Maths	Pupils achieving the expected Standard:	94%	79%
	Disadvantaged pupils achieving the expected Standard:	88%	
	All pupils achieving a higher standard:	39%	27%
	Disadvantaged pupils achieving a higher standard:	14%	
Combined Reading, Writing and Maths	Pupils achieving the expected Standard:	77%	65%
	Disadvantaged pupils achieving the expected Standard:	71%	
	All pupils achieving a higher standard:	23%	11%
	Disadvantaged pupils achieving a higher standard:	14%	

	The Oaks Progress Measure	Bolton	National
Reading	0.6	0.3	0.0
Writing	2.4	1.2	0.0
Maths	1.9	1.0	0.0

3 year trend at The Oaks - % children achieving at least the expected standard at KS2

	2017	2018	2019
Reading	86%	84%	80%
Writing	83%	90%	97%
Maths	100%	84%	94%
SPAG	83%	87%	97%

3 year trend in progress measures

	2017	2018	2019
Reading	0.5	-1.0	0.6
Writing	-1.7	1.2	2.4
Maths	2.2	-2.1	1.9

Other outcomes 2021-2022

Pupil premium children received subsidised costs for trips such as the residential and end of year trips and activities, which ensured that they had a range of enrichment opportunities and their cultural capital was enhanced.

A number of the most vulnerable disadvantaged children in school (10 children) were allocated fully funded places in the school holiday club, which ensured that they had a range of enrichment opportunities of the summer and their cultural capital was further enhanced.

Pupil premium children have received subsidised costs for school garments such as leaver's hoodies and uniform to ensure that their self-esteem and self-confidence was raised.

Attendance – disadvantaged children through school attend well above average compared to national statistics. Support was provided for a number of children with attendance concerns.

Throughout school closures, where necessary, pupils were provided with iPads and laptops so that they could access the Remote Learning set by teachers.

LAC and those disadvantaged children who were identified as being in the most vulnerable category attended the Key Worker Club during school closures. Teacher support for these children was put in place to ensure they read daily and accessed home learning activities whilst in school.

All PPG children were provided with food vouchers to ensure that they had access to meals during school closures.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Subsidised educational visits and residential
What was the impact of that spending on service pupil premium eligible pupils?	Able to develop the child's well-being, enrichment opportunities and cultural capital