

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium, and recovery premium, for the 2023 to 2024 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	Oakhill Primary School
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 – 2025/2026
Date this statement was published	29 th November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Steve Smith
Pupil premium lead	Katie Hawthorne
Governor / Trustee lead	Margaret Tatton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,200
EY pupil premium	£8,760
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	£252,960
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Oakhill we intend for all of our pupils to have equal access to all aspects of school life through quality first teaching, targeted support and intervention. Our school vision and values support the development of the whole child, both academically and personally so that during their time at Oakhill they thrive and are equipped with attributes and skills to continue their positive educational journey into secondary school.

Our priority is the delivery of quality first teaching. 'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them' (EEF 2023). We focus on developing staff pedagogical knowledge and understanding, ensuring that all staff are up-to-date with current, successful educational strategies and that these are implemented effectively to support pupil's learning. Research, reading and reflection is a core part of our staff development and this, along with the sharing of good practice, has become an integral part of our school life.

We invest heavily into speech and language, particularly in the early years of our pupil's education. Vocabulary and the ability to communicate effectively with others is essential and strategies and teaching opportunities to develop this throughout the school are weaved through our curriculum and underpin our practice.

Positive learning behaviours are taught and expected; building children's self-esteem and confidence, encouraging them to aspire to achieve and be successful. Many of our pupils, particularly those who are disadvantaged, face challenges outside of school and will continue to face challenges when they leave us. Through the teaching of positive learning behaviours, positive self-image, aspirations and the direct teaching of strategies to deal with challenges, we support children to find ways to either deal with, or overcome, difficulty.

As attendance and enrichment opportunities are essential to the development of the whole child we are committed to working closely with parents, carers and families to ensure that pupils are in school and are able to access educational visits and enhancements, and, after-school clubs. This includes our aspirations and career offer. Our educational enhancements are planned carefully to offer a wide variety of experiences that not only support and complement our curriculum, but allow pupils to experience things that they may not otherwise do, adding to their cultural capital.

Ultimately, our strategy is intended to work toward our school vision; to develop the whole child, so that they leave Oakhill with the skills to thrive and achieve academically and personally, making a positive contribution to the community whatever their starting points.

Challenges

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

Challenge number	Detail of challenge
1	Increasing numbers of pupils on entry to school and in the first years of their school life lack communication and language skills, which impacts upon their whole school experience.
2	Some disadvantaged pupils experience difficulty accessing the wider curriculum due to a deficit in basic skills.
3	Disadvantaged pupils are at risk of experiencing further inequality of cultural capital and socioeconomic circumstances, including aspiration and career paths, as a result of the increasing cost of living.
4	Due to increased cost of living, social media and home lives, some disadvantaged pupils require further support to regulate their emotions and ensure positive mental health.
5	Attendance and punctuality amongst disadvantaged pupils is varied and inconsistent.

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
Communication and language skills are explicitly taught.	Pupil's communication and language skills are no longer a barrier to learning; bringing equality to whole school experience.
Deficits in basic skills are identified and addressed through quality first teaching and further recovery intervention.	Pupils have equal access to the wider school curriculum and any gaps between disadvantaged children and their counterparts will close.
Cultural capital opportunities form an integral part of the curriculum and school life.	Pupils are exposed to a wide variety of cultural capital across the curriculum to close gaps between those with varying socioeconomic backgrounds.

Pupils will have strategies to regulate their emotions and look after their mental health.	Positive mental health and emotional regulation strategies ensure that pupils come to school and attend lessons in a mindset that is conducive to learning.
Disadvantaged pupils are punctual and their attendance is consistently in-line with non.	High attendance ensures that pupils receive maximum teaching and learning.

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: £17,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Oakhill Teaching and Learning Package as high quality CPD for all teaching staff.	The EEF Attainment Gap Report 2018 states that <i>“Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.”</i>	1, 2, 3, 4, 5
Teacher staff release time to share good practice, attend coaching sessions, attend relevant, suitable training and complete training courses on National College which link to the school priorities and/or bespoke need.	The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct ‘building blocks of success’ including: <i>“High quality teaching for all – emphasise ‘quality first teaching’ and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.”</i> <i>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.</i> EEF Effective Professional Guidance Report	1, 2, 3, 4
Support staff release time to attend relevant, suitable training and complete training courses on National College which link to	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3 to 4 months’ progress (EEF, Making The Best Use of TAs).	1, 2, 3, 4

