

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	Oakdale Junior School
Number of pupils in school	455 Yr3-6
Proportion (%) of pupil premium eligible pupils	21% (96)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	E.Bissell (Headteacher)
Pupil premium lead	Emma Black
Governor / Trustee lead	Linda Naylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,840
Recovery premium funding allocation this academic year	Recovery Premium income - £14,645 School-led Tutoring Grant - £12,352.50 Total = 26997.50
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	£145,837.50

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our schools having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the foundation subjects.

How does your current pupil premium strategy plan work towards achieving those objectives?

To meet these objectives, we have focussed on the following areas:

- High quality CPD and ongoing support for staff to develop their subject expertise, especially in reading.*
- Ongoing work to develop the curriculum, ensuring it is thoughtfully chosen and correctly sequenced so that pupils can learn and remember it (outlined more specifically in the SIP)*
- High quality interventions for those who have fallen behind to catch them up quickly and efficiently.*
- Pastoral, emotional and attendance support to remove barriers that may stop pupils achieving*

What are the key principles of your strategy plan?

- 1) To empower teachers to know their pupils and do what is best for them, delivering high quality CPD*
- 2) To use evidenced targeted intervention to support pupils who are at risk of falling behind*
- 3) To empower parents to understand how to best support their child at home*
- 4) To empower children - making sure every child feels successful and valued.*
- 5. To find and nurture each child's passions*
- 6) To support all pupils that we feel are disadvantaged, regardless of whether the receive the pupil premium or not*
- 7) To develop support networks around children and their families*
- 8) To work to develop pupils' communication and language skills*

-Quality first teaching and good curriculum planning as predominant approach to ensuring pupils acquire the skills they need
 -Focus on early identification, especially in Y3

Challenges

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

Challenge number	Detail of challenge
1	To ensure all pupils have access to best quality teaching. Particularly with a focus on writing and mathematics (SIP). Varied expertise of staff across the school.
2	To ensure that provision for disadvantaged pupils allows for catch-up to enable any gaps caused during 'lockdown' to be closed.
3	Close the social and emotional gaps for disadvantaged children
4	Poor attendance of identified families which is a symptom of further individualised barriers which must be overcome

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>% of disadvantaged pupils meeting ARE/GDS rises each year, from previous attainment position.</p> <p>Pupils remember the key learning set out in the intended curriculum</p>	<p>-All pupils to be achieving at or above national other (ARE and GDS) where this is not achieved pupils to be making accelerated progress from previous starting points.</p> <p>-Gaps in learning are quickly identified, and acted upon.</p> <p>-Timely identification of pupils for intervention. Interventions running show impact through accelerated progress</p> <p>-Classroom teaching is of consistently high quality (triangulation approach)</p> <p>-Pupils meet targets</p>
<p>Regression / lost learning due to pandemic is closed/regained</p> <ol style="list-style-type: none"> 1) To accelerate the progress of pupils who are not achieving ARE in the core subjects. 2) To increase the number of pupils that are ARE. 	<p>-Identified pupils who have dropped since previous position show gaps are being filled and they are catching up (triangulation approach)</p> <p>-High quality targeted interventions / tutoring are running</p>

3) To close the attainment and progress gap in Year 3	
Pupil emotional and social barriers are addressed and pupils are able to access learning and achieve well	-School vision for our pupils to become confident individuals who are able to lead safe, healthy and fulfilling lives is developed -Audit demonstrates improved well-being for all. -Pupil by pupil assessment. Pupils are accessing learning.
Attendance of all disadvantaged is at least 95%	-Attendance figures half termly -Where pupils have an attendance below this this is improving -Number of persistent absentees is reducing -School attendance policy and LA help is accessed and followed to support families -School support for identified families is delivered and has an impact

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: £51,737.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Teacher CPD and support in reading and writing. -Teachers to focus upon differentiation and meeting the needs for every learner within class. -Focus on pupils who didn't pass Y2 phonics screen: support in the classroom	<i>'John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'</i> <i>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant'</i> Education Endowment Foundation	1 and 2
-Teacher action planning to ensure Quality First teaching in all subject areas.	"Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and	1 and 2

