

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Oldway Primary School
Number of pupils in school	689
Proportion (%) of pupil premium eligible pupils	22.3% (154 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2022 September 2022 – July 2023 September 2023 – July 2024
Date this statement was published	October 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Bamber (HoS)
Pupil premium lead	Debbie Jackson
Governor / Trustee lead	Maria Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£191,130
Recovery premium funding allocation this academic year	£20,010
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	£211,140

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils to achieve or exceed national expectations in reading, writing and maths.
- To support children's health and wellbeing to enable them to access learning at an appropriate level.
- To enable all pupils to access all areas of the curriculum including wider school opportunities.
- To open doors for disadvantaged pupils through equity of access to all areas of the curriculum including wider school opportunities.

We aim to do this through:

- Ensuring high quality teaching and learning in every class which meet the needs of all pupils.
- Refining the curriculum offer so that it meets the needs of disadvantaged pupils and supports recovery.
- Allocating an additional teacher to develop bespoke interventions for identified pupils.
- Teaching assistant support in every class each morning.
- Bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Increase teaching capacity to provide small group work focussed on closing gaps in learning after COVID.
- Provide financial support for extra-curricular activities e.g music tuition, educational visits and residential ensuring children have first-hand experiences to use in their learning in the classroom.
- Systematic monitoring of attendance and bespoke support for families through a Family Support Worker and Attendance Officer.
- Increase provision within the school's pastoral team to support children's social and emotional learning.

Challenges

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

Challenge number	Detail of challenge
1	Rigorous and accurate assessment of pupil need through diagnostic assessment
2	Closing the language gap – assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to Year 6 and generally are more prevalent among our disadvantaged pupils than non-disadvantaged pupils.
3	Learning to read/Early reading – assessments, observations and discussions with pupils highlight attainment in reading of disadvantaged pupils is lower than that of their non-disadvantaged peers.
4	Active participation in all aspects of school life (raising expectations and aspirations)
5	Attendance – attendance data over recent years indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged 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
To remove the attainment gap by the end of Reception	All disadvantaged pupils achieve in line with their peers (and national average)
Increase % of EYFS pupils achieving GLD in reading, writing and maths.	Disadvantaged pupils achieving GLD is in line with their peers and national average
Increase % of Year 1 pupils achieving the Phonics Screening threshold.	Disadvantaged pupils meeting the expected standard in phonics in year 1 is in line with their peers and national average
To remove the attainment gap by the end of KS1	Pupils eligible for PPG make more progress than their peers to reduce the attainment gap.
All pupils make at least expected progress in reading, writing and maths by the end of KS1	Pupils eligible for PPG make more progress than their peers to reduce the attainment gap.
Increase the number of pupils achieving the expected standard in reading, writing and maths combined at the end of KS1	Pupils in receipt of PPG achieving the expected standard in reading, writing and maths combined at the end of KS1 is in line with their peers
Increase the number of pupils achieving at Greater Depth in reading, writing and maths combined at the end of KS1	Pupils in receipt of PPG achieving the higher standard in reading, writing and maths combined at the end of KS1 is in line with their peers
All pupils make at least expected progress in reading, writing and maths by end of KS2	Pupils eligible for PP make more progress than their peers to reduce the attainment gap.
Increase the number of pupils achieving the expected standard in reading, writing and maths combined at the end of KS2	Pupils in receipt of PPG achieving the expected standard in reading, writing and maths combined at the end of KS2 is in line with their peers
Increase the number of pupils achieving Greater Depth in reading, writing and maths combined at the end of KS2	Pupils in receipt of PPG achieving the higher standard in reading, writing and maths combined at the end of KS2 is in line with their peers
Increase attendance of disadvantaged pupils	Attendance of identified pupils increases and the gap between non-disadvantaged pupils and disadvantaged pupils is removed – attendance of disadvantaged pupils is above 96%
Reduce the number of disadvantaged pupils with persistence absence from school (below 90%)	The number of disadvantaged pupils with persistent absence is in line with their peers and above national average

<p>Pupils fully engaged with all aspects of school-life</p>	<p>Pupil surveys (including aspirations) reflect enjoyment in school, increased participation and improved attitudes to learning.</p> <p>Attendance increases (see attendance target above).</p>
---	--

