

# 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 ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/24
Date this statement was published	Autumn 2022
Date on which it will be reviewed	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 2022/23

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
<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	£27,403

## 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.	<p>Sustained high levels of wellbeing of disadvantaged pupils from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>○ Qualitative data from pupil voice, parent surveys and observations.</li> <li>○ A reduction in referrals for ELSA support.</li> <li>○ An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved behaviour and social skills for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained good behaviour of disadvantaged pupils across the school demonstrated by:</p> <ul style="list-style-type: none"> <li>○ Qualitative data from pupil voice, parent surveys and observations.</li> <li>○ A significant reduction in reported incidents of disruptive behaviour both in class and the playground.</li> </ul>
To achieve and sustain improved attendance for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained good high attendance across the school demonstrated by:</p> <ul style="list-style-type: none"> <li>○ 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%.</li> <li>○ 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.</li> </ul>

## 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
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary.</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 focussed dialogue and interaction.</li> </ul> <p>Are inexpensive to implement with high impacts on learning. <b>EEF – Oral language interventions</b></p>	1
<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. <b>EEF - Feedback</b></p>	3
<p>Embedding the ‘Little Wandle Letters and Sounds’ systematic synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>	2

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

Budgeted cost: £20,556

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.  <b>EEF – small group tuition</b>	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.  <b>EEF - phonics</b>	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.  <b>EEF – TA interventions</b>	1, 2, 3, 4

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

Budgeted cost: £29,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the range of curriculum sessions available for parents on how they can	Parental engagement is shown to have a positive impact on pupil attainment and behaviour. There are also higher impacts for pupils with low prior	2, 3

support learning at home.	attainment. <b>EEF – parental engagement</b>	
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: <b>EEF – Behaviour interventions</b>	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. <b>EEF – parental engagement</b>	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. <b>EEF – Social and emotional learning</b>	4, 5
Develop the role of full time Nurture Lead to support children and parents.		
Employ Home School Link worker to support identified families.		
Employ play therapist to support identified families.		

**Total budgeted cost: £49,616**

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

### Pupil premium strategy outcomes

#### Review of outcomes for Pupil premium strategy statement 2021-2022

##### School overview

Detail	Data
School name	Oatlands School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	2021/2022 19 children (7%)
Date this review statement was published	30.11.22
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
<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	£21,261

## Data

### Disadvantaged Pupil Performance overview for Summer 2022.

#### Context

We had **19** PP children in **2021/2022** broken down into the following Year groups:

**Reception:** 6 children (1 SEND/1 left in year transfer)

**Year 1:** 4 children (2 children EAL)

**Year 2:** 9 children (3 children on SEND register/2 with EHCPs/2 children EAL)

#### Results of end of year statutory assessments

##### EYFS – outcomes

<b>Good level of Development</b>	<b>3/5</b> Reception PP children reached a GLD
<b>Communication and Language Listening, Attention and Understanding</b>	<b>4/5</b> Reception PP children met the expected standard
<b>Speaking</b>	<b>4/5</b> Reception PP children met the expected standard
<b>Managing Self</b>	<b>5/5</b> Reception PP children met the expected standard
<b>Building relationships</b>	<b>5/5</b> Reception PP children met the expected standard
<b>Physical Development – Gross Motor</b>	<b>5/5</b> Reception PP children met the expected standard
<b>Physical Development – Fine Motor</b>	<b>4/5</b> Reception PP children met the expected standard
<b>Literacy Comprehension</b>	<b>4/5</b> Reception PP children met the expected standard
<b>Reading</b>	<b>3/5</b> Reception PP children met the expected standard
<b>Writing</b>	<b>3/5</b> Reception PP children met the expected standard
<b>Maths</b>	<b>3/5</b> Reception PP children met the expected standard

## Year 1 phonics outcomes

2/4 children met the threshold

## Year 2 phonics retakes

4/5 PP children who retook the phonics screening in Year 2 met the threshold.

## Key Stage 1 outcomes 2022

<b>Maths working at the expected standard</b>	<b>5/9</b> Year 2 PP children met the expected standard
<b>Maths working at the greater depth standard</b>	<b>1/9</b> Year 2 PP children met the Greater Depth standard
<b>Reading working at the expected standard</b>	<b>4/9</b> Year 2 PP children met the expected standard
<b>Reading working at the greater depth standard</b>	<b>2/9</b> Year 2 PP children met the Greater Depth standard
<b>Writing working at the expected standard</b>	<b>3/9</b> Year 2 PP children met the expected standard
<b>Writing working at the greater depth standard</b>	<b>1/9</b> Year 2 PP children met the Greater Depth standard

## Teaching (for example, CPD, recruitment and retention)

Quality of education for all

<b>Actions from Strategy 2021-22</b>	<b>Planned implementation</b>	<b>Intended outcome</b>
<b>Embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary.</b>	<b>Continue to ensure dialogic activities are embedded in all curriculum areas in policy and practice.</b>	<b>Children are able to articulate themselves and use appropriate language.</b>
<b>Review</b> Language is well embedded in all areas of the curriculum and children are able to articulate themselves well. Speech and language targets for identified children are delivered weekly. This year we have developed this provision and have a part time TA delivering speech and language across the school. (3 days per week).		

