

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 Primary School
Number of pupils in school	257
Proportion (%) of pupil premium eligible pupils	118 (42.2%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	09/2022 – 07/2025
Date this statement was published	12/12/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Sarah Williams
Pupil premium lead	Sarah Williams Tracey Beacher
Governor / Trustee lead	Vicki Whittaker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,548.33
Recovery premium funding allocation this academic year	£0
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	£148,548.33 Post Lac 1 x Yr3 1 x Y4

Part A: Pupil premium strategy plan

Statement of intent

There were 118 (at the time of writing) students in Oakfield Primary School who are eligible for the pupil premium (including 1 child in receipt of the service child element). This equates to additional funding of £148,548.33 and is approximately 42.2% of the school population and therefore above the national average.

Our aim is equity across the school, firstly by removing any barriers to academic, cultural or social experiences and secondly by providing additional support to our children. We aim to build emotional resilience in our children to ensure that they are equipped to withstand the challenges that can present beyond the school day.

Our core focus is to 'level the playing field' between disadvantaged and non-disadvantaged children whilst also closing the progress gap between the two groups. We recognise that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities. We aim to do this by providing an enriched school day that serves to develop children's cultural capital.

Quality First Teaching emphasises high quality, inclusive teaching for all pupils in a class. We recognise that some children will need further interventions to support their learning and sustain progress. A robust diagnostic assessment will support the systems and processes in place. Every teacher has a context sheet for their class to ensure we are all keeping pupil premium children at the forefront of our minds and doing all we can to help them to achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance - Children cannot learn if they are not at school and low attendance is a major barrier to achievement. Whole school attendance 93.4%. non ppm 94.08%. ppm 92.3%</p> <p>Parent engagement: Some disadvantaged children's' parental engagement is significantly lower than others are. Parental involvement underscores the shared responsibility towards children's learning and progress.</p> <p>Catch Up - During the pandemic disadvantaged children were most affected academically pastorally and culturally in comparison to their peers.</p>

2	<p>Speech, Language and Communication - 90% of year 2 children have passed their phonics screener. 75% of those children who did not pass are ppm.</p> <p>Speech, language and communication skills have been identified as significantly under developed on entry to EYFS through to Year 2. Children require extended and aspirational vocabulary in order to participate fully.</p>
3	<p>Quality First Teaching- High quality teaching must be at the core of all pupil premium work matched with robust assessment</p> <p>Literacy – Vocabulary extension, writing with a sharp focus on spelling application and reading - Some disadvantaged children’s vocabulary and reading levels are not in line with national averages. Spelling has been identified as a barrier to children’s independent writing</p>
4	<p>Resources - Disadvantaged children are less likely to travel on trips where there is a cost implication, purchase optional revision materials such as study guides have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are less likely to take part in optional enrichment opportunities.</p>
5	<p>Aspiration and Ambition - Some disadvantaged children are less likely to have focused and ambitious targets to work towards. Some disadvantaged children are less likely to experience levels of cultural capital that would take them beyond the boundaries of Scunthorpe.</p>

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
To achieve and sustain wellbeing for children and families particularly for our disadvantaged pupils. Improve attendance levels of pupil premium pupils to be in line with national averages	Attendance will improve. Persistent absences will reduce Children will feel happy and supported in school.
To improve oral language skills and vocabulary among children in EYFS and disadvantaged pupils.	Assessments and observations will indicate significant improvements in communication and interaction and the quality of pupils writing. Children’s vocabulary will improve
To increase the % of pupils at ARE in Reading, Writing and Maths combined among disadvantaged pupils.	Pupil progress and attainment will improve Attainment gaps are diminished Engagement with online reading programme Children accessing a broad variety of challenging text types.
Improving the experiences and building cultural capital, particularly for our disadvantaged children	Children’s self-esteem and confidence will grow through purposeful and educational experiences

