

Pupil premium strategy statement

This statement details our school's use of pupil premium (and includes Recovery and National Tutoring funding for the 2023 to 2024 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	Oatlands School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/24
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Tanya Mooney Head Teacher
Pupil premium lead	Tanya Mooney
Governor / Trustee lead	Chrissy Prebble Governor Lead for disadvantaged pupils

Funding overview 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£25810
Recovery premium funding allocation this academic year	£2320
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	£28,130

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High quality teaching is at the heart of our approach, with a focus on areas on which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils.

2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that that the education and well-being of our disadvantaged pupils have been impacted by partial school closures to a greater extent than that of other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments and observations have identified social, emotional and behavioural challenges for many pupils notably due to limited social interactions during school closure.
6	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils.
7	Parental engagement of disadvantaged families. Data indicates that a high proportion of disadvantaged families do not attend parents consultations and workshops.

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 oral language skills and vocabulary amongst disadvantaged pupils.	Assessments and observations indicate significant improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 outcomes for 2023/24 show that 90% of disadvantaged pupils meet the expected standard. KS1 outcomes for 2023/24 show that 100% of PP children (No-SEND) meet the expected standard in reading.
Improved writing attainment for disadvantaged pupils at the end of Key Stage 1.	KS1 outcomes for 2023/24 show that 90% of disadvantaged pupils meet the expected standard.

	KS1 outcomes for 2023/24 show that 100% of PP children (No-SEND) meet the expected standard in writing.
Improved maths attainment for disadvantaged pupils at the end of Key Stage 1.	KS1 outcomes for 2023/24 show that 90% of disadvantaged pupils meet the expected standard. KS1 outcomes for 2023/24 show that 100% of PP children (No-SEND) meet the expected standard in maths.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing of disadvantaged pupils from 2023/24 demonstrated by: <ul style="list-style-type: none"> ○ Qualitative data from pupil voice, parent surveys and observations. ○ A reduction in referrals for ELSA support. ○ An increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved behaviour and social skills for all pupils in our school, particularly our disadvantaged pupils.	Sustained good behaviour of disadvantaged pupils across the school demonstrated by: <ul style="list-style-type: none"> ○ Qualitative data from pupil voice, parent surveys and observations. ○ A significant reduction in reported incidents of disruptive behaviour both in class and the playground.
To achieve and sustain improved attendance for all pupils in our school, particularly our disadvantaged pupils.	Sustained good high attendance across the school demonstrated by: <ul style="list-style-type: none"> ○ The overall attendance rate for all pupils being 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 5%. ○ The percentage of pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To encourage and support the engagement of all families to attend meetings and workshops.	100% of parents of disadvantaged children attend parents' evenings and workshops.

Activity in this academic year

This details how we intend to spend our pupil premium (and Recovery and National Tutoring Funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0 (funded through alternative sources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary. Speech and Language to be delivered by internal specialist Teaching Assistant (3 x per week). Strategies to be shared and implemented in the classroom.</p>	<p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as:</p> <ul style="list-style-type: none"> ○ Targeted reading aloud and book discussion. ○ Explicitly extending pupils vocabulary. ○ The use of structured questioning. ○ The use of purposeful, curriculum focussed dialogue and interaction. <p>Are inexpensive to implement with high impacts on learning. EEF - Oral language interventions</p>	<p>1</p>
<p>Embedding Feedback policy</p>	<p>Providing feedback is a well-evidenced approach and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF - Feedback</p>	<p>3</p>
<p>Embedding the 'Little Wandle Letters and Sounds' systematic synthetic Phonics programme to secure stronger phonics teaching for all pupils. To continue to raise standards in reading and writing through the teaching of phonics. The programme has been in place for two years and this year the spelling programme will be introduced into year 2. New staff need to be</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (Through not necessarily comprehension), particularly for disadvantaged pupils. EEF - phonics</p>	<p>2</p>

trained and coached and 'keep up' implemented.		
Following our inspection, the focus on writing in EYFS and Y1 will move towards transcription and implementation of the principles of the SSP to developing writing skills in line with the NC.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (Through not necessarily comprehension), particularly for disadvantaged pupils. EEF - phonics	3

