

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	Oak View Primary and Nursery School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Neil Richardson
Pupil premium lead	Emma Hall
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,070
Recovery premium funding allocation this academic year	£19,865
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	£192,935

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using the Pupil Premium and Recovery Curriculum funding, we recognise that it is important to consider the context of our school and the subsequent challenges faced. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies and their value for money.

Pupil voice interviews and the views of the teaching and non-teaching staff have identified common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students', and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment and retention processes.

We have identified common challenges and potential barriers to learning for disadvantaged pupils as:

- Attendance and punctuality issues.
- Low communication and language skills on entry to YR.
- Difficulties accessing the curriculum impacting on progress and attainment.
- The negative impact on mental health and well-being as a result of COVID-19 pandemic which subsequently affects behaviour and attitudes towards learning.
- Limited wider experiences compared to non-pupil premium pupils.
- Low aspirations and lack of parental engagement in PP pupils' learning.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We aim to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- Support our children's health and well-being to enable them to access learning at an appropriate level
- Offer a wide range of extra-curricular activities to broaden the experiences and ambitions of our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement, specifically in supporting Reading.
2	Attendance and punctuality issues.
3	Emotional health and well-being (extra difficulties due to COVID-19 pandemic) impacting on behaviour and engagement in learning
4	Narrowing the attainment gap across Reading, Writing and Maths
5	Communication and language skills low upon entry to school.

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
Increased parental engagement and the level of support that parents can give their children.	<p>Increased % of parents attending workshops and parent consultations.</p> <p>Parents feeling confident and empowered to support home learning.</p> <p>Pupils have made good progress with reading support teaching assistants, reading volunteers and interventions.</p>
Progress in Reading	<p>Achieve national average progress scores in KS2 reading and Year 1 Phonics Screening test</p> <p>-narrowing of the gap between advantaged and disadvantaged pupils</p>
Improved attendance and punctuality	<p>Attendance of disadvantaged pupils is meeting national expectations.</p> <p>Pupils arriving before close of registration.</p> <p>Pupils alert and begin the school day with peers.</p> <p>Parent/school partnership working together to reduce challenges.</p>
Quality first teaching in all classrooms, taking into account principles of effective classroom practice.	<p>All children accessing the curriculum at their level.</p> <p>Communication and language skills improving in early years.</p>
Increasing cultural capital for our pupil premium pupils.	<p>Pupil premium students to participate in a wide range of enrichment activities offered at Oak View school. Pupils actively engaging in the arts and enrichment activities.</p>

	<p>Accelerating progress and higher standards of attainment.</p> <p>Pupils presenting positive behaviours for learning.</p>
<p>Increased focus and awareness of PP students by all teachers within school, with regular professional dialogues taking place with pupils and parents.</p>	<p>Regular contact made home by class teachers and Pupil premium lead in school.</p> <p>Clear lines of communication within school regarding PP students – sharing of research and good practice with teachers.</p> <p>Pupil Premium a standard item in SLT meetings and termly Pupil Premium meetings with class teachers to identify concerns and discuss support.</p> <p>High engagement of PP parents at school events such as parent evenings.</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: £ 96,467.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Assigned Senior Leader to oversee PP</i></p> <p><i>Strategy- liaising with stakeholders to ensure that support and strategies are planned for which match the school context and the needs of our disadvantaged pupils.</i></p> <p><i>Termly Pupil Premium interviews with class teachers to monitor progress and identify barriers to learning</i></p>	<p>Successful schools 'have clear, responsive leadership.' <i>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i></p> <p>EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.</p>	1, 2, 3, 4, 5
<p><i>Ongoing coaching and mentoring of teaching staff</i></p>	<p>EEF Guide to Pupil Premium- evidence shows that within the tiered approach, Quality First Teach is priority.</p> <p>SLT's responsibility to ensure that staff's continuing professional development is purposeful and adds value to the pupils' progress and attainment. This will include training and support for our ECTs</p>	3, 4, 5
<p><i>Review of marking and feedback systems</i></p> <p><i>To work with teachers and teaching assistants to develop the most effective ways of giving verbal and written feedback to feed forward.</i></p>	<p>Sutton Trust & EEF Teaching and Learning Toolkit +8 months</p> <p>We will develop our practice; develop whole school agreement on the extent of effective feedback, develop peer strategies in school. Create a climate of trust in classroom through which greater challenge can be achieved.</p>	3, 4
<p><i>Continuing Professional Development of teaching and support staff- focus on training for developing</i></p>	<p>EEF (2018), 'Metacognition and Self-Regulation' +7 months</p>	3, 4, 5

