

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	255
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	22.11.22
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	£ 42,575
Recovery premium funding allocation this academic year	£ 9,531
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	£ 52,106

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 performance for 2021-22 (validated)

7 PP Pupils, of which 1 is mainstream SEND, 3 pupils are on our Social, Emotional, and Mental Health (SEMH) register and 1 pupil was from our LAN centre child was working below the level required to gain any benefit from taking KS2 paper.

	At least achieved ARE	Greater Depth
Maths	5	2
Reading	5	1
Writing	5	1
Maths + English	5	1
SPAG	5	2

Teaching priorities for current academic year

Aim	Target	Target date
To further improve rates of progress for pupils that are off track in reading, writing and maths.	To accelerate pupils progress in Maths and English through quality first teaching and bespoke interventions	July 2023

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. Percentage of Pupil Premium pupils: 18%
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged pupils. Data over the last year indicates that attendance among disadvantaged pupils has been between 2% lower than for 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><i>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.</i></p> <p>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.</p>	<p><i>Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing</i></p>
<p>Rates of progress for Off Track, SEND and Disadvantaged pupils in Reading & Writing improve. 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>Disadvantaged pupils' attainment from previous year has improved resulting in progress gap narrowing.</i></p>
<p><i>Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching</i></p>	<p><i>All forms of monitoring; surveys, ELSA and Thrive reports etc., demonstrate that the highest possible</i></p>

<p><i>their full potential, and, at Oakfield, we are determined to provide the support and guidance they need to help them overcome these barriers.</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.</p> <p>To ensure that disadvantage pupils achieve the highest standards in personal development, behaviour, attitude and attendance by providing targeted support.</p>	<p><i>standards in personal development, behaviour and attitude are being achieved by pupils. Pupils achieve whole school attendance target of 96.5%</i></p> <p><i>A decrease in the number of incidents of negative behaviour. (% of negative incidents decreased as evidenced on CPOMS)</i></p> <p><i>Parents report positively on the high levels of support from the ELSA, Thrive Mentor, SENDCo, Staff and HSLW.</i></p>
<p><i>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.</i></p> <p><i>In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.</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.</p> <p>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.</p> <p>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: £ 34,736

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <ul style="list-style-type: none"> • All pupils in receipt of PP funding have access to quality first wave teaching which is at least good and in most cases outstanding. All adults are acutely aware of the disadvantaged pupils within their classes and work closely with them to ensure that they make equal or better progress than their peers. • High quality additional support is provided in every Maths and English lesson by experienced teachers and/or learning assistants most of which have gained the higher level teaching assistant status • Disadvantaged pupils are prioritised for all interventions. As a school a significant amount of resources are dedicated to providing targeted, high quality and well-structured interventions to these pupils across the whole school. For example, booster sessions lead by class teachers who know their children well in year 6; small group English and Maths sessions lead by specialist teachers in year 4, 5 & 6; additional support staff are employed year 3. • Tried and Tested intervention programmes for English; Read Write Inc., Fresh Start, inference support children across the school. The vast majority of these run in the morning before school. • Tried and Tested intervention programmes for Maths; First Class @number and Success @arithmetic support children across the school. These run throughout the day. • The school has invested in high quality engaging online learning programs to further support and motivate pupils learning at home. E.g. Doodle • Disadvantaged pupils who were identified as being negatively impacted by the pandemic are accessing school led tutoring programmes. • LAN Centre teacher employed to allow SENDCo time to monitor and support mainstream SEN pupils. • A significant amount of financial resources are set aside to further improve staff CPD, staffing levels, curriculum resources and interventions. These improvements have enhanced the quality of teaching and learning the school can offer. 	<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: £ 17,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p><i>Personal development is exceptional with pupils accessing a wide range of rich and varied experiences.</i></p> <p><i>High quality pastoral support includes: Two ELSAs and two Thrive practitioners employed to work with pupils to ensure they achieve optimal social and emotional development.</i></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>As a school we have worked hard to establish a learning environment which provides safety and security for all pupils. Careful use of resources has allowed the provision of a Thrive room, several rooms for boosters and a sensory room will soon be added. We will be furnishing and equipping our new sensory room to provide support for pupils with emotional and sensory needs.</i></p>	<p>EEF:</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/</p>	<p>1,2 & 4</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><i>All key staff members have completed EBSNA training.</i></p> <p><i>Continual training for the Mental Health Team.</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.</p> <p>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).</i></p> <p>https://doi.org/10.1007/s00787-019-01342-4</p>	<p>1 & 4</p>
<p>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.</p> <p>In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.</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>

