

Oakthorpe Primary School Pupil premium strategy statement - 2021-2024

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oakthorpe Primary School
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025
Date this statement was first published	December 2021
Date of next review	December 2024
Statement authorised by	Judith Garrad Headteacher
Pupil premium lead	Judith Garrad
Governor lead	Jo Kromidias

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,240
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	£204,240 Financial year 24/25

Part A: Pupil premium strategy plan

Statement of intent

At Oakthorpe Primary School we have high aspirations for all our pupils. We are committed to the development of the whole child and believe that a key function of the school is to create and maintain an environment where every pupil is able to succeed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal (this includes those who are already high achievers).

Within this strategy we recognise that not all pupils who receive free school meals are disadvantaged and that pupils face a range of challenges. In addition to this we aim to provide pupils with access to a rich and varied curriculum and a range of exciting opportunities within school.

High-quality classroom teaching is central to our approach as we know that this has the greatest impact on all pupils including those who belong to vulnerable groups. Whilst we have identified key challenges faced by some of our pupils we will be responsive to need and act at the point of identified need.

Pupil premium funding will be allocated following a needs analysis and/or assessments that will support in identifying priority classes, groups or individuals.

Our overall aim is to narrow the gap between disadvantaged and non-disadvantaged pupils and to sustain and improve the progress of disadvantaged pupils by adopting whole school approaches to teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments indicate that some disadvantaged pupils have gaps and misconceptions in their knowledge and understanding. Some pupils find it difficult to retain and recall prior knowledge. The gap in writing attainment for disadvantaged and non-disadvantaged pupils is greater in writing than other curriculum areas

2	Teacher observations and assessments have identified a number of pupils who lack engagement opportunities and experiences. This impacts our disadvantaged pupils more than their peers. This has been highlighted in national studies.
3	Our attendance data over the past 3 years indicated that attendance of disadvantaged pupils has been between 0.5% and 1.2% lower than for non disadvantaged pupils. This attendance of SEN disadvantaged children is lower still. Since September 2021 this gap has increased to 1.6% Attendance from September 2021 is lower than pre-covid levels with an increased number of persistent absentees.
4	Teacher observations and the work of our Child Welfare team (including an analysis of referrals and concerns) highlight that pupils and their families have social and emotional difficulties, including medical and mental health needs. parental engagement of PP children. This has an impact on pupil attainment in school and some pupils are currently requiring high levels of support with social and emotional needs,
5	Some parents are not engaging with the school in supporting pupil learning. Their own social and emotional needs add to the challenge and complexity.

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
<p>Disadvantaged pupils make accelerated progress and ‘catch up’ with or exceed prior attainment</p> <ul style="list-style-type: none"> ● improved reading attainment among disadvantaged pupils ● improved maths attainment for disadvantaged pupils at the end of KS2 ● improved oral and language skills and vocabulary among our disadvantaged pupils. ● Improved writing attainment for all pupils, 	<p>Reading outcomes in 2024/25 show more than 75% of disadvantaged pupils meet the expected standard</p> <p>Maths outcomes at the end of KS2 show more than 75% of pupils meet the expected standards</p> <p>KS1 phonics assessments show the attainment of disadvantaged pupils is in line with their peers.</p> <p>Pupil engagement in lessons is high and teacher assessment and moderation shows wide use of vocabulary in lessons and writing.</p>

