

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	Oakfield Junior School
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	20.10.21
Date on which it will be reviewed	Termly
Statement authorised by	Mrs D. Willemse
Pupil premium lead	Mr J. Treen
Governor / Trustee lead	Mrs A. Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 47,730
Recovery premium funding allocation this academic year	£ 5,243
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	£ 52,973

Part A: Pupil premium strategy plan

Statement of intent

- At Oakfield Junior, we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Oakfield, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Disadvantaged pupil progress scores for 2018-19 (validated)

Measure	Score
Reading	-3.23
Writing	-2.07
Maths	+1.53

Disadvantaged pupil performance for 2018-19 (validated)

Measure	Score	
9 PP Pupils, of which two are mainstream SEND and one pupil was from our LAN Centre (= 11%)		
	Achieved	Greater
	ARE	Depth
Maths	78	22
Reading	56	11
Writing	67	11
Maths + English	56	0
SPAG	78	22

Teaching priorities for current academic year

Aim	Target	Target date
Progress in maths	To further improve the planning, delivery and assessment of Maths resulting in improved teaching and learning in this curriculum area.	July 2022
Accelerated progress in Reading, Writing and Maths.	To adapt current bespoke curriculum to address lost learning and accelerate progress for all pupils in reading, writing and maths.	July 2022

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and slow progress rates made by pupil premium/disadvantaged pupils. Pupils have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind pupils receive targeted high-quality intervention monitored by Maths, English and PP leaders.	<i>Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing</i> <i>E.g. A Pupil in Year 4 achieved 4.5 in reading/writing but their progress target was 4.7 This year the same pupil is expected to achieve at least 5.6</i>
Rates of progress for Off Track, SEND and Disadvantaged pupils in Reading & Writing improve.	<i>Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing.</i> <i>E.g. A Pupil in Year 4 achieved 4.5 in reading/writing but their progress target was 4.7 This</i>

<p>Teaching of reading, writing and phonics/spelling for Pupil Premium pupils is systematic and of high quality. Monitored by Maths, English and PP leaders.</p>	<p><i>year the same pupil is expected to achieve at least 5.6</i></p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated. To ensure that disadvantage pupils achieve the highest standards in personal development, behaviour, attitude and attendance by providing targeted support.</p>	<p><i>All forms of monitoring; surveys, ELSA and Thrive reports etc., demonstrate that the highest possible standards in personal development, behaviour and attitude are being achieved by pupils. Pupils achieve whole school attendance target of 96.5% A decrease in the number of incidents of negative behaviour. (% of negative incidents decreased as evidenced on CPOMS) Parents report positively on the high levels of support from the ELSA, Thrive Mentor, SENDCo, Staff and HSLW.</i></p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum. Pupils have opportunities for leadership roles within the school.</p>	<p><i>Attendance by disadvantaged pupils:</i></p> <ul style="list-style-type: none"> • Clubs: 100% • School trips and residential: 90% <p><i>Pupils have meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society</i></p> <ul style="list-style-type: none"> • Eco-warriors • School Council • Sports Crew <p><i>Pupils' development skills beyond just the academic.</i></p>
<p>LAN Centre: To ensure that disadvantage pupils access a bespoke personalised curriculum. To ensure that disadvantage pupils achieve the highest standards in personal development, behaviour, attitude and attendance by providing targeted support.</p>	<p><i>Rates of progress for disadvantaged pupils within the LAN Centre in Reading & Writing & Maths have increased from the previous year.</i></p> <p><i>All forms of monitoring, surveys and reports etc., demonstrate that the highest possible standards in personal development, behaviour and attitude are being achieved by disadvantaged pupils within the LAN Centre.</i></p>

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.

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

Budgeted cost: £ 31,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide targeted, structured interventions to pupils across whole school using recovery funding and Pupil Premium funding. Interventions to be monitored and evaluated by Assessment, Maths, English and PP Leaders.</i></p> <p><i>New LAN Centre teacher employed to allow SENDCo time to monitor and support mainstream SEN pupils.</i></p>	<p>EEF: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the adult to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/</p>	<p>1</p>

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

Budgeted cost: £ 15,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Two qualified ELSAs (Emotional Literacy Support Assistant) employed to work with pupils to ensure they develop social and emotional skills. (Early Help intervention)</i></p> <p><i>Qualified Thrive practitioners employed to work with pupils to ensure they achieve optimal social and emotional development. (Targeted Support)</i></p>	<p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to pupils and young people even if it does not translate to reading, writing or maths scores.</p> <p>While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. https://educationendowmentfoundation.org.uk/</p>	<p>1,2 & 4</p>

<p><i>Home School Link Worker (HSLW) employed to provide high quality pastoral support for pupils and their families. (Targeted Support)</i></p> <p><i>New LAN Centre teacher employed to allow SENDCo time to monitor mental health provision.</i></p> <p><i>Furnishing and equipping our new sensory room to provide support for pupils with emotional and sensory needs.</i></p>		
<p><i>Attendance is monitored closely and appropriate support put in place. Good communication and close partnerships with parents, school and support agencies (HSLW, Inclusion Officer, REMA Traveller Education Support Worker) developed.</i></p>	<p>Pupils and young people with mental health problems are more likely to miss school – this can be for a variety of reasons. But research has shown a clear link between school absence and academic attainment. Pupils and young people who regularly miss school may also feel more socially isolated as a result. - www.mentallyhealthyschools.org.uk</p> <p>Health and educational professionals should be aware that pupils with poor attendance may be experiencing emotional ill health, regardless of absence type. The absence may provide a useful tool to identify those who require additional mental health support. Findings highlight the widespread burden of emotional disorder and the need to support those with emotional ill health in continuing to access education.</p> <p><i>Finning, K., Ford, T., Moore, D.A. et al. Emotional disorder and absence from school: findings from the 2004 British Child and Adolescent Mental Health Survey. Eur Child Adolesc Psychiatry 29, 187–198 (2020). https://doi.org/10.1007/s00787-019-01342-4</i></p>	<p>1 & 4</p>
<p><i>The school provides coherently planned rich experiences in and outside the classroom:</i></p> <ul style="list-style-type: none"> • <i>Residential</i> • <i>Workshops</i> • <i>Day trips</i> • <i>Extra-curricular activities.</i> <p><i>Financial support where needed is provided for pupil premium pupils to take part in activities described above.</i></p>	<p>Provision of a range of initiatives to extend pupils's experiences see www.Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully. Education Endowment Trust Toolkit</p>	<p>3</p>

Total budgeted cost: £ 52,973

Targeted academic support: School led tutoring

Budgeted cost: £2340. Cost to school: £607.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions to be carried out by an experienced teacher (via the School Led Tutoring Programme) and Teaching Assistants within school.</i></p> <p><i>The teacher to provide one-to-three in time/after school tuition to targeted pupils (Nov 2021)</i></p>	<p>EEF: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the adult to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. https://educationendowmentfoundation.org.uk/</p>	<p>1</p>

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.

Our aim: Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing.

E.g. A Pupil in Year 4 achieved 4.5 their progress target was 4.7 This year the same pupil is expected to achieve at least 5.6

Points Progress 20-21



End of KS2 data (School Assessment)

Year 6 PP (6) <i>Excludes Lan Centre</i> 2 of the 6 pupils also EAL	End of KS1		End of KS2	
	Working Towards	GreaterDepth	Working Towards	GreaterDepth
Maths	0	0	0	0
Reading	2	0	0	0
Writing	3	0	1	0

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.