

# Pupil premium strategy statement - Oldway Primary School 2024-25

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	654
Proportion (%) of pupil premium eligible pupils	123/646 (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2024 – July 2025 September 2025 – July 2026 September 2026 – July 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£190,920
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>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£190,920

# Part A: Pupil premium strategy plan

## Statement of intent

Context for the school:

	Pupils	Boys	Girls	EAL	Summer Born	Ever 6 FSM	SEN Support	EHC Plan	Absence Rate
Nursery 2	49	21	28	1	18	0	0	0	4.6%
Reception	58	26	32	3	20	4	16	0	5.9%
Year 1	84	37	47	1	27	12	17	0	3.6%
Year 2	89	58	31	3	34	6	9	3	3.1%
Year 3	94	49	45	5	46	20	17	3	2.5%
Year 4	90	58	32	7	31	17	14	2	5.2%
Year 5	88	40	48	0	31	27	14	3	4.8%
Year 6	94	42	52	5	32	27	22	3	6.4%

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.
- Bespoke intervention programmes to address individual gaps, supporting rapid catch-up.
- Where possible, increase capacity to provide small group work focussed on closing gaps in learning and pastoral support.
- Provide financial support for extra-curricular activities e.g. music tuition, educational visits and residentials 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. (New assessment program - utilisation of 'Insight' to improve the impact of pupil progress meetings)
2	Closing the language gap – assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many

	disadvantaged pupils. This is evident from Reception through to Year 6 and generally are more prevalent among our disadvantaged pupils than non-disadvantaged pupils.
3	High aspirations and expectations for all pupils - Ensuring that the glass ceiling has been removed. This will help to create a 'can do' attitude, improve self esteem and promote a growth mindset.
4	SEMH impacting on learning - behaviour
5	Attendance – attendance data over recent years indicates that attendance amongst disadvantaged pupils is lower than for non-disadvantaged pupils.
6	Standards - Improvement of the outcomes by all pupils.
7	All pupils to experience a range of diverse cultural activities.
8	Equitable engagement and active participation of disadvantaged pupils within lessons and across the wider school community to build cultural capital.

## 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: £40,010

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   Use of Insight   Education Endowment Foundation	1,2,4,5,6,7,8
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, 8
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	6
Refine curriculum to meet the needs of all pupils (including disadvantaged) and offer wider	Implemented 'United Curriculum' across the school. High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings.	2,3,6

opportunities and links to locality		
Employ an extra teacher within Y6. Having 4 x Y6 classes with a smaller number of pupils in each class. This is to address behavioural challenges and attainment gaps	Smaller class numbers and more expertise within the year group.	1,2,3,4,6
Active Participation	No hand up, Talk partners, Lolly sticks, targeted questioning.	8
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.	1,2,3,6,8
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.	2,3,6,8
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.	2,3,6,8
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.	6
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.	2,3,6,8

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

Budgeted cost: £125,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of the 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
Develop vocabulary/language in EYFS through adult support and intervention (NELI)	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.  NELI – to implement language intervention to improve listening, narrative and vocabulary development	2,3
Additional phonics teaching in Y3 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.	2,3,6
Improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills	Oral language approach 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 approach   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	2,3 Knowledge organisers have been developed but further implementation is necessary
Additional tutoring through booster groups to address attainment gaps - Led by Y6 team and CH	EEF - 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies are consistent and strong, particularly for younger learners who are behind their peers in primary open schools, and for	1, 2, 3, 4

	subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,503

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the role of the FSW to support families in receipt of PPG.	Improving regular engagement/communication with parents reduces the barriers. Supporting encouraging them	4
<b>Pastoral staff and Trauma informed practitioner</b> to support social, emotional and learning needs (including mindfulness, confidence, social skills, mental health and well-being.)	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.  Children are settled in the school with effective support emotionally and socially in order to access learning and to have safe, cooperative playtimes.  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.	4, 5
Enhance parental engagement with children's learning and continue to develop the role of the FSW to support families in receipt of PPG.	Using Seesaw platform for communication and sharing children's achievements.  FSW to support families in receipt of PPG.	3,6
To offer financial support for enrichment	To provide opportunities for pupils to achieve or excel in the arts as well as core	3,7

opportunities including: music tuition 50%	subjects. Pupils benefit from being introduced to a variety of experiences and learn a new skill.	
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).	3,6,7
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.	3,6,7

**Total budgeted cost: £190,920**



## 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 2023 to 2024 academic year.

#### **Narrative about curriculum developments for supporting all pupils including disadvantaged.**

Phonics - RWI - regular testing ensures that the pupils are given the correct level of challenge. Children who are identified as falling behind are quickly supported through one to one tutoring for RWI which is highly bespoke and rigorous in its approach. All staff are made aware of 'spotlight children' so that they are within their eyeline and focus of their daily sessions. Our children start their phonics journey in Nursery and we ensure there are lots of enriching experiences with language play before they begin our phonics programme (Read Write Inc). This ensures key skills within sound discrimination, rhythm, alliteration, repetition, and volume are secure before they start to learn letter sounds and how to orally blend. Children who are at risk of poor outcomes within Nursery are quickly identified and we implement effective intervention to help close gaps. The school also has a full time speech and Language teaching assistant to support early years oracy skills. The school also delivers Nuffield Early Language Intervention (NELI) in small groups.

