

Pupil premium strategy statement – Oldfield Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 - 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Alan Brown
Pupil premium lead	Nikki Bailey
Governor / Trustee lead	<i>To be confirmed</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,548 + £12,050
Recovery premium funding allocation this academic year	£2,465
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£38,063

Part A: Pupil premium strategy plan

Statement of intent

Our approach for using Pupil Premium and Recovery Premium is based on a tiered approach:

- Investing in high quality teaching
- Targeted academic support
- Wider strategies

As an inclusive mainstream primary school, our intention is to provide a purposeful, motivating and inclusive teaching and learning environment and facilitate children accessing these high quality teaching and learning opportunities.

We strive to raise lifelong aspirations and expectations in our pupils, minimising barriers to learning and achieving. We prioritise children being in school, as children need to be in school in order to access learning and our considered provision. We work closely with our pupils, families and other professionals to address any challenges around attendance, wellbeing and academic learning so that our pupils can be well prepared for their next step in learning and be valuable citizens in the world.

Our pupils are at the heart of all our spending decisions. This Pupil Premium Plan aims to address the specific challenges our disadvantaged and vulnerable pupils face, minimise their barriers to learning and provide them with every opportunity to reach their full potential. We use the EEF (Education Endowment Foundation) guide to support us as we invest our Pupil Premium and Recovery Premium funding. All spending decisions are based on research and practice.

We prioritise supporting our children in being ready to learn, in accessing learning and in making progress from their own starting points, initially in English and maths.

We recognise the importance of pupils having a solid foundation of maths and literacy skills, alongside the importance of them developing an enquiring mind and exploring and discovering their own areas of interest and strength.

Not all pupils who are socially disadvantaged are registered or qualify for free school meals. Through this strategy, we have considered the needs of all pupils for whom the school receives a grant, as well as those who are identified as Young Carers, those with allocated Social Workers and those considered to be in need who are not covered by a specific term.

We provide targeted and bespoke support where needed to children considered to be disadvantaged, which includes in-class and some out-of-class support including pre

learning, overlearning and mental health support. This is regularly reviewed to ensure the pupils who need support receive it, and when support is no longer required, another pupil can benefit from this.

We work closely with our families, seeking to increase our awareness and understanding of situations unique to the child which might act as a barrier to learning, considering what we can do as a school and collectively to best address these.

We have developed a holistic approach to our pupil premium provision. This approach is aligned with our School Development Plan and our Trauma Informed Practice. This is a whole school approach where all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.

Our pupil premium strategy has been built upon evidence based research as well as tried and tested strategies. The EEF identifies improving teaching quality and staff subject knowledge as areas that are the most effective in improving outcomes for disadvantaged pupils. In light of this research, we have funded opportunities for staff, including subject leads, to enhance their knowledge and disseminate this to all staff and to guide and monitor assessment and provision. This is likely to benefit all pupils at Oldfield, including our disadvantaged pupils.

Our ultimate objectives for disadvantaged pupils are that:

They are in school and ready to learn. Attendance of identified pupils is improved.

They are challenged in the tasks that they are set. They are not left behind socially or academically because of disadvantages.

Their attainment in English and Maths at the end of KS2 at least achieves their own projected target and is in line with, or better than non-disadvantaged pupils.

They develop fluency and understanding in reading to enable them to access the breadth of the curriculum.

Their needs are identified at the earliest opportunity and timely intervention and support is put in place.

They will have strategies to work through challenges, developing resilience and self-help skills.

They access a wide range of opportunities and experiences to develop their knowledge, understanding and appreciation of the world.

They will acquire knowledge and skills in a broad range of subjects so as to

maximise learning and future life opportunities.

They are ready socially, emotionally and academically for their next stage of learning.

The key principles of our plan are that:

- All spending decisions are based on research and practice.
- The pupils are at the heart of all spending decisions.
- The pupil premium grant is spent in a way that reduces barriers to learning whilst also providing any necessary learning support.