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

Budgeted cost: £25992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme to provide phonics tuition for pupils who have been most impacted by the pandemic. All pupils receiving tutoring will be disadvantaged.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF - small group tuition	2, 3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. EEF - phonics	2
Use of Teaching Assistants to deliver interventions to individuals and small groups.	Research shows that TA 1:1 or small group targeted intervention has strong positive benefits of between 4-6 months on average. EEF - TA interventions	1, 2, 3, 4

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

Budgeted cost: £33804

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the range of curriculum sessions available for parents on how they can support learning at home.</p>	<p>Parental engagement is shown to have a positive impact on pupil attainment and behaviour. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF – parental engagement</p>	<p>2, 3, 7</p>
<p>Whole staff training on behaviour management with the aim of developing our ethos and improving behaviour across the school.</p> <p>To continue to implement a whole school approach to behaviour management, where behaviour is everyone’s responsibility. This will include work with STIPs and specialist whole school staff SEND training on Autism.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF – Behaviour interventions</p>	<p>5</p>
<p>Parenting puzzle courses to run in school.</p> <p>Parenting behaviour workshops to run in school.</p>	<p>Parental engagement is shown to have a positive impact on pupil attainment and behaviour. There are also higher impacts for pupils with low prior attainment.</p> <p>EEF – parental engagement</p>	<p>5</p>
<p>Embed principles of good practice set out in DFE’s improving school attendance advice.</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

Increase capacity to deliver ELSA support to identified pupils.	Effective social and emotional competencies are associated with greater health and well-being and achievement. <i>EEF – Social and emotional learning</i>	4, 5
Develop the role of full time Nurture Lead to support children and parents.		
Employ Home School Link worker to support identified families.		

Total budgeted cost: £59,796

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of outcomes for Pupil Premium Strategy statement 2022 - 2023

Detail	Data
School name	Oatlands School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	6%
Date this statement was published	Autumn 2023
Statement authorised by	Tanya Mooney Head Teacher
Pupil premium lead	Tanya Mooney
Governor / Trustee lead	Chrissy Prebble Governor Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315
Recovery premium funding allocation this academic year	£1,088
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	£27,403

Data

Disadvantaged Pupil Performance for Summer 2023

Context

We had 16 PP children in 2021/22 broken down into the following year groups.

Reception: 4 children

Year 1: 5 children (2 SEND)

Year 2: 7 children (3 SEND)

End of EYFS						
Summer 2023 (Current year 1)	Pupils eligible for Pupil Premium	All Pupils	National Average For PP	Data from previous years		
				2019-2020	2020-21	2021-22 (Current Year 2)
At the expected level of development	3/4 (75%)	80%	TBC	NA	1/4 (25%)	3/5 (60%)
Not at the expected level of development	1/4 (25%)	20%	TBC	NA	3/4 (75%)	2/5 (40%)

Year phonics screening						
Summer 2023 (Current Year 2)	Pupils eligible for Pupil Premium	All Pupils	National Average For PP	Data from previous years		
				2019-2020	2020-21	2021-22 (Year 3)
Met the threshold	2/5 (40%)	74%	67%	NA	NA	2/6 (33%)
Did not meet the threshold	3/5 (60%)	26%	33%	NA	NA	4/6 (67%)

Year 2 reading						
Summer 2023	Pupils eligible for Pupil Premium	All Pupils	National Average For PP	Data from previous years		
				2019-2020	2020-21	2021-22

Expected	4/7 (57%)	77%	54%	NA	NA	4/9 (44%)
Not Expected	3/7 (63%)	23%	46%	NA	NA	5/9 (66%)

Year 2 writing						
Summer 2023	Pupils eligible for Pupil Premium	All Pupils	National Average For PP	Data from previous years		
				2019-2020	2020-21	2021-22
Expected	3/7 (43%)	66%	44%	NA	NA	3/9 (33%)
Not Expected	4/7 (57%)	34%	56%	NA	NA	6/9 (67%)

Year 2 Maths						
Summer 2023	Pupils eligible for Pupil Premium	All Pupils	National Average For PP	Data from previous years		
				2019-2020	2020-21	2021-22
Expected	5/7 (71%)	82%	56%	NA	NA	5/9 (56%)
Not Expected	2/7 (29%)	18%	44%	NA	NA	4/9 (44%)