

Pupil premium strategy statement – Oak View Primary & Nursery School

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 | 430 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers | Statement reflects year 1 of a 3-year plan 2024-2025, 2025-2026, 2026-2027 |
| Date this statement was published | |
| Date on which it will be reviewed | |
| Statement authorised by | Neil Richardson |
| Pupil premium lead | Siobhan Stuart |
| Governor / Trustee lead | Sarah Coull (Parent EYFS/KS1) |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £173,170 |
| 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 |
| 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> | £173,170 |

Part A: Pupil premium strategy plan

Statement of intent

In line with suggestions from the Education Endowment Foundation (EEF) guide to pupil premium, our strategy plan is deeply informed by a comprehensive analysis of a variety of internal data sources. These include attendance data, attainment data, teacher feedback regarding pupils' levels of engagement and participation, behaviour incidences and exclusions data, pupil voice, and monitoring of pupils' outcomes. Through this rigorous examination, we have identified several key disadvantages affecting our children.

Firstly, we have observed that progress in writing remains notably slow, beginning with significant challenges in early oracy during the Early Years Foundation Stage (EYFS). Furthermore, attendance and punctuality present persistent difficulties within our school, with daily attendance rates hovering around 95%. Our Key Stage 2 combined outcomes are marginally below national expectations, necessitating targeted interventions to bridge this gap.

While we take pride in the improvement of behaviours, with a reduction in severe incidents and exclusions, it remains crucial to emphasise the significance of pro-social behaviours within our community. Lastly, not all of our children have access to wider opportunities beyond the classroom, highlighting the importance of providing small group enrichment opportunities for all pupils.

Through this pupil premium strategy plan, we aim to address these barriers effectively, ensuring that all children have the support and resources necessary to thrive academically and personally within our educational environment.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Progress in writing. |
| 2 | Attendance and punctuality issues. |
| 3 | Narrowing the attainment gap across reading, writing and maths. |
| 4 | Encouraging and improving pro-social behaviours. |
| 5 | Provide small group enrichment opportunities. |

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 |
|---|---|
| Progress in writing | Enhanced key writing skills, including narrative structure, vocabulary development, and grammar accuracy. Targeted teaching will incorporate scaffolding and modelling techniques to support pupils throughout the writing process, alongside opportunities for redrafting. Regular assessments will track progress, ensuring all pupils make significant advancements towards achieving their individual writing targets. |
| Improved attendance and punctuality | Pupils arrive before the close of registration. Strengthened partnerships with parents and carers address barriers. Additionally, morning club is offered in select cases to assist with entry, thereby fostering a supportive environment that promotes regular attendance and readiness for learning. |
| Quality first teaching is taking place in all classes with scaffolding and support being utilised as required. | Quality First Teaching is consistently implemented across all classes, with appropriate scaffolding and support provided as needed. All children engage with the curriculum at a suitable level; demonstrating improved communication and language skills in the early years. Outcomes in core subjects reflect significant progress in alignment with the principles of quality first teaching, thereby enhancing educational equity. |
| Behaviours for learning are fostered, alongside engagement with peers and adults, which enhances socialisation and leads to improved outcomes within the classroom. | Each student is personally acknowledged, positive family engagement is encouraged and staff endeavour to understand the underlying functions of behaviours without permitting their continuation. Teachers utilise school sanctioned rewards and consequences as motivators and promotes prosocial values intrinsically. Fostering awareness of empathy and the emotions of others among students, while highlighting the consequences of their actions, contributes to a supportive classroom environment. |
| Increasing enrichment and cultural capital opportunities. | Students engage in a diverse range of enrichment activities, encompassing the arts, science, technology, outdoor learning, and sports. These opportunities promote positive |

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| | behaviours for learning and foster essential skills for engaging with the outside world. Pupils develop the ability to navigate our ever-changing society, thus accelerating their progress and enabling them to achieve higher standards of attainment. |
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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: £103,902