Challenges

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

Challenge number	Detail of challenge
1	If teachers aren't secure in their subject knowledge, pupils may not receive the highest quality learning experiences.
2	If the subject curriculum isn't carefully sequenced and built upon, pupils may develop gaps in their learning.
3	Gaps in learning which may be due to readiness to learn, attendance and broader factors.
4	Assessment, observations and discussion with pupils indicated underdeveloped oral language skills and vocabulary gaps, including among our disadvantaged pupils. These are evident from Reception through to KS2.
5	Assessments, observations and discussions with pupils suggest pupils difficulties securing phonic knowledge impacts on their development as readers.
6	Barriers to learning which may be related to SEND (Special Educational Needs and Disabilities) or SEMH (Social Emotional Mental Health).
7	Pupils with specific early experiences may have difficulty in accessing academic learning due to a range of emotional and developmental reasons.
8	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of our pupils, including our disadvantaged, continues to be affected by the impact of the partial school closures during the COVID-19 pandemic. National studies support this.</p> <p>This has resulted in:</p> <p>Gaps in knowledge which in turn leads to pupils falling further behind age-related expectations, especially in writing and maths.</p> <p>Increased social and emotional needs.</p> <p>Difficulties in resilience and regulation.</p>

	School attendance.
9	Reduced parental engagement due to ACEs (Adverse Childhood Experiences).
10	Families may struggle to finance wider school opportunities which are important for building cultural capital and supporting a broader understanding of subject areas.

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
Sustain and further improve outcomes in reading and sustain outcomes in Y1 and Y2 Phonics screening for all pupils, particular those identified as disadvantaged.	End of Y1 and Y2 phonics outcomes in 2023 show that 100% of disadvantaged pupils meet the expected standard.
Improved reading, writing and maths attainment for all pupils at the end of KS2, particularly those identified as disadvantaged.	The percentage of disadvantaged pupils attaining at least expected standard in KS2 SATs will be in line with the percentage of non-disadvantaged pupils attaining at least expected standard; where a child has complex SEND needs, they will make progress towards their long term EHCP targets.
Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged.	Improved wellbeing for those identified will be evaluated using: <ul style="list-style-type: none"> • Pupil Voice • Staff Voice • Parent voice • Feedback from ELSAs • Feedback from Passion for Learning staff • myHappyMind assessment tools • Reduced incidents of heightened anxiety as logged on CPOMS (Child Protection Online Management System) • Reduced incidents of heightened behaviours due to emotions as logged on CPOMS.
Achieve and sustain improved attendance particularly for those who have historical low attendance and are disadvantaged.	Increase the percentage of disadvantaged pupils who have above 95% attendance.

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Insight assessment tool.</p> <p>Training for staff to ensure assessments are administered correctly.</p>	<p>Consistent approach throughout school.</p> <p>Purposeful assessment, making next steps clear.</p> <p>Insight database to store and track data, enabling us to monitor progress, areas of need and make comparisons between different groups including disadvantaged and non disadvantaged pupils.</p> <p><i>"Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know".</i></p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	4, 5, 8
<p>Purchase a DfE validated Systematic Synthetic Phonics programme.</p> <p>Introduce and deliver Little Wandle Phonics and Early Reading into EYFS, KS1 and struggling achievers in KS2.</p> <p>Training for all staff and for parents.</p> <p>Subject leader time.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for the disadvantaged.</p> <p><i>"ensuring that training and professional development is provided for staff when new approaches are introduced is likely to increase impact."</i></p> <p>Early literacy approaches EEF</p>	1, 2, 3, 5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Maths No Problem Mastery Approach.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	1, 2, 8