the school priorities and/or bespoke need.		
Staff release time to monitor the Opportunities for Speaking and Listening Award in KS2 and to roll the award out into EYFS and KS1.	<p>The Teaching and Learning Toolkit from the EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year.</p> <p>Within the classroom, the EEF says that; 'language provides the foundation of thinking and learning and should be prioritised', as well as that, 'purposeful speaking and listening activities support pupils' language development.'</p> <p>'A broad and deep vocabulary is integral to every facet of learning. Alex Quigley, Closing the Vocabulary Gap.</p>	1, 2, 3
Staff release time to attend training, train children and implement SUMO strategies across the school to provide children with strategies to deal with, and overcome, problems and/or challenges.	<p>The development of positive attitudes has a long-term impact on how pupils approach learning tasks and succeed in the next stage of their education.</p> <p>The EEF guidance report on improving behaviour in schools states that, 'Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.'</p> <p>and</p> <p>Consistency and coherence at a whole-school level are paramount.'</p>	1, 4,
Staff release time to weave careers and aspirations into current curriculum planning and to plan and deliver career and aspiration workshops.	<p>'Career-related learning in primary schools is about helping "children to understand who they could become and helping them to develop a healthy sense of self that will enable them to reach their full potential". Early interventions can bring a lasting impact on children's development and perceptions of different occupations, and of the subjects enabling access to them.'</p> <p>https://resources.careersandenterprise.co.uk/sites/default/files/2021-09/1145_What%20works%20Primary_digital%20version_07_01_2019.pdf</p>	1, 3, 4, 5

Pupil Support Team to work with pupils and their families to break down barriers to learning, provide strategies to overcome challenges, and to ensure that pupils are ready to learn on entry to the classroom.	EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. EEF 'Social and Emotional Learning' says SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	4, 5
Funded 30 hours placements in Nursery	"Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds." Evidence on early years from the EEF 'Teaching and Learning Toolkit'.	1, 2, 3, 4, 5

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

Budgeted cost: £141,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular, timetabled interventions and hot-spot interventions by teaching assistants to support pupils.	The Teaching and Learning Toolkit from the EEF shows that on average, intervention by teaching assistants can have an impact of +5 months' progress for 1:1 tuition and +4 months' progress small group tuition. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, or those falling behind, both one-to-one and in small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Mighty Writer intervention in Y3 and Y4, delivered by Senior SEN	'Use high quality structured interventions to help pupils who are struggling with their literacy.' EEF Primary Improving Literacy Report (recommendation 8)	1, 2

Teaching Practitioner.		
Delivery of phonic rapid catch-up interventions.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2
Language interventions in EYFS (Time to Talk, Early Talk Boost and Talk Boost) and further up the school as required, are delivered to targeted children.	The Teaching and Learning Toolkit from the EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately six months' additional progress over the course of a year.	1, 2
Class teachers and support staff to deliver reading practise sessions 3x a week for all pupils in R to Y2	'We (should) use high-quality, structured interventions to support struggling students. Knowing the underlying components of reading, how they build on one another, along with how they must come together to enable reading comprehension, is a critical first step.' EEF Primary Literacy Guidance Report (recommendation 7)	1, 2

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

Budgeted cost: £93,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Support Team to work with pupils and their families to break down	EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	4, 5

barriers to learning, provide strategies to overcome challenges, and to ensure that pupils are ready to learn on entry to the classroom.	EEF 'Social and Emotional Learning' says SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	
Supplemented breakfast club for all pupils and targeting of pupils to attend breakfast club at no cost to the family.	<p>Research from Family Action and Magic Breakfast, which delivered the National Breakfast Club Programme between 2018 and 2021 found that breakfast club provision supported improvement in pupil behaviour, eating habits, readiness to learn, concentration in class, educational attainment, social skills and parental engagement. It also reported a reduction in late marks.</p> <p>'Breakfast is a crucial part of every child's day. It affects everything from memory to creativity in the classroom. Children who go hungry are more inclined to become distracted from learning at school, or give up more easily when faced with challenges.' Fleck 2018</p>	1, 3 4,5
School led after school clubs at no cost to families.	<p>Research from European Commission states, "The weight of the evidence also suggests that disadvantaged and vulnerable children may benefit more from participation in Extra Curricular Activities than more advantaged and less vulnerable children. Being from a disadvantaged background, however, or belonging to a vulnerable group is associated with less participation in ECAs as these children face barriers to accessing ECAs compared to their more advantaged and less vulnerable peers. Reasons for this include children not feeling like they fit in, ECAs not being offered at schools with access to fewer resources and not being able to afford to access ECAs."</p> <p>Benefits of extracurricular activities for Children 2021.</p>	1, 3, 4, 5
Contributions towards educational enhancements – trips, visits visitors, workshops	<p><i>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</i> Mark Londensborough, https://educationendowmentfoundation.org.uk/news/new-eeef-publishes-evaluation-of-arts-based-education-programmes</p> <p>Given that wealth gaps and the fact that traditional places that once developed cultural capital such as: town halls, youth clubs, libraries etc are decreasing, Elliot Major (2015)</p>	3, 4

