

# Pupil premium strategy statement 2024

This statement details our school's use of pupil premium (and Recovery Premium) 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% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25, 2025/26, 2026/27
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Tanya Mooney Head Teacher
Pupil premium lead	Tanya Mooney
Governor / Trustee lead	Chrissy Prebble Governor Lead for disadvantaged pupils

## Funding overview 2024/25

Detail	Amount
Pupil premium funding allocation this academic year	£23,290
Recovery premium funding allocation this academic year	£616
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,906

# 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	<b><u>Underdeveloped oral language skills</u></b> Assessments, observations and discussions with pupils suggest underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils.
2	<b><u>Low attainment</u></b> Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	<b><u>Emotional needs</u></b> Our assessments and observations indicate that that there is a higher level of emotional need amongst our current cohort.

4	<b><u>Behaviour</u></b> Children are entering Reception with low levels of personal, social, emotional development.
5	<b><u>Attendance</u></b> Our attendance data indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils.
6	<b><u>Parental engagement</u></b> The parents and carers of a small number of disadvantaged children struggle to engage with some school day activities (e.g. supporting in school or on school visits and joining curriculum workshops or parenting forums). Likewise, these parents and carers often find it difficult to contribute towards the cost of visits and special events. This can negatively impact the emotional and social development of these children.
7	<b><u>Socioeconomic challenges</u></b> A lower proportion of disadvantaged pupils attend clubs than non-disadvantaged pupils.

## 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
<p><b>1. <u>Underdeveloped oral language skills</u></b> Improved oral language skills and vocabulary amongst disadvantaged pupils.</p>	<p>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.</p>
<p><b>2. <u>Low attainment</u></b> For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths.</p> <p>To ensure that disadvantaged pupils with additional barriers to learning have individual needs addressed so that they make at least expected progress from starting points in reading, writing and maths.</p>	<p>100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in reading, writing and maths.</p> <p>Those that have a SEND need will make more than expected progress from their individual starting points.</p> <p>Pupil Premium profiles will be updated at least termly as a result of pupil progress meetings.</p>

<p><b>3. <u>Emotional needs</u></b></p> <p>To achieve and sustain improved well-being for all disadvantaged pupils and families in our school.</p>	<p>Children and parents feel safe and are well supported to manage their emotional wellbeing.</p> <p>Additional support could include:</p> <ul style="list-style-type: none"> <li>○ Parental meetings with the Nurture lead</li> <li>○ Parental workshops</li> <li>○ ELSA</li> <li>○ Drawing and talking</li> <li>○ Outside specialist support</li> </ul>
<p><b>4. <u>Behaviour</u></b></p> <p>To achieve and sustain improved behaviour and social skills for all pupils in our school.</p>	<p>The behaviour policy is fully implemented by the school community.</p> <p>Children understand and follow the rules.</p>
<p><b>5. <u>Attendance</u></b></p> <p>For all disadvantaged children to attend school regularly and on time.</p>	<p>There will be a rigorous focus by teachers and the school's attendance officer on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>○ Attendance and punctuality of targeted pupils will improve to be in line with the school's overall attendance.</li> <li>○ Persistent absence will reduce.</li> </ul>
<p><b>6. <u>Parental engagement</u></b></p> <p>To encourage and support the engagement of all families to attend meetings and workshops through identifying barriers and fostering positive relationships.</p>	<p>100% of parents of disadvantaged children attend parents' evenings, workshops and curriculum events.</p>
<p><b>7. <u>Socioeconomic barriers</u></b></p> <p>To reduce the effect of the local socioeconomic gaps. All staff to update and closely monitor disadvantaged children using the Pupil premium tracker to ensure disadvantaged children are being given the same opportunities as all other pupils.</p>	<p>Outcomes and opportunities for disadvantaged pupils will be equal to all other pupils.</p> <p>Disadvantaged pupils will:</p> <ul style="list-style-type: none"> <li>○ Have the correct uniform and shoes</li> <li>○ Attend school visits</li> <li>○ Attend PTA events</li> <li>○ Attend an after-school club</li> <li>○ Have access to local holiday clubs</li> <li>○ Have access to books at home</li> </ul>

**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 (5 afternoons per week). Strategies to be shared and implemented in the classroom.</p> <p>Implement new Nursery Rhyme curriculum into Reception.</p>	<p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as:</p> <ul style="list-style-type: none"> <li>○ Targeted reading aloud and book discussion.</li> <li>○ Explicitly extending pupils vocabulary.</li> <li>○ The use of structured questioning.</li> <li>○ The use of purposeful, curriculum focused dialogue and interaction.</li> </ul> <p>Are inexpensive to implement with high impacts on learning. <b>EEF - Oral language interventions</b></p>	<p>1, 2</p>
<p>Continuing to embed 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. Ensure new staff, including ECTs are trained.</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. <b>EEF - phonics</b></p>	<p>2</p>