<b>Embedding Feedback policy</b>	<b>Staff CPD to embed feedback and recall.</b>	<b>Children have secure subject knowledge and are able to articulate what they need to do in order to improve.</b>
<b>Review</b> The feedback policy has been implemented along with strategies to promote retrieval of key knowledge.		
<b>Purchase of 'Little Wandle Letters and Sounds' systematic synthetic Phonics programme to secure stronger phonics teaching for all pupils.</b>		

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

<b>Actions from Strategy 2021-22</b>	<b>Planned implementation</b>	<b>Intended outcome</b>
<b>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.</b>	<b>To deliver after school tutoring for children 8 children who are at risk of not meeting the expected standard in core subjects.</b>	<b>Children make rapid progress and attainment gap between PP children and non-PP children is closed.</b>
<b>Review</b> We faced problems implementing the 1:1 tuition last academic year with a shortage of teachers with willingness/capacity to complete the extra hours at £18 per hour. It was decided that the grant will be used in the Spring term 2023 to provide phonics catch up sessions for children at risk of not passing the phonics screening check. Year 1 children is where the need is greatest and therefore will be invited to attend the sessions daily before or after school. $15 \text{ hrs} \times £18 = £270$ $£270 \times 75\% = £202.50 = £13.50 \text{ per hour}$ $£1620 / £202.50 = 8 \text{ children}$ Cost to school/other funding (Based on £18 per hour) $£25\% = £540$		

<b>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</b>	<b>Daily phonics and keep up sessions following 'Little Wandle' letters and sounds revised programme.</b>	<b>All children meet the phonics threshold by the time they leave Otlands.</b>
<p><b>Review</b></p> <p>In September 2022, the school adopted the Little Wandle Letters and Sounds Revised programme as our SSP (Systematic synthetic phonics) programme. Our baseline showed 43% of children on track with the new programme in the Autumn term and so we implemented Keep-up sessions for large numbers of children with gaps in their phonic knowledge.</p> <p>Many of these children made enormous progress over the year and although we achieved 75.3% in the year 1 phonics screening, another 5 children (6%) were only one mark off the threshold and a further 4 (4%) within 4 marks. We also had three children join the year group with no English/phonic knowledge during year 1. In addition 45% of our children identified as in the bottom 20% at the beginning of the year closed the gap and went on to pass the PSC.</p> <p>69% of Year 2 children reached the threshold in June having not passed in Autumn 1 (11/16) bringing the total number of children who passed 94% in Year 2.</p>		
<b>Use of lexia to improve reading skills.</b>	<b>Identified children to use lexia to support reading catch up.</b>	<b>All children are readers by the time they leave Year 2.</b>
<p><b>Review</b></p> <p>Due to the adoption of the Little Wandle programme, this intervention was replaced and whilst we still had the licence, used to support children at home. 81% of Year 2 children met the expected standard in reading and 41% the greater depth standard.</p>		

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

Budgeted cost: £15,515

<b>Actions from Strategy 2021-22</b>	<b>Planned implementation</b>	<b>Intended outcome</b>
<b>Develop the range of curriculum sessions available for parents on how they can support learning at home.</b>	<b>Deliver information for parents regarding the curriculum and how to support their child at home.</b>	<b>Improved outcomes for pupils</b>
<p><b>Review</b></p> <p>Following Covid, it was positive to get parents back into school to share teaching approaches with them and to have the opportunity to work with their children.</p> <p>The following sessions were held for parents:</p> <p><b>Maths workshops</b></p>		

<p>Year 1: 94% attendance  Year 2: 90% attendance  <b>Reception Literacy session:</b> 43% attendance  <b>Curriculum evenings</b>  Reception: 76% attendance  Year 1: 77% attendance  Year 2: 59% attendance</p> <p>Although we were pleased with the engagement of parents, one of the key sessions was the Reception Literacy session as it provided vital information about the Little Wandle scheme and how to teach the different phonemes. In 2022/23 we will be holding the meeting in the evening and providing a crèche in order to maximise engagement.</p>		
<p><b>Whole staff training on behaviour management with the aim of developing our ethos and improving behaviour across the school.</b></p>	<p><b>To develop shared expectations and code of conduct.</b></p>	<p><b>Behaviour for learning is excellent and there is little or no disruption the learning.</b></p>
<p><b>Review</b></p> <p>As a staff we developed expectations and routines for behaviour. Following Covid, we have experienced a change in behaviours. We are therefore now developing a whole school approach based on the ideas shared in Paul Dix's book, 'When the adults change'. We have also updated our behaviour policy to reflect these changes. We still need to embed our revised practice.</p>		
<p><b>Parenting puzzle courses to run in school.</b></p>	<p><b>To source external company to deliver sessions.</b></p>	<p><b>Parents are well supported in supporting positive behaviour routines at home and therefore overall behaviour improves.</b></p>
<p><b>Review</b></p> <p>These sessions did not take place, however parents were well supported through 'Early Help' offer.</p>		
<p><b>Embed principles of good practice set out in DFE's improving school attendance advice.</b></p>	<p><b>Clear systems are embedded to improve attendance.</b></p>	<p><b>Pupil attendance is good and back to pre-Covid levels</b></p>
<p><b>Review</b></p> <p>Overall attendance at the end of the year was 95.34%</p>		
<p><b>Increase capacity to deliver ELSA support to identified pupils.</b></p>	<p><b>Identify children in need of additional emotional support. Deliver provision.</b></p>	<p><b>Children's social and emotional needs will be supported to</b></p>

<p><b>Employ Home School Link worker to support identified families.</b></p>	<p><b>enable them to focus on academic learning and make good progress.</b></p>
<p><b>Employ play therapist to support identified families.</b></p>	
<p><b>Review</b>  We have increased our provision to support identified children in need of additional emotional support. Staff have regular opportunities to review and develop provision. We intend to continue to grow our provision and have developed a new 'Nurture lead' role for the coming year, who will deliver and oversee ELSA, implement 'Drawing and talking', liaise closely with the Home School Link Worker and be someone who parents can talk to in confidence about issues that may be effecting their children/families.</p>	

**Total budgeted cost: £21,261**