

Pupil premium strategy statement

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

Detail	Data
School name	Oldfield Primary
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	8.5% (18)
Academic year/years that our current pupil premium strategy plan covers	2020 - 2023
Date this statement was published	January 2022
Date on which it will be reviewed	14 th February 2022
Statement authorised by	Alan Brown
Pupil premium lead	Nikki Bailey
Governor / Trustee lead	<i>Jane Thomas</i> <i>To be confirmed</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x 12 = £16, 140 £2345 x 6 = £14, 070 Total £30, 210
Recovery premium funding allocation this academic year	£145 x 18 = £2610
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	£32, 820

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 meaningful, 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. We allocate our funding to support any pupil, or group of pupils, we identify as being socially disadvantaged or vulnerable.

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 strategies are based on tried and tested strategies alongside evidence based research. 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 prioritised staff training in maths and English this academic year, including the leadership of these areas. 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.

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

The key principles of our strategy link directly to our Core Values:

Cooperation – develop life skills to interact and work effectively with others

Achieve – achieve the best that you can be, working through challenges and developing resilience and self-help skills. Supporting all children in achieving their potential. Developing reading skills to increase their access to the wider curriculum. Prioritising learning in English and maths.

Respect – respect ourselves and everything around us, including our peers, staff, family and friends and the environment around us. Demonstrate this in our presentations and in our interactions.

Enjoy – develop a love for learning and pleasure from the world around us. Be in a good emotional state, ready to learn and ready to maximise opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and listening</p> <p>Pupils entering EYFS with language and listening skills below their developmental age and stage. A lack of early language skills within the early years impacts on pupils ability to hear sounds when practising blending and segmenting. This impacts on early reading and fluency.</p>
2	<p>Gaps in learning</p> <p>Gaps in learning due to readiness to learn, attendance and broader factors.</p> <p>Overall, pupils achieve in line with non-disadvantaged pupils, by the end of KS2. The challenge is around pupils working at a greater depth standard.</p> <p>Reading and phonics</p> <p>Pupils vocabulary is limited due to reduced time at early years providers (due to Covid restrictions) and a reduction in societal language, with families spending more time on electronic devices and less time engaged in dialogue with each other. This impacts on their ability to comprehend and read fluently.</p> <p>Pupils not reading regularly at home. Where the reading culture is not evident in the home environment, pupils may not develop a love of reading.</p> <p>Pupils understanding of phonics and how to apply this knowledge into reading, can impact on reading progress.</p>
3	<p>Staff training</p> <p>Keeping staff up to date with current pedagogy and practice related to maths, English, the wider curriculum and mental health in order for pupils to receive the best quality learning opportunities.</p>
4	<p>Regulation</p> <p>Difficulties with independent self-regulation and managing emotions in an age appropriate manner.</p>

5	<p>Attendance</p> <p>Historical, current or family related history of school absence. Anxieties, mental health and wellbeing which impact on attendance. We recognise the importance of pupils being in school to access learning opportunities.</p> <p>64% had less than 97% attendance last academic year – Covid was a significant factor.</p>
6	<p>Financial hardship</p> <p>Families may struggle to finance wider school opportunities that build cultural capital, support a broader understanding of subject areas and explore new interests.</p>

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
1) Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils.
2) All pupils make at least expected progress from their starting points.	Increased attainment for disadvantaged children in Reading, Writing and Maths.
All pupils, without other complicating factors, are confident readers by the end of KS1.	<p>In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE books in preparation for KS2.</p> <p>Progress identified in PM Benchmarking and NARAIi reading assessments.</p> <p>To achieve at least average Local Authority expected standard in Phonics Assessment.</p>
3) Increase staff subject knowledge around areas of the curriculum and mental health.	Observations, learning walks, team meetings and staff training indicate staff are confident and competent in their subject knowledge and delivery.
4) Pupils are able to self-regulate and manage emotions age appropriately.	<p>Reduction in behaviour related incidents in school.</p> <p>Pupils and staff report pupils are using strategies to support regulation and have an increased understanding of their emotional state.</p>
5) All pupils will be able to sustain improved attendance, particularly our disadvantaged pupils.	<p>The overall absence rate for all pupils being no more than 3%.</p> <p>Improved absence rates for all pupils.</p>

6) Financial hardship doesn't reduce pupils' opportunities in school.	All pupils will access learning opportunities and experiences in school.
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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.