To ensure that the delivery of the reading curriculum meets the needs of all pupils through the implementation of whole class reading in Year 2. (See School Development plan for further detail)	The Rose Report DFE reading framework Feedback from Lindsay Pickton – Curriculum advisor (Review took place in 2024)	1,2
To ensure that the writing skills of all pupils are strengthened through reviewing the writing curriculum and ensuring breadth of genre and coverage of NC objectives. (See School Development plan for further detail)	The Rose Report DFE reading framework Feedback from Lindsay Pickton – Curriculum advisor	2
To ensure the behaviour of the pupils is a strength of the school and the school's behaviour policy is fully implemented.	EEF research Case studies Ofsted documentation	4

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

**Budgeted cost: £28,421**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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<p>1:1 – Little Wandle keep up - Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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.</p> <p><b>EEF - phonics</b></p>	<p>2</p>
<p>Use of Teaching Assistants to deliver interventions to individuals and small groups.</p>	<p>Research shows that TA 1:1 or small group targeted intervention has strong positive benefits of between 4-6 months on average.</p> <p><b>EEF - TA interventions</b></p>	<p>1, 2</p>
<p>Small group ELKAN – 5 afternoons per week in Reception.</p>	<p>Research shows that TA 1:1 or small group targeted intervention has strong positive benefits of between 4-6 months on average.</p> <p><b>EEF - TA interventions</b></p>	<p>1</p>



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

**Budgeted cost: £29497**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the range of curriculum sessions available for parents on how they can support learning at home.	<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><b>EEF – parental engagement</b></p>	2,6
<p>Whole staff training on restorative and relational practice.</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 staff training on supporting children with additional needs.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><b>EEF – Behaviour interventions</b></p>	4
<p>To run workshops to support in the following areas:</p> <ul style="list-style-type: none"> <li>○ Sleep</li> <li>○ Behaviour</li> <li>○ SEND</li> </ul>	<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><b>EEF – parental engagement</b></p>	6
Embed principles of good practice set out in DFE’s improving school attendance advice.	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

Each Pupil Premium pupil will be entitled to one fee-paying extra-curricular club per term, free of charge.	SEL_EEF An unequal playing field – report DFE guidance	7
Financial support for visits to ensure all children can attend	An unequal playing field – report DFE guidance	7

Increase capacity to deliver ELSA support to identified pupils.	Effective social and emotional competencies are associated with greater health and well-being and achievement.  <b><i>EEF – Social and emotional learning</i></b>	3,6
Develop the role of full time Nurture Lead to support children and parents.		
Home School Link worker to support identified families across partnership schools.		

**Total budgeted cost: £57,918**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Review of outcomes for Pupil Premium Strategy statement 2023-24

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 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

Detail	Amount
Pupil premium funding allocation this academic year	£25,810
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> 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

### Data

Disadvantaged Pupil Performance for Summer 2024

## Context

We had 16 PP children in 2023/24 broken down into the following year groups.

**Reception:** 4 children

**Year 1:** 7 children

**Year 2:** 5 children (2 SEND)

EYFS Outcomes

GLD		Communication and language			
		Listening, attention and understanding		Speaking	
All 2024	80%	All 2024	91%	All 2024	91%
PP	75%	PP	100%	PP	100%
Non PP	80%	Non PP	91%	Non PP	91%

PSED					
Self regulation		Managing self		Building relationships	
All 2024	91%	All 2024	91%	All 2024	93%
PP	100%	PP	100%	PP	100%
Non PP	91%	Non PP	91%	Non PP	93%

Physical			
Gross motor		Fine motor	
All 2024	96%	All 2024	90%
PP	100%	PP	100%
Non PP	95%	Non PP	90%

Literacy					
Comprehension		Word reading		Word writing	
All 2024	89%	All 2024	88%	All 2024	82%
PP	100%	PP	100%	PP	75%
Non PP	88%	Non PP	87%	Non PP	83%

Maths			
Number		Numerical patterns	
All 2024	90%	All 2024	90%
PP	100%	PP	100%
Non PP	90%	Non PP	90%

## Phonics outcomes

Met threshold	All	86.70%
	PP	71.40%

## Key stage 1 outcomes

Reading		
EXP	All 2024	73%
	PP	40%
	Non PP	75%

Writing		
EXP	All 2024	61%
	PP	20%
	Non PP	63%

Maths		
EXP	All 2024	79%
	PP	20%
	Non PP	82%

GDS	All 2024	31%
	PP	20%
	Non PP	38%
	EAL	32%

GDS	All 2024	9%
	PP	0%
	Non PP	10%
	EAL	12%

GDS	All 2024	20%
	PP	0%
	Non PP	21%
	EAL	24%

WTS	All 2024	23%
	PP	20%
	Non PP	23%

WTS	All 2024	36%
	PP	40%
	Non PP	34%

WTS	All 2024	19%
	PP	40%
	Non PP	18%

Reading, writing and Maths		
EXP	All	61%
	PP	20%
	Non PP	63%

Science		
EXP	All	94.40%
	PP	80%
	Non PP	95%

Above	All	8%
	PP	0%
	Non PP	8%
	EAL	12%

Not EXP	All	6%
	PP	20%
	Non PP	5%
	EAL	12%