<ul style="list-style-type: none"> - Support for all pupils not making sufficient progress 	<p>support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.” Supporting the attainment of disadvantaged pupils Briefing for school leaders DfE, November 2015</p>	
<ul style="list-style-type: none"> - Embed oracy across the curriculum to ensure that poor vocabulary and grammar do not act as a barrier for disadvantaged pupils. - Assess oracy across transition year group (Yr3) to identify pupils for intervention. - CPD for teachers 	<p>Communication trust showed that vocab and communication can be a significant barrier for pupils from disadvantaged backgrounds. Pupils need a 95-98% comprehension rate to understand a text in reading and need to widen their vocabulary throughout the school in order for them to be able to achieve this Vocabulary needs explicit teaching if pupils are to acquire it (Alex Quigley & Beck and McGowan)</p> <ul style="list-style-type: none"> - At 5, a pupil from a disadvantaged background is around 19 months behind their peers and has heard around 30 million less words. Hart and Risley. - EEF ranks the effect of oral language interventions as having +5 months impact. 	<p>1, 2 and 3</p>

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

Budgeted cost: £ 34, 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

including those who are high attainers.																																																																								
<p>Reading</p> <p>a) Reading volunteer programme, recruitment, training and resource</p> <p>b) ELLS programme for identified pupils</p> <p>c) Directed teaching assistant support in each class daily during whole class reading sessions.</p> <p>d) Reading plus intervention</p>	<p>The school has been using ELS for some time and impact for pupils has always been significant. See example below</p> <p>Children previously have made progress (using internal assessment) from 2019:</p> <p>ELLS data:</p> <table border="1"> <thead> <tr> <th>Pupil</th> <th>Read age (start)</th> <th>Read age (end)</th> <th>Impact</th> <th>Comp age (start)</th> <th>Comp age (end)</th> <th>Impact</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4.9</td> <td>6.10</td> <td>25m</td> <td>5.2</td> <td>7</td> <td>22m</td> </tr> <tr> <td>2</td> <td>4.7</td> <td>7.2</td> <td>31m</td> <td>5.3</td> <td>7.11</td> <td>32m</td> </tr> <tr> <td>3</td> <td><4.5</td> <td>7.10</td> <td>41m</td> <td><5</td> <td>9.1</td> <td>49m</td> </tr> <tr> <td>4</td> <td>4.9</td> <td>7.4</td> <td>31m</td> <td>5.3</td> <td>7.3</td> <td>24m</td> </tr> <tr> <td>5</td> <td>5</td> <td>7.6</td> <td>30</td> <td>5.5</td> <td>7.7</td> <td>26m</td> </tr> <tr> <td>6</td> <td><4.5</td> <td>6.3</td> <td>22m</td> <td>5.4</td> <td>7</td> <td>20m</td> </tr> <tr> <td>7</td> <td>4.9</td> <td>7.1</td> <td>26m</td> <td>5.5</td> <td>7.11</td> <td>30m</td> </tr> <tr> <td>8</td> <td>4.9</td> <td>7.2</td> <td>27m</td> <td>5.5</td> <td>7.11</td> <td>30</td> </tr> <tr> <td>Av</td> <td></td> <td></td> <td>29.1m</td> <td></td> <td></td> <td>29.1m</td> </tr> </tbody> </table>	Pupil	Read age (start)	Read age (end)	Impact	Comp age (start)	Comp age (end)	Impact	1	4.9	6.10	25m	5.2	7	22m	2	4.7	7.2	31m	5.3	7.11	32m	3	<4.5	7.10	41m	<5	9.1	49m	4	4.9	7.4	31m	5.3	7.3	24m	5	5	7.6	30	5.5	7.7	26m	6	<4.5	6.3	22m	5.4	7	20m	7	4.9	7.1	26m	5.5	7.11	30m	8	4.9	7.2	27m	5.5	7.11	30	Av			29.1m			29.1m	2
Pupil	Read age (start)	Read age (end)	Impact	Comp age (start)	Comp age (end)	Impact																																																																		
1	4.9	6.10	25m	5.2	7	22m																																																																		
2	4.7	7.2	31m	5.3	7.11	32m																																																																		
3	<4.5	7.10	41m	<5	9.1	49m																																																																		
4	4.9	7.4	31m	5.3	7.3	24m																																																																		
5	5	7.6	30	5.5	7.7	26m																																																																		
6	<4.5	6.3	22m	5.4	7	20m																																																																		
7	4.9	7.1	26m	5.5	7.11	30m																																																																		
8	4.9	7.2	27m	5.5	7.11	30																																																																		
Av			29.1m			29.1m																																																																		
<p>Maths</p> <p>a) Implementation of “Third Space” Mathematics</p> <p>b) Directed teaching assistant time daily to address mathematics misconceptions in each year group – PPG to be targeted first</p> <p>c) Targeted catch-up tutoring funded through NTP subsidy and Catch up premium.</p>	<p>- EEF ranks 1.1 tuition as having +5 months’ impact.</p> <p>- EEF ranks the effect of small group tuition as having +4 months impact</p>	2																																																																						

