



The Oaks Primary School
Bringing Learning to Life

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	The Oaks Primary School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 Specifically 22-23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Grundy
Pupil premium lead	Fallon Trainor
Governor / Trustee lead	Jon Wormald

Funding overview

Funding 21-22	Amount
Pupil premium funding allocation this academic year	£ 43315
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

Current Pupil Premium Numbers 22-23

	Number	Percentage	Funding per child	Total funding
FSM	13	6%	£1385	£18005
LAC	0	0%	£0	£0
Ever 6	4	0%	£1385	£5540
Post LAC	4	2%	£2410	£9640
Services	1	<1%	£320	£320
Total PPG	22	10%		£33505

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 combined 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 home 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	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 in place for specific children across school			
<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	£360		
<ul style="list-style-type: none"> Children make accelerated progress in reading, due to increased opportunities for 1:1 reading with an adult 	Teaching assistant support in all classes with disadvantaged children, with time allocated on a 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 gaps in learning	£10667	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, pre-teaching where appropriate			
	To provide an additional teacher in Year 6 (DHT) to target higher attaining children in Maths and the bottom 20% readers			
	Century Tech SLA			

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, Education Psychology, CAMHS, School Nurse & Fort Alice			
	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	£500		
	Drama sessions to improve confidence and well-being as well as offering an additional enrichment opportunity	£526		
	Sports Coach on Friday lunch times to deliver team games activities to develop teamwork, communication and cooperation skills			
	Subsidised costs for uniform and leavers hoodies	£100		
	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 disadvantaged children	£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 home learning where necessary	£500	EEF pupil premium guidance	1-9
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Total budgeted cost: £ 54, 502.60

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.

KS1 Outcomes 2022

ASSESSMENT 2022

Early Years Foundation Stage

The Oaks 2022	National 2019
80%	72%

		2018		2019		2022	
Not disadvantaged	GLD All goals	25	88% 88%	30	87% 87%	30	80% 80%
Disadvantaged (FSM Ever 6 and LAC)	GLD All goals	4	50% 50%	1	100% 100%	0	
FSM Eligible	GLD All goals	2	50% 50%	1	100% 100%	1	0% 0%
30% most deprived (home postcode)	GLD All goals	3	67% 67%	4	100% 100%	0	
LAC	GLD All goals	0		0		0	

Phonics Screening Check Year 1

The Oaks 2022	National 2019
87%	82%

		2018		2019		2022		
Disadvantaged	Not disadvantaged	Year 1	26	96%	25	100%	24	96%
		End of KS1	28	100%	25	100%	29	100%
	Disadvantaged (FSM Ever 6 and LAC)	Year 1	4	100%	5	100%	6	50%
		End of KS1	3	67%	5	100%	1	100%
	FSM Eligible	Year 1	1	100%	2	100%	6	50%
		End of KS1	1	0%	2	100%	0	
	30% most deprived (home postcode)	Year 1	4	100%	3	100%	8	75%
		End of KS1	7	86%	7	100%	8	100%
	LAC	Year 1	0		0		0	
		End of KS1	0		0		1	100%

Phonics Screening Check Year 2

The Oaks 2022	National 2019
100%	91%

End of Key Stage 1 Results

	Working towards	Expected +	Greater depth
Maths	10%	90%	27%
Reading	7%	93%	30%
Writing	10%	90%	20%
Combined	13%	87%	13%

Reading, Writing & Maths Combined (Disadvantaged)

			2018		2019		2022	
Disadvantaged	Not disadvantaged	EXS GDS	28	79% 21%	25	84% 24%	29	86% 14%
	Disadvantaged (FSM Ever 6 and LAC)	EXS GDS	3	33% 0%	5	60% 0%	1	100% 0%
	FSM Eligible	EXS GDS	1	0% 0%	2	50% 0%	0	
	30% most deprived (home postcode)	EXS GDS	7	71% 29%	7	71% 0%	8	75% 0%
	LAC	EXS GDS	0		0		1	100% 0%

