

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	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	December 2021
Date on which it will be reviewed	July 2022
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	£20,175
Recovery premium funding allocation this academic year	£1,086
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	£21,261

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 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 and emotional issues 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.

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.
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.
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.
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 from 2023/24 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 from 2023/24 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.

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: £0 (funded through alternative sources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary.	There is strong evidence base that suggests oral language interventions, including dialogic activities such as: <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. Are inexpensive to implement with high impacts on learning. EEF – Oral language interventions	1
Embedding Feedback policy	Providing feedback is a well-evidenced approach and has a high impact on learning outcomes. Ef-	3

	fective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF - Feedback	
Purchase of 'Little Wandle Letters and Sounds' systematic synthetic Phonics 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 (Through not necessarily comprehension), particularly for disadvantaged pupils. EEF - phonics	2

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

Budgeted cost: School Led tutoring - £5,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring programme to provide 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 lexia to improve reading skills.	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers EEF - Lexia	2, 3

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

Budgeted cost: £15,515

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.	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. EEF – parental engagement	2, 3
Whole staff training on behaviour management with the aim of developing our ethos and improving behaviour across the school.	Both targeted interventions and universal approaches can have positive overall effects: EEF – Behaviour interventions	5
Parenting puzzle courses to run in school.	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. EEF – parental engagement	5
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.	6
Increase capacity to deliver ELSA support to identified pupils.	Effective social and emotional competencies are associated with greater health and well-being and achievement. EEF – Social and emotional learning	4, 5
Employ Home School Link worker to support identified families.		
Employ play therapist to support identified families.		

Total budgeted cost: £21,261

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.

Our internal assessments/statutory phonics screening of Key stage 1 outcomes for July 2021

- Phonics outcomes were in line with all other pupils – 5/6 (83%)
- Maths outcomes of children meeting the expected standard were above those of all other pupils – 6/6 (100%) and GDS was also above 1/6 (17%)
- Reading outcomes of children meeting the expected standard were below those of all other pupils – 3/6 (50%) and GDS was below 1/6 (17%)
- Writing outcomes of children meeting the expected standard were below those of all other pupils – 3/6 (50%) and GDS was below 1/6 (17%)

Despite 'school' closures we did manage to achieve many of the objectives outlined in our 2020/21 statement. A high quality curriculum was maintained, including during periods of partial closure, through personalised teaching and learning via online platforms. Engagement was carefully monitored, particularly for our disadvantaged pupils.

Teaching /targeted academic support

- ✓ The curriculum was updated to ensure clear progression of knowledge and skills from Reception to Year 2.
- ✓ Lexia programme – 43 children were part of this intervention. Baseline assessment indicated that 9% of the children were at the expected standard. By the end of the programme 56% of children had met the expected standard.

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

- ✓ Pupil voice discussions undertaken in the Autumn term of this year demonstrate the positive impact on the 'story project' on children's emotional literacy.
- ✓ Elsa support continued throughout the lockdown.
- ✓ Attendance remained high at 97.3%

Next steps:

Our assessments and observations indicated that pupil behaviour; wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