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

Budgeted cost: £60, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a pastoral team to offer regular support, nurture, ELSA and other appropriate interventions.	- EEF ranks social and emotional learning as having +4 months’ impact.	3

Targeted creative art work including art therapy, workshops, lunchtime club and links with outside agencies	- EEF rank Arts participation as having +3 months impact.	3 and 4
To provide regular well-being interventions. All teachers to be trained in storm break approach.	- EEF ranks social and emotional learning as having +4 months' impact.	3
To provide 1:1 mentoring sessions for children where appropriate.	- EEF ranks 1.1 tuition as having +5 months' impact.	3
Pastoral team and Community Development Officer to work with targeted families and the AL to improve attendance and punctuality of particular pupils and families. Attendance Lead to complete half termly audits and meet with particular pupils and parents/ carers.	- Increased pastoral support and collaborative working will help to address poor attendance. - EEF ranks the effect of parental involvement as having +5 months' impact.	1, 4
Marvellous Me app to be used for PPG pupils to encourage positivity and encourage dialogue with parents / carers at least once a week	- EEF ranks the effect of parental engagement as having +4 months impact.	1 and 3

Total budgeted cost: £ 145,837.50

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.

Performance

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

End of KS2 SATs were cancelled by the DfE for 2021. All Y6 pupils in CLP schools completed the 2019 SATs paper.

Oakdale PPG results in Reading and Combined at EXS were higher than 2019 met the 2019 national averages. Mathematics and writing at EXS were below the 2019 national average. See table below:

Year 6	School PPG 20/21	National 2019
Combined	57.70%	51% PPG
Reading	84.2%	73%
Writing	73.7%	78%
Maths	65.%	79%

Attendance

Attendance data shows that our attendance was 96.31% for the year with PPG results at 93.48%. During final half term PPG attendance was higher than national average, see FFT data below.

	W34 17 May 21	W35 24 May 21	W36 7 Jun 21	W37 14 Jun 21	W38 21 Jun 21	W39 28 Jun 21	W40 5 Jul 21	W41 12 Jul 21
Pupils	483	483	485	485	485	485	486	487
Pupils with Covid mark (x) in week	10	5	2	2	8	6	55	45
% Pupil with Covid mark (x) in week	2%	1%	0%	0%	2%	1%	11%	9%
School attendance	94.8%	93.5%	96.3%	96.6%	95.0%	95.0%	87.2%	87.6%
FFT national attendance	94.7%	93.9%	95.4%	93.4%	91.9%	88.9%	86.8%	83.9%
Difference	+0.1%	-0.3%	+0.9%	+3.2%	+3.1%	+6.1%	+0.4%	+3.7%

37 % of PPG children attended school regularly during school closures and 48% accessed remote learning. The remaining 14% were all offered a paper option.

Impact of 2020-21 NTP programmes

FFT Lightning Squad - FFT data analytics indicates that pupils made progress in line with product expectations.

STAR Assessments show that FFT pupils increased their average standardised scores in Y3,4 &5 between Dec 20 and Jun 21. (Y3 - 89 to 98, Y4 - 79 to 81, Y5 - 86 to 90.)

Third Space Learning –

Y6 Third Space

14 of 15 pupils achieved EXS in the end of KS tests. 2 achieved GDS. 14 of 15 pupils achieved their end of KS target. Y6 3S pupils increased their test scores by more than the Y6 average. Teacher assessment data shows more progress for 3S pupils between Dec 20 and Jun 21 than for All in Y6. (*Dc Pro Prog Steps 1.33 (3S), 0.69 (All)*)

Y5 Third Space

The average standardized score for Y5 TS pupils improved from 86 in Dec 20 to 94.4 by Jun 21. This was 3 points higher than their Mar 20 pre lockdown score. Teacher assessment data shows more progress for 3S pupils between Dec 20 and Jun 21 than for All in Y5. (*Dc Pro Prog Steps 0.12 (3S), 0.2 (All)*)

NTP 1:3 Tutoring provided by Teaching Personnel –

Y5 Mathematics - The average standardized score for these pupils improved from 91.8 at DC3 (Mar 21) to 98.7 by DC4 (Jun 21). 5 of 12 pupils increased their teacher assessment grade.

Y4 Writing - Teacher assessment data shows more progress for NTP pupils between Mar and Jun 21 than for All in Y4. (*Dc Pro Prog Steps 0.42 (NTP), 0.28 (All)*)

Externally provided programmes

Programme	Provider
Third space tutoring	Third Space
FFT Lightning Squad	FFT
Teaching personnel tutoring	Teaching personnel