Acronyms:

EEF = Education Endowment Fund

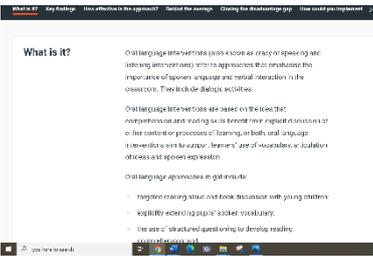
SEL = Social and emotional learning

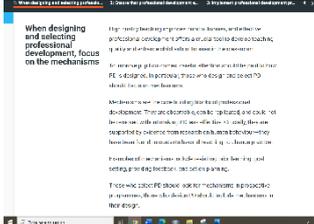
CPD = Continual Professional Development

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10, 000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training through Literacy Company – curriculum leads and individual staff, disseminating training to staff.	EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF	1, 2
Maths No Problem delivered throughout school. Consistent approach to the teaching and delivery of maths. Head (a Maths Hub advocate) delivers CPD to staff.	Gaps in learning The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Improving Mathematics in Key Stages 2 and 3 EEF	2

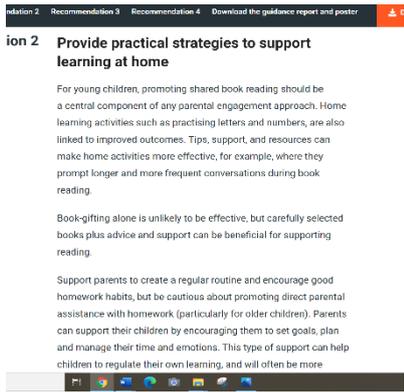
	<p>Guidance Report Version 1.0 Published November 2017 View Download</p> <p>Evidence Review <i>Mathematics in Key Stages 2 and 3</i> Published 7 April 2013</p> <p>School Phase 3 years</p> <p>This guidance report focuses on the teaching of mathematics to pupils in Key Stages 2 and 3.</p> <p>It is not intended to provide a comprehensive guide to mathematics teaching. We have made recommendations where there are research findings that schools can use to make a significant difference to pupils' learning, and have focused on the questions that appear to be most salient to practitioners. There are aspects of mathematics teaching not covered by this guidance. In these situations, teachers must draw on their knowledge of mathematics, professional experience and judgement, and assessment of their pupils' knowledge and understanding.</p> <p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p> <p>This guidance is aimed primarily at subject leaders, headteachers and other staff with responsibility for teaching improvements in mathematics teaching in primary and secondary schools. Classroom teachers and teaching assistants will also find this guidance useful as a resource to sit their day-to-day teaching.</p>	
<p>MNP and Maths number programme – staff CPD. Teacher release. Purchase of resources. Intervention support.</p>	<p>MNP uses an evidence based reasoning approach:</p> <p>Mathematical reasoning, which focused on teaching the logical principles of maths in Key Stage 1 and included resources and computer games. In our first trial it had a positive impact on maths outcomes for the pupils involved and teachers found the intervention straightforward to implement. The EEF funded a larger trial to test the implementation of the programme at scale, and there was a smaller but still positive impact. Together, these trials provide evidence for the effectiveness of Mathematical Reasoning.</p> <p>Gaps in learning Addressing the 5 recommendations in the EEF guidance report on improving maths in Early Years and Key Stage 1 and improving maths in Key Stages 2 & 3. https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics?utm_source=/guidance-for-teachers/mathematics&utm_medium=search&utm_campaign=site_search&search_term=maths</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>High quality, targeted support. Oral language interventions EEF</p> 	<p>2, 3</p>
<p>Purchase a DfE validated Systematic Synthetic Phonics programme.</p>	<p>Gaps in learning</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	<p>1, 2</p>
<p>Purchase of assessment tools and training for staff to</p>	<p>Gaps in learning and staff training</p>	<p>2, 3</p>