<p>To increase parental engagement through workshops and learning at home.</p>	<p>Increased parental attendance at curriculum events, parent evenings and curriculum events.</p> <p>Parents support home reading and learning at home.</p> <p>Parents are signposted to external agencies and engage with the school and other agencies</p>
<p>To achieve and sustain improved attendance for all pupils in particular our disadvantaged pupils</p>	<p>Sustained high attendance of all pupils with an overall absence rate for all pupils of less than 5%</p> <p>The percentage of all pupils who are persistently absent to be below 6% of all pupils and less than 0.5% difference between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Monitoring of attendance by Parent Support Advisor, Education Welfare Officer and Headteacher brings about an increase in PP pupils' attendance and a decrease in persistent absence</p>
<p>Pupils will have a breadth of experiences that enable them to contextualise their learning.</p>	<p>An increase in participation in enrichment activities particularly among disadvantaged pupils.</p>
<p>To improve pupil well being for all pupils attending Oakthorpe Primary School, particularly the disadvantaged.</p> <p>Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills, confidence and independence</p>	<p>Data from pupil and parent surveys and questionnaires will show that parents and children feel supported and additional barriers are alleviated where possible</p> <p>The Child Welfare Team, Parent Support Advisor and senior leaders identify and support families and children and work to alleviate barriers to learning</p> <p>Pupils regularly meet with SEMH lead and/or ELSAs and work with support of the Mental Health Practitioner in school.</p> <p>PP pupils are ready for learning, able to access academic work and make good or accelerated progress.</p> <p>Effective work with MyMe and Tender (external agencies) supports parents and staff in school receive CPD opportunities</p>

Activity in this academic year

Identifying and overcoming barriers to learning is key in our approach to how we decide to use our PP grant funding. Our chosen approaches are researched and based on Education Endowment Foundation (EEF) research.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

We have chosen to adopt a tiered approach as outlined by the Education Endowment Foundation (EEF). This outlines best practice for schools in using Pupil Premium funding in the following ways:

1. Teaching
2. Targeted Support
3. Wider Support Strategies

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 85,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop whole class teaching A high quality curriculum is delivered to all pupils. Phonics teaching is further developed through whole staff RWinc training and support from a development advisor during the year	High quality class teaching is a prioritised throughout the school. Evidence indicated that high quality teaching is the most powerful way of improving pupil attainment especially for disadvantaged pupils. Research focus of Literacy : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1

<p>Further embed whole class teaching of Reading using Destination Reader</p>	<p>Our chosen approach for the teaching of phonics continues to be Read Write Inc.</p> <p>Feedback from over 100 schools currently using Destination Reader has shown dramatic improvement in the quality of reading lessons at KS2. Children read with greater understanding, independence and, above all, enjoy reading. (Source Hackney Learning Trust)</p> <p>Research report from Open University for impact of Destination Reader</p>	<p>1</p>
<p>Whole school CPD to develop strategies of supporting vulnerable pupil groups in class e.g SEND and EAL and pupils new arrivals in school with little or no previous schooling.</p> <p>Additional SEND TLR to support to development and implementation of strategies in pupil Learning support plans</p>	<p>Our research into this confirms our understanding that ‘ supporting high quality teaching is pivotal in improving children’s outcomes’. source EEF Professional Development Guidance</p>	<p>1</p>

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

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in school led tuition to provide tuition for those whose education has been most impacted by the pandemic . A significant proportion of pupils who receive the tutoring will be disadvantaged	One to one tuition guidance and small group tuition are our chosen strategies. Targeting the specific needs and knowledge gaps can be an effective strategy to support low attaining pupils. We have identified groups of pupils and these lessons will be delivered by qualified teachers.	1,4
Provide targeted structured interventions to children across the whole school. Interventions to be monitored and evaluated by DHT and SLT.	This will include a range of interventions which will be delivered as regular sessions. Early intervention will help these children to catch up and be able to access the rest of the curriculum. Programmes and interventions are recommended by our SaLT Talk Boost is rated as highly effective by EEF. Evidence based interventions target support for PP children and include SALT groups, reading, gross and fine motor skills, NELI, Catch Up Maths and colourful semantics. Oral language interventions are are key part of the strategy in EYFS and KS1 as the evidence suggests that such interventions have a high impact on reading Evidence supporting oral language interventions	1,4

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

Budgeted cost: £ 62,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support advisor to work with parents and Education Welfare officer to identify and support parents when	We have used the principles sent out in the DfE Working together to improve school attendance - GOV.UK (www.gov.uk) to frame our practice in working with families with pupils whose	3,5