	says that the 'role of schools as places of social and cultural as well as academic learning has become even more critical.' (Sutton Trust)	
Contribution towards residential Visits	Overall studies of adventure learning interventions consistently show positive benefits on academic learning. EEF	1, 3
Member of staff to lead Forest School session weekly, targeted at disadvantaged pupils	Overall studies of adventure learning interventions consistently show positive benefits on academic learning. EEF	1, 3, 4
Staff time (DHT/HSL and EWO) to implement and monitor attendance, school's improving attendance strategies and work with parents.	<p>Embed principles of good practice as set out in the DfE's Working together to improve school attendance.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds.' DfE 2012</i></p>	5
HSL/AHT time to plan run a programme of parental engagement activities.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	4, 5

Total budgeted cost: £ 252,960

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 2023 to 2024 academic year.

Continuous professional development continued to be prioritised through weekly Professional Development Meetings; MAT subject specific meetings for subject leads; a MAT wide INSET and external training. This along with, internal sharing of good practice; research and reading contributed toward continued teacher development. All staff have access to National College and staff were signposted to National College training suitable for their job role. Internal and external monitoring shows that teaching has continued to improve, impacting upon pupil progress and outcomes. Further work to continue to develop pedagogical strategies and the use of teaching assistants will continue next academic year.

Speaking and listening strategies, including vocabulary development have continued to be developed across the curriculum and across the wider life of the school. Pupil voice shows that the vocabulary development of pupils is improving and children are using a wider range of vocabulary in their written work and their speech. Speaking and listening interventions have continued to take place, particularly in EYFS and KS1. These have led to gaps closing between pupils who require these interventions and their peers. Speaking and listening and vocabulary development is an area that we will continue to work on to broaden and increase our pupil's vocabulary range, ensuring that they use the most appropriate vocabulary in their speech and particularly in their written work.

Interventions, including tutoring, took place for identified children. These closed gaps in basic skills for many pupils. In addition to the academic development, these interventions, for numerous pupils, increased their self-confidence, resilience and independence,

Educational visits, including residential visits increased pupil cultural capital and provided experiences to enrich the curriculum. Pupil voice showed that children enjoyed these; speaking positively about them and using appropriate vocabulary to describe their experiences. After school clubs were well attended. Overall, the proportion of disadvantaged pupils who attended after school clubs was 47%. The majority of children who benefitted from work with our pupil support team were disadvantaged pupils. All of these pupils made some progress in the area in which they were working on. This is shown through pupil voice and internal tracking. Our educational enhancement offer for 2024 - 2025 will further increase children's experiences, providing further cultural capital with visits to museums and places of historical interest, art galleries and geographical fieldwork A residential to London will also provide the opportunity for children to experience a capital city, visiting museums and seeing national landmarks.

Through the work from the attendance team, attendance last year was above national for all groups of pupils. Punctuality of all pupils increased over the course of the year. This will continue to be a focus for our attendance team to ensure that attendance remains at least in-line with national for all pupils.

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
Early Talk Boost	I CAN
Talk Boost	I CAN
Spelling Shed	EDShed
Maths Shed	EDShed
Literacy Shed	EDShed
TT Rockstars	Maths Circle
Testbase	Testbase
Classroom Secrets	Classroom Secrets
White Rose	White Rose Maths
Little Wandle	Little Sutton
Mighty Writer	Mighty Writer

Further information (optional)

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