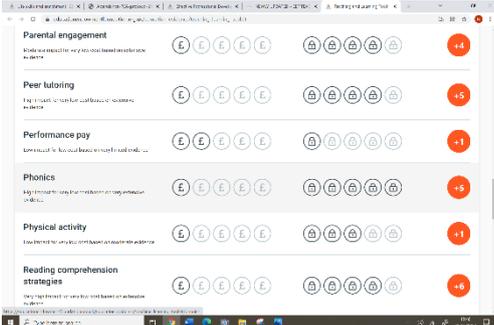
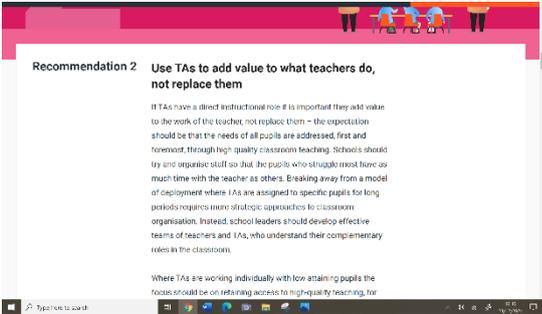
<p>ensure assessments are interpreted and administered accurately.</p> <p>Wellcomm (Speech and Language assessment) training</p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas to develop for pupils, to enable targeted intervention and / or teacher instruction to take place.</p> <p>The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_search&search_term</p>	
<p>Subject leader CPD</p>	<p>Staff training</p> <p>High quality teaching improves pupil outcomes. Effective professional development is a crucial too to enhancing children's outcomes in the classroom:</p> <p>Effective Professional Development EEF</p> 	<p>2</p>
<p>My Happy Mind CPD for staff and delivery across the whole school.</p>	<p>Regulation</p> <p>EEF SEL. Improvements are more likely when SEL approaches are supported by appropriate training for staff.</p> <p>Social and emotional learning EEF</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>The teaching of SEL should be explicit:</p> <p>3. Wider strategies EEF</p>	<p>4, 5</p>

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

Budgeted cost: £ 10, 000.00

Activity	Evidence that supports this approach	Challenge number (s)
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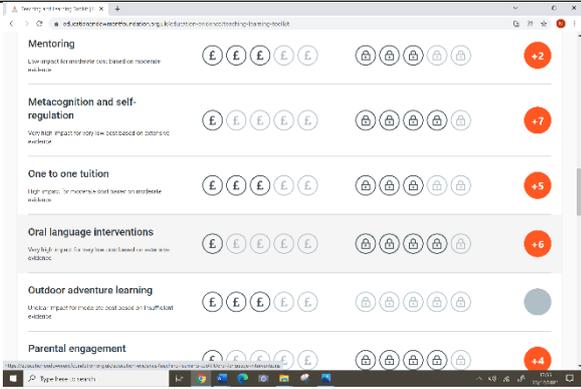
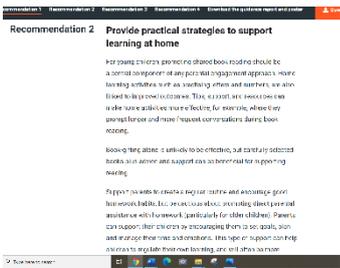
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Small group and 1:1 reading support. Development of technical reading and reading understanding.	<p>Language and listening</p> <p>Oral language interventions, including high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Oral language interventions EEF</p> 	1, 2
Adult supporting pupils' access to in-class maths, in small groups for maths and English.	<p>Using TAs to add value to what teachers do:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=english</p> 	2, 3
Targeted English interventions (when staff return from maternity leave)	<p>Trained teacher working with low attaining pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=english</p>	2
Precision teaching	<p>TAs delivering high quality one-to-one and small group support using structured interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=english</p>	2

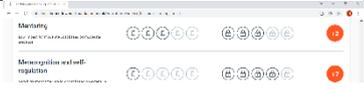
Phonics – small groups	<p>reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=english</p> 	
Bug Club – online reading programme	<p>Increase pupils' access to reading. Extend parents options to support their children's reading.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Working with Parents to Support Children's Learning EEF</p> 	1, 2

