

Pupil premium strategy statement - Oldway Primary School 2023-24

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	669
Proportion (%) of pupil premium eligible pupils	150/664 (23%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2021 – July 2022 September 2022 – July 2023 September 2023 – July 2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Bamber (HoS)
Pupil premium lead	Chris Hallett
Governor / Trustee lead	Becky Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,790
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20,445
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£221,235

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow 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 meets the needs of all pupils.
- Refining the curriculum offer so that it meets the needs of disadvantaged pupils.
- Allocating an additional teacher to develop bespoke interventions for identified pupils.
- Bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Increase capacity to provide small group work focussed on closing gaps in learning.
- 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.
6	Cultural capital: aspirations, social mobility

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

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: £35,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 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)	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	EEF (+4) small group tuition enables the teacher to provide intensive tuition to a small number of pupils who are falling behind.	1,2,3,4

provide learning mentor support	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.	
RWI phonics programme	Validated Phonics Scheme. Adoption advised by the local English hub. This is a Government approved scheme that is widely used and is known to be effective.	1,2,3
Maths Mastery focus on developing journaling across the school Understanding to be deepened through questioning, maths talk and journaling.	To further develop the use of Power Maths to effectively teach maths across the school. The focus of this activity is to deepen understanding in maths through carefully selected questioning, the development of rich maths talk and the notes, jottings and other written responses in pupil maths books.	2,4,
Mastering number in Rec, Y1, Y2, Y4 and Y5 Developing fluency in number	This is a scheme created by the NCETM and adoption was advised by the Maths Hub. This is a Government approved scheme that is widely used and is known to be effective. This year it has been extended to include years 4 and 5 in addition to Rec, Y1 and Y2. The aim of this approach is to improve fluency in number across the school.	1,2,4
Steplab	This is a Nationally recognised programme to support coaching for all staff as part of our staff development focus to impact on the improvement of teaching and learning.	
Bookwrites	A well established scheme that is used widely locally. Adoption advised by external advisors. It is well known to be effective as a tool for the development of writing.	

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

Budgeted cost: £136,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture classroom to meet the needs of pupils	Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural	1,2,3,4,5

<p>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>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>	
<p>Pastoral team to support children's social and emotional needs</p>	<p>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.</p>	<p>4, 5</p>
<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>	<p>EEF states that early literacy approaches have been consistently found to have had a positive effect on early learning outcomes.</p>	<p>2, 3</p>
<p>Develop vocabulary/language in EYFS through adult support and intervention (NELI)</p>	<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>	<p>2, 3</p>
<p>Additional phonics teaching Y2 to address attainment gaps and ensure pupils meet the expected standard</p> <p>RWI FTT Jo & Sue pm only - new strategy needs to reflect this</p>	<p>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.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	<p>3</p>

	necessarily comprehension), particularly for disadvantaged pupils.	
Additional targeted reading opportunities with a specific focus on decoding and comprehension - SCHOOLREADERS PEOPLE PARENTS INTO RECEPTION	EEF (+6) Very high impact for low cost (alongside phonics this is a crucial component of early reading)	3
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
Additional tutoring to address attainment gaps - Jo Teague (Y6) Chris Hallett (Y6)	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: £50,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the role of the FSW to support families in receipt of PPG.	EEF (+4)	5

<p>Pastoral staff to support social, emotional and learning needs (including mindfulness, confidence, social skills, mental health and well-being</p>	<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>	<p>4, 5</p>
<p>Enhance parental engagement with children’s learning</p>	<p>Using Seesaw platform for communication and sharing children’s achievements</p>	
<p>Personalised budget for families in receipt of PPG (£50 per child) for bespoke support 1 year project</p>	<p>Books, bus pass, zoo tickets, museum entrance fee, etc</p> <p>Evidence suggests that cultural capital passed through families helps children do better in school.</p>	<p>6</p>
<p>To offer financial support for enrichment opportunities including: music tuition, funding for swimming lessons, archery, workshops, A.I.M higher workshops, visits to BSO</p>	<p>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.</p>	<p>4, 5, 6</p>
<p>To offer financial support for wider school opportunities such as clubs, enhanced curriculum provision, wrap around care and off-site visits.</p>	<p>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).</p>	<p>4, 5, 6</p>

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: £221,235

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

EYFS

The percentage of children leaving EYFS at a good level of development (GLD):

	Oldway 2022-23 All	Oldway 2022-23 Non PP	Oldway 2022-23 PP	National
GLD	67%	71%	50%	67%

Year 1 Phonics

The percentage of children who passed the phonics screening:

	Oldway 2022-23 All	Oldway 2022-23 Non PP	Oldway 2022-23 PP	National
Phonics	69%	72%	53%	79%

Key Stage 1 Assessments

		Oldway 2022-23 All	Oldway 2022-23 Non PP	Oldway 2022-23 PP	National
Reading	EXS+	64%	68%	38%	68%
	GDS	12%	13%	8%	19%
Writing	EXS+	56%	61%	31%	60%
	GDS	4%	4%	0%	8%
Maths	EXS+	78%	81%	62%	70%
	GDS	12%	14%	0%	16%
Combined	EXS+	55%	60%	31%	56%

Key Stage 2 Assessments

		Oldway 2022-23 All	Oldway 2022-23 Non PP	Oldway 2022-23 PP	National
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Reading	EXS+	75%	78%	67%	73%
	GDS	25%	26%	23%	29%
Writing	EXS+	77%	80%	70%	71%
	GDS	2%	3%	0%	13%
Maths	EXS+	72%	78%	56%	73%
	GDS	19%	24%	4%	24%
SPAG	EXS+	67%	69%	62%	72%
	GDS	10%	11%	8%	
Combined	EXS+	56%	61%	42%	59%
	GDS	2%	3%	0%	8%

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
NELI	NELI
Read, Write, Inc	Read, Write, Inc
Times tables Rock Stars	Times tables Rock Stars
Power maths/White rose maths	Power maths/White rose maths
Bookwrite	Devon
TIS (Trauma Informed Schools)	

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***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.