

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	442
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	
Pupil premium lead	Claire Owen
Governor / Trustee lead	J Pagden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,470
Recovery premium funding allocation this academic year	£5,945
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	£55,415

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 KS1 are working below age related expectations in reading, maths and writing. 40% of disadvantaged pupils are working at ARE in writing and 40% of disadvantaged pupils are ARE in reading. Internal data shows that a greater proportion of disadvantaged pupils in KS2 are working below age related expectations in writing and maths. 33% of disadvantaged pupils in reading, 33% 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
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<i>Improved reading and writing attainment in KS1</i>	Proportion of disadvantaged pupils reaching age related expectations in KS1 to be in line or above their peers and other 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 of PIW demonstrated by: <ul style="list-style-type: none"> • evidence of increased parental engagement in school life • 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
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 2%.

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: £ 48,500

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: £ 6,623

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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,
PIW employed to offer emotional and social support to disadvantage pupils and their families.	Social and emotional learning can impact on pupils by +4 months. Behaviour interventions have enabled pupils to be more ready for learning.	3,4
Attendance procedures including	Sending parents of students who are persistently absent personalised	3

monitoring and phone calls.	letters or texts can help improve attendance (EEF)	
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Total budgeted cost: £ 68,123

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.

	School 2024		National 2024	
	PP	NPP	PP	NPP
EYFS - % pupils reaching GLD	33.3%	76.8%	51.5%	72%
% that achieved 32/40 threshold to pass Phonic Screening test	75%	90.6%	68%	84%
KS1 - % Reaching Expected Standard				
Reading	80%	76.9%	N/A	N/A
Writing	60%	69.3%	N/A	N/A
Maths	80%	80.7%	N/A	N/A
KS2 - % Reaching Expected Standard				
Reading	75%	75%	62%	80%
Writing	50%	78.6%	58%	78%
Maths	50%	76.8%	59%	79%
R, W & M	25%	66.1%	46%	67%

Challenge 1 and 5

Key Stage 1 SATs data shows that 80% of disadvantaged pupils achieved ARE in reading (75% not PP) and 80% achieved ARE in Maths (80%). This shows some progress in the amount of PP pupils achieving ARE. There is a significant reduction in the gap in attainment for PP pupils in KS1. In Year 1, 75% of pupil premium (90.6% not PP) passed the phonics screening, the phonics sessions in Key Stage 1 and the further tutoring has been successful in closing the gap for disadvantaged pupils and will continue to be a priority for the next academic year.

Key Stage 2 SATs data shows that PP pupils have made progress with 75% achieving ARE in reading which is better than disadvantaged pupils nationally. There is a significant gap between the attainment of disadvantaged and non-disadvantaged pupils in writing and maths. Next academic year will have a focus in closing the gap in writing and maths.

Internal data for the rest of school

@ or above ARE	Reading		Writing		Maths	
	PP	NPP	PP	NPP	PP	NPP

Year 1	75%	68%	62.5%	71%	75%	77%
Year 3	50%	84.9%	50%	77.4%	50%	83.1%
Year 4	83.4%	86.7%	33.3%	73.3%	50%	75.5%
Year 5	37.5%	82.9%	25%	66%	37.5%	68.1%

Internal data shows that PP pupils in Year 1 are making good progress in line with their peers. The new phonics scheme has had a positive impact on the progress in reading in Year 1. Supporting the pupils in Year 4 who are working below age related expectations will continue to be a priority next academic year. A greater focus of maths in Upper Key Stage 2 to close the gaps in understanding for our disadvantaged pupils especially in their arithmetic skills. Writing is a whole school focus for the next academic year with a focus on grammar teaching and filling gaps in understanding.

Challenge 2

A large number of pupil premium pupils are offered a range of after school clubs for free or at a subsidised rate; allowing a greater proportion of PP pupils access different sporting activities. Pupil premium pupils were able to attend residential visits which were offered at a lower cost. Trips and educational visits were also offered at a lower cost or free of charge to allow pupil premium pupils to attend these visits.

Challenges 3 and 4

The Parental Involvement Worker (PIW) has played an active role in supporting our families. The PIW has supported families with a range of issues including mental health issues and healthy eating. This has had a positive impact on the well-being of our pupil premium pupils. The PIW has also run a range of groups to support families with younger children. The PIW has also worked actively with families to encourage good attendance, this along with the office staff regularly phoning families has had a positive impact on improving the attendance of our PP pupils. Overall attendance of PP students was 92.28%.