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

Budgeted cost: £12, 000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – Emotional Literacy Support Assistant delivering targeted	<p>EFF SEL: Social and emotional learning EEF</p>	4, 5, 1, 2

interventions		
Passion for learning – nurturing and reading		5, 4, 2
Resources including self help books for children		4
My Happy Mind – mental health programme		4, 3, 5
Forest Schools	<p>EEF: The overall impact of enrichment activities on academic achievement tends to be positive but small. Of course the activities may have intrinsic or other related benefits. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</p> <p>Life skills and enrichment EEF</p>	5, 4, 1
Contributing towards educational visits and experiences	<p>EEF: We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Life skills and enrichment EEF</p> <p>Practical strategies to support learning at home:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?utm_source=/education-evidence/guidance-reports/supporting-parents&utm_medium=search&utm_campaign=site_search&search_term=pover</p> 	6, 5
Coaching and motivational interviewing approach	<p>EEF SEL Social and emotional learning EEF</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	4, 5, 6

<p>Connection time with trusted adults. Preparing children for learning.</p> <p>Snack provision</p>		
<p>Wellbeing checks, Meet and Greets, Daily personalised welcomes</p>	<p>Pupils need to be in school to be accessing the provision outlined in this document.</p> <p>EEF Rapid evidence assessment on attendance interventions for school aged pupils documents reports: small improvements in attendance can lead to meaningful impacts on academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	<p>5, 6</p>

Total budgeted cost: £ 32, 000

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.

Improve standards in reading – bank of reading resources in place which link directly with our phonics teaching programme. Bug Club enabled families to access a broader range of reading text for their children during lockdown, which were pitched to meet the needs of the children.

Improve standards in maths – In our third year of the MNP programme, we are now on the embedding phase. Staff have accessed continual CPD to support their delivery of MNP. Pupils are becoming increasingly independent in accessing the structure and format of lessons, developing their thinking and reasoning skills and applying their learning to scenarios. Staff are reporting evidence of increased resilience in pupils to work through challenges and new areas of learning. Since children have been in school for a more extended period of time, post the second Lockdown, the consistency of the concrete, pictorial and abstract approach is deepening pupils' understanding of maths. Insights were used to track progress and identify areas pupils were secure in and any misconceptions, these have been used to inform next steps. A TA is now trained in supporting the delivery and implementation of MNP intervention and is delivering this in KS1. As a school we are all (staff and pupils) more established in the MNP approach.

Improve standards in writing by working with the Literacy Company – staff have engaged in relevant training and moderation. Through learning walks, staff meetings, Key Stage meetings, moderation internally and externally, staff have demonstrated appropriate challenges for our pupils in writing. Post the second Lockdown there has been a focus on increasing pupil's stamina for writing. Stamina for extended pieces of writing is increasing throughout school.

Prioritise mental health – positive feedback from the majority of parents around the support in place for children's transition back to school following Lockdowns. Bespoke transition packages were put in place to meet the individual needs of the children and of their families. Parents accessed support online and attended workshops. A flexible approach to the school day enabled children to establish calmer, positive routines during this transition. Pupils and parents reported personal greetings to welcome all children into school increased families sense of belonging.

Pupils, parents and staff report Forest Schools sessions have increased pupil's enjoyment of school, their motivation for attending, their engagement in learning, their regulation and their awareness of their senses, their self esteem and broadened their interests.

Smaller class sizes for PE enabled children to access targeted academic intervention based on misconceptions and gaps in learning, during their transition back to school

post Covid. Children were able to fully engage in physical exercise within safe parameters, following government guidelines.

Staff have reported an increase in pupil's readiness to learn, following daily opportunities for healthy snacks in school. This has improved pupil's regulation, and their attention and focus in learning.

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
Times Tables Rockstars	Times Tables Rock Stars
Action Transport – theatre productions	Action Transport Action Transport Theatre
Reading and nurturing	Passion for Learning Passion for Learning
Maths No Problem	Maths No Problem Maths – No Problem!
Catch up Units	Literacy Company Pathways to Write catch-up programme - The Literacy Company

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

School is accessing the DfE grant to train a Senior Mental Health lead.

Pupil Premium Lead is taking part in Aspirer Research School's 'Making a Difference for Disadvantaged Learners' programme, which includes gap tasks and research, related to Pupil Premium provision within our setting.

Pupil Premium Lead is completing Pupil Premium Reviewer training in conjunction with the Local Authority.

We are focusing on strategies which link directly to our SDP and TIP approach so that our support and provision dovetail together and provide meaningful and valuable long term links for our pupils. We recognise that needs and presentations change over time and we monitor our pupils and respond to these changes.

We are working closely with some families to complete FSM application forms as parents applications for sibling eligibility, on occasions, have been declined, particularly in KS1.