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: £32,228

Activity	Evidence that supports this approach	Challenge number(s) addressed & notes
Identify pupils' barriers to learning through use of diagnostic assessment	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Continue to ensure earlier identification of pupils' specific needs	In depth monitoring of PP outcomes in year groups through analysis of data, monthly Venn diagrams, termly pupil progress meetings and then planning appropriate strategies to support these needs.	1, 2, 3
Increased opportunities for peer observations and coaching to develop classroom practice with a focus on high quality interactions, pupil participation and metacognition	EEF (guide to PP – tiered approach) shows that teaching is a top priority, including CPD	2, 3, 4
Employ a teaching and development lead to offer coaching opportunities to improve teaching and learning (1 year contract complete)	EEF (guide to PP – tiered approach) shows that teaching is a top priority, including CPD	2,3,4
Refine curriculum to meet the needs of all pupils (including disadvantaged) and offer wider opportunities and links to locality	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings.	2,3,4
Employ a teacher to work within (Y5/6) to address attainment gaps and provide learning mentor support	EEF (+4) small group tuition enables the teacher to provide intensive tuition to a small number of pupils who are falling behind. Learning mentor EEF (+2) involves pairing young people with an older peer or adult, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather	1,2,3,4

	than to develop specific academic skills or knowledge.	
--	--	--

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

Budgeted cost: £133,001

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture classroom to meet the needs of pupils who are unable to access full-time mainstream class</p> <p>All pupils now successfully transitioned back into class (with additional adult support) or onto specialist provision</p>	<p>Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to learning within a mainstream class.</p> <p>Through intensive, well-structured teaching and support, pupils learn to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions. (Ofsted)</p>	1,2,3,4,5
Pastoral team to support children's social and emotional needs	EEF (+4) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	4, 5
<p>Early reading/reading for pleasure – building up own home library</p> <p>Purchase of high-quality texts (1 book per half term n/f or fiction) for all children in Reception and Year 1</p>	EEF states that early literacy approaches have been consistently found to have had a positive effect on early learning outcomes.	2, 3
Develop vocabulary/language in EYFS through adult support and intervention (NELI)	<p>EEF (+6) Very high impact for relatively low cost 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>NELI – to implement language intervention to improve listening, narrative and vocabulary development</p>	2, 3

Additional phonics teaching Y2 to address attainment gaps and ensure pupils meet the expected standard	EEF (+5) Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	3
Additional targeted reading opportunities with a specific focus on comprehension	EEF (+6) Very high impact for low cost (alongside phonics this is a crucial component of early reading)	3
Working memory group x 5 hours per week (an hour daily) – Year 3 - 1 YEAR PROJECT	EEF (+3) The Improving Working Memory Group build on evidence from cognitive science which suggests that numeracy difficulties may be related to poor working memory capacity. The WM intervention combined training for pupils in strategies to improve working memory and time for them to practise these.	2,3,4
Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,3 Knowledge organisers have been developed but further implementation is necessary
Pre-teaching and assigning competence groups led by class teachers	Research (Babcock Learning) shows that pre-teaching should be led by the class teacher and followed up the maths session by assigning competence to the child's maths ability in that lesson. This can be highly effective for narrowing the gap.	1, 4 Timetable now adapted to ensure planned times for pre-teaching opportunities
Y6 mentoring	Learning mentor EEF (+2) involves pairing young people with an older peer or adult, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.	1,2,3,4,5

Additional tutoring to address attainment gaps	EEF - 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary open schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	2, 3, 4
--	---	---------

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

Budgeted cost: £45,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of the FSW and Attendance Officer to support families in receipt of PPG.	EEF (+4)	5
Pastoral staff to support social, emotional and learning needs (including mindfulness, confidence, social skills, mental health and well-being)	<p>EEF - 'Interventions which target social and emotional learning (SEL) seek to improve pupils' 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 or community. School staff need to provide significant pastoral support to identified pupils due to impact of national lockdown.</p> <p>Children are settled in the school with effective support emotionally and socially in order to access learning and to have safe, cooperative playtimes.</p> <p>Our pastoral team provide a range of interventions for families and pupils to ensure we are meeting the needs of the whole child. These interventions are fluid in their approach.</p>	4, 5
Enhance parental engagement with children's learning	Using Seesaw platform for communication and sharing children's achievements	