To improve pupil aspirations and awareness of opportunities for them to be able to succeed in an ever-changing world.	Children will be able to discuss possible ambitions and available career choices for the future.
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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: £ 126,091.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscriptions: Classroom Secrets Active Learn Provision Map (1/2 cost shared with SEND) TA class-based support 45,911	Pupils have access to quality and engaging resources and teachers have support with subject knowledge and planning. Personalised interventions provide pupils with targeted support.	3
Expose children to a wide range of texts and text types Reading Plus Online Programme to support children to access a wide range of texts and text types English Hub subscription and resources 5,595	EEF: Very high impact for very low cost based extensive evidence Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.	3 2
30 minutes of allocated reading – Reading Plus (3 times a week, guided reading with a member of teaching staff 26,283.00 KS2 Little Wandle phonics Online training provision, additional resources matched to individual need 1,800 plus books plus staff	EEF: Very high impact for very low cost based extensive evidence Reading comprehension strategies can have a positive impact on pupils' ability to understand a text.	3 2

<p>Word of the Day with extended activities to enhance vocabulary extension</p> <p>Active Spelling training and resources (1,400)</p> <p>25,350 KS1/KS2</p>	<p>EEF: Very high impact for low cost based on extensive research</p> <p>Reading tests showed a barrier to texts with certain vocabulary which now means tier 1 and tier 2 words are taught daily to support this and enable children to have access to a wide range of tests</p>	2
<p>Gaps analysis from testing used to pin point areas of need within teaching</p> <p>DHT plus admin</p> <p>6,728.55</p>	<p>EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	3 2
<p>Progress Meetings to monitor progress and identify pupil premium children</p> <p>Context sheets and intervention timetables created to share among the teaching texts to focus on key students within the classroom to diminish differences</p> <p>3,364.28</p>	<p>EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Identification of need for every child to ensure that they are part of the small group support and catch up where needed</p>	3 2
<p>Rosenshine CPD sessions to embed the good practice</p> <p>9,660</p>	<p>EEF: "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</p> <p>Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	3 2

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

Budgeted cost: £ 45,452.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster sessions before and after school that focus on reading, Maths and Grammar. Phonics interventions 24,270.60	EEF: High impact for moderate cost based on moderate evidence Equitable for all. This will support children to diminish the gap and children that feel included and supported will achieve more	1 3 2
Full time Learning Mentor Wellbeing group – my happy mind. Strategies used to support wellbeing with parents, children and staff 17,622.90	Moderate impact for moderate cost based EEF: on moderate evidence Increased attainment, attendance and punctuality to lessons. Positive impact on preparedness for learning.	1 5
Pastoral Support – around bullying, friendships. To support children to feel settled, safe and enjoy school 3,558.82	EEF: Moderate impact for very low cost based on very limited evidence Increased attainment – children enjoy and achieve more when they are happy in school	1

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

Budgeted cost: £ 7,155.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Attendance team including HT and DHT to track and monitor attendance – weekly meetings to intervene accordingly 2157.12	EEF: Moderate impact for low cost based on extensive evidence When children are in school they are able to learn and make progress	1
Subsidised trips/visitors into school enrichment where needed	EEF: Moderate impact for very low cost based on moderate evidence	4 5

1,104.46	Every child is treated the same - equity for all	
Breakfast club for pupil premium students 324.00	EEF: Moderate impact for moderate cost based on limited evidence Every child is treated the same - equity for all	1
After school club – pupils attend enrichment sessions ukulele sessions 3,402	EEF: Moderate impact for moderate cost based on limited evidence Every child is treated the same - equity for all	1 4 2 5
Workshop for parents – curriculum, phonics, reading, maths 168.00	EEF: Moderate impact for very low cost based on extensive research Evidence shows that when parents / guardians know how children and taught certain subjects then they can be further supported at home to improve	1 4 2 5

Total budgeted cost: £ 178,699.73

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 2021 to 2022 academic year.

Data analysis, lesson observations and monitoring show that children demonstrate significant progress in lessons and regular scrutiny and book coaching showed progress over time.

Writing has been identified as an area for further improvement and as a result of this specific intervention groups have been identified with a sharp focus on the application of basic skills, including previous years learning for consolidation.

Small group work remains successful in reading provision with gains being made in KS1 with children's confidence and acquisition of phonics and the application of this knowledge to variety of text types.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	
Active Learn	Pearson
Reading Plus	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

