

# Pupil premium strategy statement – Oakworth Primary School

This statement details our school's use of pupil premium 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	Oakworth Primary School
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	24/25 to 27/28
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorised by	
Pupil premium lead	Claire Owen
Governor / Trustee lead	J Pagden

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,760
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<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	£54,760

# Part A: Pupil premium strategy plan

## Statement of intent

At Oakworth Primary School we are committed to ensuring that all pupils meet their full potential. We strive to meet their pastoral, social, academic and social needs within the school environment and support families both in and outside of school. We are committed to 'diminishing the gap' between vulnerable children and their peers; the pupil premium forms a vital part of this process. This funding helps remove barriers to learning so that all our children reach their full potential and enables them to fully engage in our curriculum and school life.

Our main objectives are;

- To narrow the attainment gap between disadvantage and non-disadvantaged pupils.
- For all disadvantaged children in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure all teaching is good or better therefore ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The range of provision the school consider making for this group include:

- CPD for staff
- Additional learning support, including 1-1 support, small group support, targeted intervention and extra-curricular activities

- Supporting payment for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- SEMH support provided by targeted support within year group teams.
- PIW focusing on attendance, engagement and support in times of need.

## Challenges

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

Challenge number	Detail of challenge
1	Internal data shows that a greater proportion of disadvantaged pupils in EYFS are working below age related expectation with 33.3% of disadvantaged pupils achieving GLD in reception. This will be a priority for teachers in KS1 to raise attainment of these pupils. Internal data shows that a greater proportion of disadvantaged pupils in KS2 are working below age related expectations in writing and maths. 50% of disadvantaged pupils in reading, 50% in maths.
2	Lack of educational and experiential learning, outside of school, inhibits the ability to relate learning to a range of real-life situations. This is evident in writing, making inferences and contextual problem solving across the curriculum.
3	Absence amongst disadvantaged pupils is greater than their peers with a greater proportion of persistent absentees being disadvantaged.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in this year, 60% of disadvantaged pupils arrive below age-related expectations in at least one area compared to 41% of other 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
------------------	------------------

<i>Improved attainment in KS1</i>	Proportion of disadvantaged pupils reaching age related expectations in KS1 to be in line or above their peers and others nationally.
Improved attainment for disadvantaged pupils in reading, writing and maths in ks2	Proportion of disadvantaged pupils reaching age related expectations in KS2 to be in line or above their peers and others nationally.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Impact demonstrated by: <ul style="list-style-type: none"> <li>• evidence of increased parental engagement in school life</li> <li>• evidence of the school promoting supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances</li> </ul>
Improved attainment for disadvantage pupils in reception	Proportion of disadvantaged pupils reaching GLD in line with peers by the end of reception.
Improved attendance and reduce the number of persistent absentees	The attendance to rise to 96% which is the whole school target. To close the gap between disadvantaged and not disadvantaged pupils which is currently 3%.

## 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: £ 52,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants allocated to each class to carry out daily and weekly interventions.</p> <p>Pupils provided with regular 1:1 and group feedback and support, in order to accelerate their progress in reading, writing and maths.</p> <p>Regular 1:1 feedback and support sessions facilitated for disadvantaged pupils in Years 2 and 6, to support SATs preparation.</p> <p>Teaching Assistants deliver same day interventions in English and Maths.</p>	<p>EEF states that feedback can impact pupils by +8 months if completed effectively. Regular training on teaching assistants will ensure that the pupils receive quality effective feedback and interventions which are proven to work in having an impact on progress. Teaching assistants can impact pupils by +1 months.</p>	<p>1,4,5</p>

Read write inc. training for all teaching and support staff.	Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 5
Whole school approach to teaching grammar	This a positive impact (+3 months) and can help pupils close the gaps in their understanding.	1, 5

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

Budgeted cost: £ 15,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 reading (20 minutes) delivered to pupils where needed.	Daily reading with well-trained support staff where the children read and answer comprehension type questions can have a positive impact on the progress of disadvantaged pupils who may not read at home. The EEF Toolkits states that comprehension strategies can have an impact of +6 months.	1,5
<i>Phonics intervention – regular phonics with LSA to fill gaps</i>	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. The EEF Toolkit states that good quality phonics interventions can have an impact of +4 months.	1,5
<i>Times table group and interventions</i>	Catch up sessions each morning. Gaps in children's understanding and subject knowledge are identified by the class teacher. Children then carry out activities with the teaching assistant to fill these gaps. – Individual instruction based on the needs of the pupil can have an impact of +3 months (EEF)	1
<i>Catch up sessions in Year 6 for GPS and Maths</i>	Small group tuition approaches can support pupils to make effective progress by providing intensive,	1

	targeted academic support to those identified as having low prior attainment or at risk of falling behind. Can have an impact of + 4 months.	
Reading comprehension strategies	EEF states that reading comprehension strategies have a positive impact on progress (+6 months). Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.	1,5

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

Budgeted cost: £ 13,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Out of hours clubs/activities provided for free.  Trips provided for free or at a reduced price	This approach provides further opportunities for eligible pupils to develop social and emotional skills.	2
Uniform assistance	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF).	4,
Pastoral support member of staff employed to support children	Social and emotional learning can impact on pupils by +4 months.  Behaviour interventions have enabled pupils to be more ready for learning.	3,4

Support staff trained in supporting children  Members of staff attended mental health first aid training.		
Attendance procedures including monitoring and phone calls.	Sending parents of students who are persistently absent personalised letters or texts can help improve attendance (EEF)	3

**Total budgeted cost: £ 81,094**



# 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 2024-25 academic year.

--