<p>attendance levels fall below 90% and also when between 91% and 95% (Improving attendance is a whole school priority for 2024-2025)</p>	<p>attendance is low. We have used the EEF toolkit https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	
<p>Funding allocated to allow pupils the opportunity to participate in activities (including residential trips) which enhance and broaden the curriculum and their learning experiences.</p>	<p>Subsidy for pupils attending residential trips and school trips. Subsidised music lessons. Contribution towards Edmonton Community Partnership fees which gives us access to enrichment activities.</p>	<p>2</p>
<p>Social and Emotional Mental Health lead to work with an in school team including ELSAs (Emotional Literacy Support Assistants) and Mental Health Practitioner Additional lunch time supervisors to support the social and emotional needs of children during lunchtimes</p>	<p>EEF +4 – Social and Emotional Interventions which target social and emotional learning seek to improve pupils’ interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. See : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel for the recommendations for teaching social and emotional literacy</p>	<p>3, 5</p>

<p>To critically review our current approaches for working with parents and focus on areas which will support us in greater progress towards our aims.</p> <p>To provide practical strategies to support learning at home.</p> <p>To offer more individual support if required.</p>	<p>There is an established link between the home learning environment and achievement in school</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice summarises the following:</p> <p>In the early years, the evidence supports the importance of parents' reading to / with their children (and associated interactions) and support for learning (creating a supportive home learning environment). For school-aged children the evidence supports the importance of home-school partnership and parental interest in children's academic activities</p>	<p>5</p>
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Total budgeted cost: £ 204,240

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 2023 to 2024 academic year.

At the end of KS 2:

Disadvantaged children achieved a lower average point score (103.1) than all children (106.7) however they were just below the national average score for all pupils (104).

The most deprived 20% (19 chdn) had an ASS of 106.7 in reading.

The most deprived 20% (19 children) 60% of these children achieved ARE in writing. There is a significant gap in attainment at ARE in writing with 56.5% of disadvantaged children at age related expectations.

	Disadvantaged ASS (average scaled score)	All Pupils ASS	National ASS	Disadvantaged % ARE	All Pupils % ARE	National % ARE
Reading	103.7	106.4	105	78.3%	79%	74%
Writing	NA	NA	NA	56.5%	74%	72%
GPS	108.1	109.8	105		82%	72%
Maths	103.1	106.7	105.2	74%	84%	73%

Year 1 Phonics

	Disadvantaged - SEN	All children
Yr1 Phonics	70%	80%

3 disadvantaged children did not pass the phonics screen.

EYFS

66.7% of non disadvantaged pupils achieved a Good Level of Development at the end of the EYFS (Early Years Foundation Stage). This is in comparison to 52.6% for the 19/60 disadvantaged pupils. The widest gaps in attainment are in the areas of Literacy and Maths. Our EAL pupils in EYFS made the most progress. Pupil profiles from Baseline assessments show good rates of progress, however the disadvantaged made less progress. This was also the group of pupils with attendance concerns.

Attendance.

This continues to be a focus of our strategy and whole school improvement target. There gap between PP attendance is 95.5% non PP children and 90.6% (PP children).

Case studies show a gradual reduction in the number of persistent absentees.

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
Time tables Rockstars	TT Rockstars
Spelling Shed	EdShed
Destination Reader	Hackney Services for Schools
Read Write INC	Chosen (Dfe approved) phonics scheme used in school
White Rose Maths	White Rose Maths (TrinityMAT)
Forest Schools	https://forestschoollassociation.org/
Colourful Semantics	Integrated treatment Services https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/

Further information (optional)

Our pupil premium strategy is supplemented by additional activity that is not funded by pupil premium or recovery premium. That will include:

- Working with MyMe (My Young Minds Enfield) This will involve delivering a range of evidenced-based psycho-education groups (whole classes / smaller groups), and individual interventions to children and young people with mild-moderate mental health needs and/or their parents and carers. Over the placement and subsequent year, schools will also receive support from our wider team around areas such as whole school wellbeing, staff training and support, and working closely with senior mental health leads in schools around identifying and signposting support.
- In addition to this we are accessing additional learning mentor support via Edmonton Community Partnership
- Offering extra-curricular activities to promote keeping active and boost wellbeing including a sports coach in breakfast club so children have an active start to the day.
- Continued development of our whole school curriculum (as part of our School Improvement Plan)