Reading - Reading in EYFS is entwined securely through our entire curriculum. Opportunities to foster a love of reading and the teaching of early reading skills is incorporated into our daily provision. We embed a culture where books (text), vocabulary and language are all a priority, to enhance all other learning. EYFS classes ensure they revisit high quality texts throughout each term through our 'Favourite Five'.

Maths - Journaling approach used across the school. All lessons from Y1-Y6 start with a review of previous learning (Flashback 4) to help keep the learning in their long term memories. It also provides teachers with helpful knowledge about what the pupils are not remembering as well. The 'new learning' part of the lesson begins with a 'discover task' which encourages pupils of all abilities to 'notice more'. Teachers use questioning in a 'relentless' manner, ensuring that ideas, thinking and answers are repeatedly shared. Pupils should hear and see concepts modelled multiple times by the adults and other pupils before they are asked to work independently. The journaling of ideas in the books provides a 'reference' that the pupils can refer back to. Top tips are particularly useful for this. Mastering Number is the bulk of the Reception maths curriculum and is also taught, in addition to daily maths lessons, in Years 1, 2, 4 and 5. Mastering number in Reception and KS1 helps to secure firm foundations in the development of good number sense for all children. Mastering number in KS2 helps to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

Writing - EYFS - We emphasise awe and wonder through a curriculum that includes outdoor learning such as forest school activities, gardening, and hands-on exploration. These opportunities are especially beneficial for disadvantaged children who may lack access to outdoor spaces at home. These rich experiences ensure that oracy is the bedrock of our curriculum. It is embedded into our whole curriculum, to enable pupils to become effective communicators. They learn about the importance of 'whole body' listening, how to engage in collaborative group discussions and develop a range of vocabulary and language structures for the different language functions that they will require and apply in school and life. We have a dedicated time focusing on health and self-care which we promote with parents. We share a range of healthy snacks every day and we learn about the importance of a healthy balanced diet. We discuss the impact this can have on our bodies. One in three children have tooth decay in Torbay and the implications of this can greatly impact on their early years development. At Oldway, children take part in our daily supervised toothbrushing programme to build an understanding of oral health.

In 2023-24, 82% of our children left the EYFS stage with a good level of development. National was 67.7% Oldway 82%

National disadvantage 51.55% Oldway 67% achieving a good level of development

## EYFS

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

	Oldway 2023-24 All	Oldway 2023-24 Non PP	Oldway 2023-24 PP	National
GLD	82%	85%	69%	68%

## Year 1 Phonics

The percentage of children who passed the phonics screening:

	Oldway 2023-24 All	Oldway 2023-24 Non PP	Oldway 2023-24 PP	National
Phonics	88%	88%	88%	80%

## Key Stage 1 Assessments

		Oldway 2023-24 All	Oldway 2023-24 Non PP	Oldway 2023-24 PP	National
Reading	EXS+	70%	76%	51%	71%
	GDS	13%	10%	13%	19%
Writing	EXS+	60%	64%	44%	62%
	GDS	2%	3%	0%	8%
Maths	EXS+	67%	70%	57%	71%

	<b>GDS</b>	10%	10%	13%	16%
<b>Combined</b>	<b>EXS+</b>	59%			57%

### Key Stage 2 Assessments

		<b>Oldway 2023-24 All</b>	<b>Oldway 2023-24 Non PP</b>	<b>Oldway 2023-24 PP</b>	<b>National</b>
<b>Reading</b>	<b>EXS+</b>	67%	72%	59%	74%
	<b>GDS</b>	17%	22%	9%	28%
<b>Writing</b>	<b>EXS+</b>	51%	60%	35%	72%
	<b>GDS</b>	2%	2%	3%	13%
<b>Maths</b>	<b>EXS+</b>	56%	65%	41%	73%
	<b>GDS</b>	15%	18%	9%	24%
<b>SPAG</b>	<b>EXS+</b>	54%	62%	41%	72%
	<b>GDS</b>	9%	7%	12%	32%
<b>Combined</b>	<b>EXS+</b>	44%	53%	26%	61%
	<b>GDS</b>	0%	0%	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.*

<b>Programme</b>	<b>Provider</b>
NELI	NELI
Read, Write, Inc	Read, Write, Inc
Times tables Rock Stars	Times tables Rock Stars
Power maths	Power maths
Bookwrite	Devon
TIS (Trauma Informed Schools)	TIS

# Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*