Releasing staff for maths training (including Teaching for Mastery training and peer-to-peer work).	Improving Mathematics in Key Stages 2 and 3 EEF	
<p>Train another member of staff on the Emotional Literacy Support Assistants (ELSA) programme.</p> <p>ELSAs both attend ELSA Supervision (6 times per year).</p>	<p>In some cases, a more bespoke / specialist approach is needed to support pupils.</p> <p><i>A partial exception to this may be more targeted forms of support, where specialist input is likely to be more beneficial.⁸⁹</i></p> <p>Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</p>	3, 6, 7
No Outsiders - Andrew Moffatt delivered in situ CPD for staff, teaching lessons and delivering training at a staff meeting.	As above.	6, 7, 9
<p>Metacognition training for 2 members of staff. Disseminate to wider staff over the training period (18 months). Staff will take part in training sessions and gap tasks.</p> <p>All teaching will incorporate retrieval practice and use metacognitive strategies to deepen understanding and retention.</p> <p>This approach will complement our inquiry based curriculum and ensure a consistent structure to all lessons.</p>	<p><i>"Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils"</i></p> <p>Metacognition and Self-regulated Learning EEF</p> <p><i>"The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics."</i></p> <p>Early literacy approaches EEF</p>	3, 6, 7

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up Phonics - Little Wandle scheme.	<p><i>"All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds".</i></p> <p>Early literacy approaches EEF</p>	2, 5
Maths Keep Up - MNP Mastery Number	<p><i>"High quality targeted support can provide effective extra support for children. • Small-group support is more likely to be effective when: a. children with the greatest needs are supported by the most experienced staff; b. training, support and resources are provided for staff using targeted activities; c. sessions are brief and regular; and d. explicit connections are made between targeted support and everyday activities or teaching."</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1671638268</p>	2
<p>Support complex and bespoke needs of specific children to support feelings of belonging, trust in adults in school and a readiness to learn.</p> <p>ELSA, Academic support, Coaching, Modelling, training in self regulation.</p>	<p><i>"Pupils should be 'Set an appropriate level of challenge to develop pupils' self-regulation and metacognition:</i></p> <p><i>'Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners. However, the challenge needs to be at an appropriate level.</i></p> <p><i>Pupils must have the motivation to accept the challenge. Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies."</i></p> <p>Metacognition and Self-regulated Learning EEF.</p>	3, 6, 7
Ensure pupils can access the range of learning resources available.	<p><i>"Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom."</i></p>	2, 3, 10

<p>Increasing the number of chromebooks and iPads to the Computing curriculum and to broaden access to learning websites and apps.</p> <p>Computing training to teaching staff - Mr Andrews.</p>	<p><i>“once you have considered the pedagogical rationale for putting a new technology to work, you have to ensure your school has the capacity to implement it effectively. This is likely to require both upfront training and follow-on supporting activities back in the school to ensure teachers are able to apply it effectively within the busy reality of their classroom.”</i></p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1671640638</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools	<p><i>“The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.”</i></p> <p>Outdoor adventure learning EEF</p>	6
<p>Purchase myHappyMind (MHM) for each class teacher to deliver.</p> <p>MHM App rights for parents to access to support themselves and to support them with their child /ren.</p> <p>Staff access to Mental Health support.</p>	<p>Teaching staff deliver MHM.</p> <p><i>“In most cases, schools do not need external or specialist staff to deliver SEL activities to children. In fact, effects on academic performance are generally larger when teachers—as opposed to external practitioners, researchers or community members— implement SEL programmes.⁸⁸ This may be because there is more opportunity for practice to become embedded over time. A partial exception to this may be more targeted</i></p>	1, 2, 7

	<p><i>forms of support, where specialist input is likely to be more beneficial.⁸⁹</i></p> <p>Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</p>	
<p>Increase parental engagement and confidence in supporting their children at home.</p> <p>Parental clips / ppts to increase parents' understanding of phonics, reading, writing, spelling, maths, mental health approach in school.</p>	<p><i>"Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school."</i></p> <p><i>"Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes."</i></p> <p>Parental engagement EEF</p>	9
<p>Inhouse, targeted academic tutoring support to help pupils to reach their potential and close gaps.</p> <p>Focus on Y6 pupils small groups of 1: 3 / 4 in maths and english.</p>	<p><i>"1. Small group tuition has an average impact of four months' additional progress over the course of a year</i></p> <p><i>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><i>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i></p> <p><i>4. Providing training to the staff that deliver small group support is likely to increase impact.</i></p> <p><i>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p> <p><i>'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.'</i></p>	5