<p>All PP pupils have full access to enriching learning experiences. Funding is provided to ensure full participation in school trips, workshops and residential activities.</p> <p>The school provides a wide range of opportunities to nurture, develop and stretch pupils talents and interests, such playing musical instruments, attending fee paying clubs and enrichment sessions.</p> <p>To continue to provide good support beyond school hours and term time e.g. holiday clubs, HSLW etc.</p>		
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Total budgeted cost: £ 51,206

Targeted academic support: School led tutoring

Funding allocation Sept 22. £4698

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 2022)</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.

End of KS2 data (School Assessment)

Attainment Last 5 years

Year	17 - 18		18 - 19		19 - 20		20 - 21		21 - 22	
	Validated		Validated		Teacher Assessment		Teacher Assessment		Validated	
Cohort	8 Pupils (1 SEND)		8 Pupils (2 SEND)		8 Pupils (1 SEND)		6 Pupils (0 SEND)		7 Pupils (2 SEND)	
	Achieved Age related expectations ARE	Greater Depth	Achieved Age related expectations ARE	Greater Depth	Achieved Age related expectations ARE	Greater Depth	Achieved Age related expectations ARE	Greater Depth	Achieved Age related expectations ARE	Greater Depth
Maths	100	13	89	22	100	13	89	22	71%	29%
Reading	100	63	67	11	100	63	67	11	71%	43%
Writing	100	38	78	11	100	38	78	11	71%	14%
SPAG	100	50	89	22	100	50	89	22	71%	43%

Progress

2022

Year 6 PP (6 pupils) <i>Excludes Lan Centre</i>	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	2	3	1	1	3	2
Reading	1	4	1	1	2	3
Writing	2	3	1	1	4	1

83% met ARE for reading, writing and maths. 33% of our pupils made better than expected progress on Reading and Maths, whilst 17% made better than expected progress in writing.

2021

Year 6 PP (6) <i>Excludes Lan Centre 2 of the 6 pupils also EAL</i>	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	0	6	0	0	6	0
Reading	2	4	0	0	6	0
Writing	3	3	0	1	5	0

The data clearly shows the positive impact of teaching for disadvantaged pupils at Oakfield Junior.

100 % of our pupils met ARE in Reading and Maths. Whilst 83% met ARE for writing. 33% of our pupils made better than expected progress on Reading and Writing.

2020

Year 6 PP (8) <i>Excludes Lan Centre 1 of the 8 Pupils also EAL</i>	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	2	6	0	0	8	0
Reading	0	8	0	0	8	0
Writing	1	7	0	1	7	0

Teacher assessment. School closures due to Covid. Pupils still met expected progress, 25% of pupils made greater than expected progress in maths.

2019

Year 6 PP (8) <i>Excludes Lan Centre 2 SEND Pupils</i>	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	0	6	3	1	6	2
Reading	2	6	1	3	4	2
Writing	1	8	0	2	7	0

Of our two SEND pupils both had complex social and emotional needs which resulted in major barriers to learning.

2018

Includes 1 pupil who joined us in Year 3 (excluded from previous school) who made

Year 6 PP (8) <i>Excludes Lan Centre</i>	End of KS1			End of KS2		
	Working Towards	Age Related Expectations ARE	Greater Depth	Working Towards	Age Related Expectations ARE	Greater Depth
Maths	1	4	3	0	7	1
Reading	0	4	4	0	3	5
Writing	1	6	1	0	3	5

better than expected in writing and maths. Another child had complex behaviour needs which resulted in barriers to learning resulting in not achieve greater depth in Maths and reading.

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.