Personalised budget for families in receipt of PPG (£50 per child) for bespoke support	Books, bus pass, zoo tickets, museum entrance fee, etc Evidence suggests that cultural capital passed through families helps children do better in school.	6
Introduce a monthly KS2 (youth club (free for children in receipt of PPG) to provide increased opportunity for mixed age social interactions in social situations - 1 YEAR COMPLETE	Response to pupil surveys	6 Youth club offered to Y6 pupils
To offer financial support for enrichment opportunities including: music tuition, funding for swimming lessons, archery, workshops, A.I.M higher workshops, visits to BSO	To provide opportunities for pupils to achieve or excel in the arts as well as core subjects. Pupils benefit from being introduced to a variety of experiences and learn a new skill.	4, 5, 6
To offer financial support for wider school opportunities such as clubs, enhanced curriculum provision, wrap around care and off-site visits.	In order for pupils to be fully integrated into school life parental income cannot be a barrier. All children have equality of opportunity and financial support is received when appropriate. As a school will feel it is vital to support our community with the cost of school trips to ensure pupils benefit from community cultural capital enrichment activities such as school trips (including residential).	4, 5, 6
Riviera 70 activities (including forest school) - stimulating extended learning experiences help develop imagination and language development	Providing enrichment activities to support curriculum development is vital in showing pupils skills needed to do certain jobs and to have high aspirations for their own careers. Very few of our pupils do not get these opportunities or have enrichment experiences to places of interest such as museums, heritage sites within family time, therefore we provide this for them.	2, 4, 5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £211,140

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 2021 to 2022 academic year.

Pupils and staff continued to be significantly impacted by Covid during the winter and spring terms, with absence affecting the educational recovery process. Due to the disruptive year, disadvantaged pupils were not always able to benefit from the actions stated in the strategy to tackle the barriers to learning the school identified. School data shows that the attainment gap between disadvantaged pupils and their peers is still evident.

Teaching

Diagnostic assessments including PM benchmark, Blanks & Brackens, YARC, dyslexia portfolio profiles and Vernon were completed at the start of the year to identify pupils' barriers to learning. Termly pupil progress meetings also highlighted specific pupils not on track. Carefully planned and resourced interventions and precision teaching for small groups and individuals in phonics, reading, spelling and aspects of maths have all contributed to progress and achievement of all pupils.

Coaching was successful with teachers at all stages of their career. Teachers adapted practice after 'in the moment' feedback, participated in team teaching and rearranged classrooms to enhance active participation.

Active participation was a whole school focus and CPD masterclasses were delivered by Director of Education. This was then monitored by SLT throughout the year.

Tutoring was accessed through an external provider and was delivered online to identified pupils in Years 4, 5 and 6 with varying levels of success. Tutoring planned for this academic year will be delivered by school staff during the school day.

Targeted academic support

All pupils successfully transitioned from the Nurture provision either into their mainstream class (with adult support) or into specialist provision.

The pastoral team were effectively deployed to provide support to many pupils including; meet and greet, offering sensory breaks, daily lunch club, draw and talk sessions, re-integration back into school and provide in-class support all of which enabled children to succeed at school.

Although NELI was implemented across Reception classes, long term staff absence prevented the completion of this programme. An additional adult will be employed to specifically implement NELI during the coming year.

Additional phonics support in Year 2 was successful with the majority of disadvantaged pupils achieving the required threshold.

The weekly timetable was adapted early in the summer term to ensure all teachers had time for pre-teaching and assigning competence groups, which had previously been inconsistent throughout the school.

Wider strategies

An attendance officer was employed for 3 hours each fortnight to closely monitor attendance particularly the persistent absentees. It has been identified that more time is needed for this and hours will be doubled from September 2022.

Parental engagement was enhanced with the use of Seesaw as a platform to develop communication between parents and teaching staff. This has been successful, is now used school wide and provides parents the opportunity to celebrate success and achievements as well as a tool to communicate directly with teachers.

The funding provided for wider curriculum meant that all children could participate, achieve or excel in the arts, sports and attend educational visits including residential during the year.

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
NELI	
Phonics Bug	
Times tables Rock Stars	
Power maths/White rose maths	

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.