	Small group tuition EEF	
<p>Passion for Learning volunteers to work with identified pupils to provide nurture time, shared reading opportunities and involvement in aspirational events.</p>	<p><i>“Reading a book with such rich opportunities for discussion was a vital step in supporting the children’s language and communication. Our very earliest observations had confirmed that a focus on talk was essential to support work across the curriculum.”</i></p> <p><i>“High-quality book talk, which was prioritised in every class, also helped to re-build high levels of motivation and engagement to read for pleasure and to take on the challenge of reading a rich, complex text full of ambitious vocabulary, imagery and more”</i></p> <p>EEF Blog (Caroline Bilton) Oct 2020 EEF Blog: How to use reading as a starting point for learning this year</p>	6, 7
<p>Sleep training to support parents and families and positively impact engagement on attendance, engagement in school, regulation and resilience.</p> <p>Staff cover to release staff to support parents.</p>	<p>Sleep Scotland identifies the importance of teaching about sleep and the negative impacts lack of sleep can have on children and young people.</p> <p>The Mental Health Foundation has stated that <i>“sleep deprivation is a seriously neglected health issue in our population”</i>.</p> <p><i>- Four-year-olds with sleep difficulties have an increased risk of developing mental health problems as early as six.</i></p> <p><i>-Childhood insomnia has also been linked to problems with aggression and anxiety later in adolescence”</i></p> <p>https://sleepscotland.org/</p>	6, 7,9

<p>School buy into Our Ways of Working training and support package for schools giving staff access to quality training and support related to TIP (trauma informed practice) providing a shared language and understanding across all those supporting families.</p>	<p><i>"Our Way of Working is about developing a common and consistent approach to working with families. It has been researched and driven forward by the Children's Trust and has a strong preventative approach at all levels across the continuum of need. It is based on shared language and shared understanding across all partners. Many of the families we work with can experience a broad range of difficulties that need support and interventions. We want to work with them in a new, integrated and targeted way.</i></p> <p><i>Our vision, core values and principles</i></p> <ul style="list-style-type: none"> • <i>A 'One Children's Services' approach to meeting need across our partnership</i> • <i>A strong preventative approach at all levels of need</i> • <i>Preventing children and young people becoming vulnerable and needs escalating</i> • <i>Ensuring lasting solutions within families to improve resilience, emotional health and wellbeing</i> • <i>Improving overall outcomes for children and families."</i> <p>Our Way of Working</p>	<p>7, 9</p>
<p>Ensure all pupils are able to access all educational visits which includes residentials and workshops offered throughout the school.</p>	<p>The Children's Society reports on the effects of child poverty.</p> <p>Effects Of Child Poverty The Children's Society</p>	<p>10</p>
<p>Tracking and monitoring attendance and absence and working with stakeholders to explore reasons for increased / high levels of absence and addressing these.</p> <p>Regular attendance Leadership review meetings.</p>	<p><i>"the review also found positive impacts for responsive approaches, where schools aim to address the individual causes behind a pupils' persistence absence."</i></p> <p>New: Evidence review finds sending personalised letters or... EEF</p>	<p>8</p>

Follow Emotionally Based School Non Attendance (EBSNA) guidance document. Liaison with families, pupils, agencies to support areas of need.		
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Total budgeted cost: £40, 500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1) Improved oral and language skills and vocabulary among disadvantaged pupils.

Impact: increasing impact on contribution pupils make verbally in small group and whole class situations as evidenced in learning walks, staff and pupil voice, Speech and Language reports and assessments. Some extended use of vocabulary, particularly for pupils involved in pre learning and preparation for maths vocabulary. Pre and over learning. In-house tutoring in Y6. New Wellcomm assessment (6 - 11 yrs) used to track progress and identify areas of need.

