# Pupil Premium strategy IMPACT statement 2021-22

## 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

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| Detail | Data |
| School name | Oakfield Community Primary & Nursery |
| Number of pupils in school | 275 |
| Proportion (%) of pupil premium eligible pupils | 54.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Mrs J Makin |
| Pupil premium lead | Mrs J Makin |
| Governor / Trustee lead | Mr E Burke |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £208,180 |
| Recovery premium funding allocation this academic year | £12,230 |
| Pupil premium funding carried forward from previous years | £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 | £220,410 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.  Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.  Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   We aim to do this through   * Ensuring that teaching and learning opportunities meet the needs of all the pupils * Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed * When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged * We also recognise that not all pupils 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 pupil or groups of pupils 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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.   Achieving these objectives:  The range of provision the Governors consider making for this group include and would not be inclusive of:   * Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved * Reducing class sizes thus improving opportunities for effective teaching and accelerating progress * To allocate a Teaching Assistant to each Year Group in most classes - providing small group work focussed on overcoming gaps in learning * School led tutoring 1-3 support for all PP pupils * Additional teaching and learning opportunities provided through training graduate students, increasing ration of pupil/ staff interactions * All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations * Nurture groups in the afternoon to target specific needs which will help to reduce barriers to learning * Lunchtime support to identified pupils and drop in sessions to support SEMH. * Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom. * Behaviour support * Attendance office to target absences and ensure overall numbers are within national expectations * Parental and family support, identifying early help support and sign posting to external agencies. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Poor parental engagement in Reading |
| 2 | Poor parental engagement in learning |
| 3 | Narrowing the attainment gap across Reading, Writing and Maths |
| 4 | Attendance and Punctuality issues. |
| 5 | Social, Emotional and Mental Health difficulties (children/parents/carers) |

## 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.

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| Intended outcome | Success criteria |
| Progress in Reading | Achieve national average progress scores in KS2 Reading |
| Progress in Writing | Achieve national average progress scores in KS2 Writing |
| Progress in Mathematics | Achieve national average progress scores in KS2 Maths |
| Increase parental support in education | 100% Parental attendance / communication at termly Progress meetings |
| Other | Ensure attendance of disadvantaged pupils is above 96% |
| Improved attitudes to learning and increased positive mindsets | Reduction of behavioural incidents and emotional outbursts on the playground |

## 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)

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| Activity | Evidence that supports this approach | Challenge no addressed | Impact |
| *Class sizes to be set as a min of 20 ( current PAN number)* | EEF(+3)  As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive. | 3 | Pupils received increased individual feedback, higher quality feedback and minimal disruption- Ofsted graded 2021 outstanding for behaviour and attitudes. |
| *All teachers to access CPD and identified staff access NPQSL/LT courses* | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.  We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure. | 3 | Restructure of SLT and training accessed for all members  DHT enrolled onto NPQH  2 SLT enrolled on NPQSL  2 teachers enrolled onto NPQLT |

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

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| Activity | Evidence that supports this approach | Challenge no addressed | Impact |
| School Led Tutoring  150 children to receive 1:3 catch up provision from NTP  15 hours | EEF (+4)  Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  Having analysed our cohorts we have identified that the needs of each and the identified the support to address gaps in maths, reading or SPAG. | 3 | 150 pupils received tuition in small 1:3 group  Phonics Y1- 54.5%  Phonics y2- 81.1%  Y2 R, W, M- 50-%  Y2 GD- R- 7.9%  Y2 GD- M 5.3%  Y6- R- 56.4%  Y6- W- 51.3%  Y6- M- 59.0 %  Y6- R- GD- 5.1%  Y6- W- GD- 2.6%  Y6 – M- GD- 7.7%  Progress KS2  Reading- -1.2  Writing - +0.9  Maths – + 0.9 |

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

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| Activity | Evidence that supports this approach | Challenge no addressed | Impact |
| *DHT works as Safeguarding Lead and Family Support Worker to work with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)*  *DHT is allocated as the Attendance Officer appointed and works ½ day a week to analyse attendance and contact low attenders. .* | EEF (+3)  We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:   * approaches and programmes which aim to develop parental skills such as literacy or IT: * general approaches which encourage parents to support their children with, for example reading or homework; * the involvement of parents in their children’s learning activities; * Toddler group ‘Teeny Tots’ for under 3s * Parent target setting meetings termly * more intensive programmes for families in crisis. | 1, 2, 4,5 | New attendance policy and graduated response in place for September 2022.  *Office Manager to complete First Day Call and alongside DHT supports families to raise attendance / punctuality.*  2021-22  Attendance absence overall 6.8%  National was 6.1%  Difference 0.7%  2020-21  School- 6.5%  National – 3.3%  Difference was 3.2%  Therefore gap was closed between school and national, |
| *Nurture worker to support children who are having difficulty accessing learning through identified interventions.* | EEF (+4)  Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. | 5 | Focused interventions and additional playground support for pupils with SEMH by 3 members of staff. Particular focus on KS1 pupils which has reduced incidents at lunchtime.. |

**Total budgeted cost: £220,410**