<i>self-regulation and meta-cognition</i>	<p>Quigley, Mujis & Stringer (2018) ‘Metacognition and self-regulated learning: Guidance Report’</p> <p>Pupils taught how to take more responsibility for own learning, persistence and resilience.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Word Shark online Phonics interventions</i></p> <p>TA training to deliver these interventions. Identified children across KS2 to receive the intervention in small groups.</p>	<p>EEF Toolkit Small group tuition +4 months impact</p> <p>Targeted support for groups of pupils with similar needs. Building confidence when working collaboratively in a small group. Teaching assistants support pupils with transferral of skills to classroom learning.</p>	4
<p><i>After school tutoring & targeted interventions for reading, writing and maths booster groups.</i></p>	<p>EEF Toolkit Small group tuition +4 months impact</p> <p>Delivered by the class teacher or TA. Identified pupils needing extra support with core subjects. Also to include Homework Club to support those children who are unable to complete homework at home with parents.</p>	3, 4, 5
<p><i>Reading Support across Year 2 classes</i></p>	<p>Year 2 identified as a cohort that has been affected by the COVID-19 pandemic lockdowns. EEF/NFER</p> <p>Lack of teaching of reading skills (decoding & reading comprehension) in school during previous two academic years. Additional teaching assistant employed for mornings to listen to Year 2 children read, daily.</p>	1, 3, 4, 5
<p><i>RWI, Fresh Start Reciprocal reading intervention UKS2</i></p>	<p>EEF/Durham University evaluated impact (+3 months) EEF Toolkit – Reading comprehension - +6 months impact</p>	4

	<p>Identified children in UKS2 will receive targeted support, in small groups, to help develop their reading and writing skills.</p> <p>Read Write Inc. Fresh Start is a catch-up and intervention programme. Focus on teaching pupils to read accurately and fluently with good comprehension, to spell correctly and compose their ideas for writing step-by-step.</p> <p>Delivered by class TA/member of SEN team.</p>	
<p><i>KS2 Reading Interventions- using Rapid Reading. Teaching assistant trained to deliver this 1:1</i></p>	<p>EEF/Durham University evaluated impact (+3 months)</p> <p>EEF Toolkit – Reading comprehension - +6 months impact</p> <p>Identified children in KS2 will receive 1:1 support, to help develop their decoding and comprehension skills</p>	4

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

Budgeted cost: £ 57,880.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nurture Group</i></p> <p><i>Children selected attending Nurture are from EYFS- small groups, developing language and communication skills in nurturing environment.</i></p>	<p>Range of evidence from www.nurture.uk.org inc. Children who attended a NG had a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013) and their academic attainment improved, even over the course of just one year</p>	2, 3, 5
<p><i>Staff trained and allocated time to deliver 'Protective Behaviours'</i></p> <p><i>1 x TA in KS1,</i></p> <p><i>1 x TA in KS2</i></p>	<p>EEF- Teaching and Learning Toolkit, Social and Emotional learning +4 months</p> <p>Protective Behaviours (PB's) is a safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened; and explores practical ways to keep safe. This will reduce levels of anxiety and enable the children to engage in the school curriculum and make progress.</p>	3

<p><i>Play therapist & Outreach- HS0 (Herts Schools Outreach)</i></p> <p><i>Identified children to work with the outreach service, using early intervention techniques, for them to be heard and to have a safe space to talk - enhancing positive mental health changes.</i></p>	<p>EEF- Teaching and Learning Toolkit Social and Emotional Learning- +4 months</p> <p>Research shows that interactions with others and self-management of emotions, impacts on attitudes to learning and social relationships in school which increases progress in attainment</p>	<p>3</p>
<p><i>Forest School</i></p> <p><i>School to purchase a whole school 'Forest School' curriculum. To be resourced, planned and delivered by school's 'Forest School Leaders'.</i></p> <p><i>All children to be given opportunity throughout the year to experience and enjoy.</i></p>	<p>Evidence from www.growtoschool.co.uk shows that outdoor learning can help raise attainment, improve behaviour, build resilience and confidence, and make learning more accessible. Being outside increases wellbeing for children and staff.</p> <p>All pupils during academic year to have the opportunity to take part in weekly Forest School lessons to develop communication skills and working collaboratively.</p>	<p>3</p>
<p><i>Part-time teaching assistant to provide wider enrichment opportunities- including food technology and gardening.</i></p>	<p>Research, University of New Brunswick, Canada- 'Cultural capital and its effects on education outcomes' (2009)- explored the positive correlation between exploring arts, having a sense of belonging at school and occupational aspirations</p>	<p>3, 4</p>
<p><i>Subsidised after school clubs and wider opportunities</i></p> <p><i>After school clubs- sports, arts, drama, cooking, homework clubs- delivered by teaching assistants</i></p>	<p>Developing cultural capital- to encourage social mobility and reduce the gap between experiences of PP and non-PP pupils.</p> <p>Cultural Learning Alliance (2021) research shows 'structured arts activity leads to increases in transferable skills of 10–17% and findings show that transferable skills improve labour market outcomes</p> <p>These include 16 x PP pupils attending Rockstars music tuition/small group music lessons</p> <p>Subsidised funding for school trips and visits</p>	<p>2, 3, 4</p>

<p><i>Parent Workshops- focus on core subjects. Working with parents and giving strategies they can use to support their child's learning at home.</i></p>	<p>EEF – Parental Engagement - +4 months impact</p> <p>These to be delivered by phase leaders and core subject leaders/SLT.</p>	<p>1</p>
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Total budgeted cost: £ 192,935

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Essentials Spelling	Herts for Learning

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.