Year 4 Times Tables Test

25/25: 75%

24+: 84%

22+: 88%

20+: 94%

Average Score: 24.2

MTC National Comparisons

Band	Average Scores	
Top 10% of schools	➤ 21.8	The Oaks average score = 24.2
Top 25% of schools	➤ 20.4	
Bottom 25% of schools	➤ 16.3	
Bottom 10% of schools	➤ 14.9	

End of KS2 Data

	Working towards	Expected +	Greater depth
Maths	3%	97%	34%
Reading	0%	100%	38%
Writing	3%	97%	19%
SPAG	6%	94%	40%
Science	0%	100%	
Combined	6%	94%	16%

Reading, Writing & Maths Combined (Disadvantaged)

2018 2019 2022

Disadvantaged

Not disadvantaged	EXS Higher	25	76% 8%	24	79% 25%	29	93% 17%
Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	6	67% 0%	7	71% 14%	3	100% 0%
FSM Eligible	EXS Higher	0		4	75% 0%	3	100% 0%
30% most deprived (home postcode)	EXS Higher	8	63% 13%	7	100% 14%	5	100% 40%
LAC	EXS Higher	1	0% 0%	1	0% 0%	0	

Reading – Disadvantaged

2018 2019 2022

Disadvantaged

Not disadvantaged	EXS Higher	25	84% 32%	24	79% 33%	29	100% 38%
Disadvantaged (FSM Ever 6 and LAC)	EXS Higher	6	83% 33%	7	86% 43%	3	100% 0%
FSM Eligible	EXS Higher	0		4	100% 25%	3	100% 0%
30% most deprived (home postcode)	EXS Higher	8	100% 25%	7	100% 43%	5	100% 100%
LAC	EXS Higher	1	0% 0%	1	0% 0%	0	

Writing – Disadvantaged

Disadvantaged

Not disadvantaged	EXS GDS
Disadvantaged (FSM Ever 6 and LAC)	EXS GDS
FSM Eligible	EXS GDS
30% most deprived (home postcode)	EXS GDS
LAC	EXS GDS

2018

2019

2022

25	88% 36%	24	100% 33%	29	97% 21%
6	100% 33%	7	86% 29%	3	100% 0%
0		4	100% 0%	3	100% 0%
8	88% 38%	7	100% 29%	5	100% 40%
1	100% 0%	1	0% 0%	0	

Maths – Disadvantaged

Disadvantaged

Not disadvantaged	EXS Higher
Disadvantaged (FSM Ever 6 and LAC)	EXS Higher
FSM Eligible	EXS Higher
30% most deprived (home postcode)	EXS Higher
LAC	EXS Higher

2018

2019

2022

25	84% 20%	24	100% 46%	29	97% 34%
6	83% 17%	7	71% 14%	3	100% 33%
0		4	75% 0%	3	100% 0%
8	63% 13%	7	100% 14%	5	100% 40%
1	100% 0%	1	0% 0%	0	

KS1 – KS2 Progress Measures

Reading	2018	2019	2022
The Oaks	-1.0	0.6	2.2
Bolton	0.3	0.3	0.8
Writing	2018	2019	2022
The Oaks	1.2	2.4	2.6
Bolton	0.9	1.2	1.3
Maths	2018	2019	2022
The Oaks	-2.1	1.9	2.7
Bolton	1.0	1.0	1.0

Other outcomes 2022-2023

Pupil premium children received subsidised costs for trips such as the Robin Wood residential, Wilderness Camp 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.

All children to have access to Forest Schools over the school year

The most vulnerable disadvantage children and those with speech and language concerns attended additional drama sessions to improve confidence and oracy, as well as offering an additional enrichment opportunity

All children were able to access school uniform, school leavers hoodies and feel part of the school community through subsidised uniform offers

Behaviour support supported a number of children and families with low attendance, behavioural and emotional concerns, resulting in increased confidence, fewer behavioural incidents at school and at home, and improved attendance rates

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