2) All pupils make at least expected progress from their starting points.

Impact: pupils made good progress from their starting points. Pupils with identified needs, access a more specific and tailored approach to learning. Collaborative approach between school and home. Open lines of communication which are in the best interests of the pupils.

All pupils, without other complicating factors, are confident readers by the end of KS1.

Impact: New books supporting phonics scheme supported the development of fluency and confidence in readers.

3) Increase staff subject knowledge around areas of the curriculum and mental health.

Impact: All pupils have access to high quality teaching as evidenced through pupil voice, observations, learning walks and book monitoring. We will continue to invest in this and will further expand this training to other areas of the curriculum.

Maths and English leads attended subject leader training. Information disseminated to staff.

Impact: Learning from and sharing best practice positively impacts quality of teaching as evidenced through staff meeting minutes, pupil voice, observations, learning walks and book monitoring and training feedback.

Subject leads have worked closely with experts in the field including Maths Hub, Literacy Company, SENCo cluster, EY Cluster, Pupil Premium network, History and Geography subject-lead network.

Impact: Staff surveys at the end of each module and parent and pupil voice all identify increased understanding staff and pupils have of how their brains work and strategies to manage their mental wellbeing and actively promote positive mental health. Pupils have voiced that they enjoy school and describe their sense of belonging at Oldfield.

They have identified a range of experiences during the year that they have enjoyed, along with sharing that they have developed stronger connections with their peers. Mental Health - one teacher has started Senior Mental Health Lead training. myHappymind training for all staff.

Impact: improved attendance for some pupils, increased motivation to attend. Hook for learning. Linked learning in the classroom to broader experiences which gave purpose and meaning to learning experiences. Increasing independence in self regulating for some pupils. Increased pupil ownership of their own behaviour choices.

4) Pupils are able to self-regulate and manage emotions age appropriately.

Impact: Reduction in incidents of dysregulation throughout school. Reduction in Fixed Term Exclusions. Increase in staff, parents and pupils reporting knowledge of and use of self regulation strategies to support emotional regulation. As evidenced in school records, learning walks, stakeholder voices.

5) All pupils will be able to sustain improved attendance, particularly our disadvantaged pupils.

Impact: Attendance of some persistently low attenders has improved. Increased dialogue with parents and children around the importance of attendance and the value of being in school.

Close work with the EWO, engagement with TAFs and CIN meetings.

Half termly attendance checks with Attendance Team. Agreed follow up procedures.

All staff have worked closely with families to support attendance.

Attendance plans have been used for more bespoke approaches.

6) Financial hardship doesn't reduce pupils' opportunities in school.

Impact: No child was disadvantaged due to their PPG status. All children were given the opportunity to access all educational visits and workshops on offer for their respective year groups.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
myHappymind	https://myhappymind.org/
Forest Schools	https://www.headintothewild.co.uk/get-to-know-me

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

Further information (optional)

School has accessed the DfE grant to train a Senior Mental Health lead. This member of staff is part-way through the training with Creative Education.

Pupil Premium Lead is part of the PP Steering Group for the Local Authority with the possible opportunity to complete Pupil Premium Reviewer training.

Individual needs and circumstances are always considered and specific and directed interventions or support is offered. Every child and family is unique. We recognise that needs change over time. We use our best endeavours to ensure the most effective support is put into place for pupils.

EEF research and DfE guidance, alongside our own experiences, discussions with colleagues from other schools, good practice shared and publications support us in making decisions around our provision. We recognise the importance of making sure that what we introduce into school what is most appropriate for our school context.

We focus on securing the implementation and embedding of a few strategies at a time, so that we don't have too many new initiatives taking place at once. We look for opportunities to dovetail initiatives with others to support our SDP priorities.

Some of our families more recently, have had their FSM applications declined (particularly for siblings in KS1). We are working closely with some families to support them in their applications.