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Assigned Senior Leader to oversee PP</i> | 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' | 1, 2, 3, 4, 5 |
| <i>Cultural Capital report completed termly</i> | Ofsted Webinar (June 2019) – Ofsted also want to reassure practitioners that this new term is not about having to create a 'cultural capital display', or about a new area of learning called 'cultural capital', or indeed about attending a special training course on cultural capital. EYFS, 2017 – 'every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.' | |
| <i>Termly Pupil Progress Meetings (PPMs) to focus on children's progress and attainment</i> | EEF – using evidence-formed decision making. 'Central to knowing our pupils is the expectation that all of our children can succeed, therefore the focus is upon teachers having total clarity of the barriers faced by their students and the gaps in their learning.' (Aspirer Research School, 2019). | |

| | | |
|--|---|-------------------|
| <p><i>Coaching and mentoring of new staff, ECTs, TAs and apprentices</i></p> | <p>TAs often work alongside teachers to provide support while pupils master new concepts, address barriers to engagement in lessons, and build pupil confidence. These roles and responsibilities extend beyond supporting pupil learning for many and include pastoral and non-classroom activities such as administration and pre-school, break and lunchtime duties. (Use of teaching assistants in school; Sept 2024).</p> <p>Several studies have shown strong relationship between teachers' self-efficacy, job satisfaction and mental wellbeing (e.g. Collie, Shapka and Perry, 2012; Viac and Fraser, 2020). Some have argued that the key to job satisfaction is a strong foundation in teacher preparation (Hulme and Wood, 2022). It therefore follows that preparing teachers well while they are in initial teacher education (ITE) and supporting teachers already in school could help to insulate them from the adverse effects of the challenging work environment.</p> <p>'As leaders and teachers, it is our role to drive progress and school development. Coaching is an everyday method of supporting and challenging others to deliver their best performance and results.' (How will coaching benefit by school? article; 2023)</p> <p>'A coaching relationship fosters leadership and improves dialogue in a way that has a direct impact on the professional development of teachers and the academic achievement of students' and 'By adopting this long-term apprenticeship approach, teachers are able to explore coaching models and implement strategies that could further contribute to organisational performance and high learning outcomes for all students, while also fostering leadership and accountability at the management, classroom and student levels.' (Why should teachers do a coaching apprenticeship? article, 2022).</p> | <p>1, 3, 4, 5</p> |
| <p><i>Use of school support staff to run interventions</i></p> | <p>'As a result of the variety of roles that TAs perform, they are highly valued by</p> | <p>1, 3, 5</p> |

| | | |
|---|--|---|
| <i>and enrichment activities</i> | leaders and teachers who report significant positive impacts at the pupil, teacher and school level. The view that TAs are essential to the classroom is particularly strong in primary schools.’ (Use of teaching assistants in school; Sept 2024). | |
| <i>Assigned members to the school’s Attendance Team – including weekly meetings</i> | Allows us to diagnose pupils needs and barriers to learning (attendance data and levels of persistent absence, including internal absence from lessons) – EEF Guide to Pupil Premium; 2024. | 2 |

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

Budgeted cost: £25,975.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| <i>Word Shark online</i> <i>Phonics Interventions</i> <i>Little Wandle training for support staff</i> | Gov.UK 2023 – Everything you need to know about phonics in schools – ‘Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. Phonics is a highly effective method of teaching word reading.’ | 1, 3 |
| <i>Reading support in Year 1</i> | EEF 2021 – ‘Improving Literacy in Key Stage 1: Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.’ | 1, 3 |

| | | |
|---|--|---|
| <i>Writing Support training EYFS-Year 6</i> | 'Research also suggests that features of a school's environment and culture (such as the approach to monitoring and performance management, prioritisation of professional learning, collaboration, trust, shared challenging goals, shared efficacy beliefs, safety, order and support) can make a substantial difference to the quality and impact of professional learning, and affect student attainment directly, as well as teacher retention' (Kraft and Papay, 2014; Weston et al., 2021). | |
| <i>Numberstacks online</i> | As a primary maths intervention resource, Number Stacks aligns closely with many of the recommendations of the EEF Maths Guidance reports published in 2020. Number Stacks is based on a developmental progression of Key Skills, split into 5 different categories and linked to the English National Curriculum. | 3 |

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

Budgeted cost: £43,292.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--------------------------------------|
| <i>SLT training on developing and writing a behaviour curriculum</i> | EEF 2019 – Improving Behaviours in Schools – ‘Summary of Recommendations: 1. Know and understand your pupils and their influences; 2. Teach learning behaviours alongside managing misbehaviour; 3. Use classroom management strategies to support good classroom behaviour; 4. Use simple approaches as part of your regular routine; 5. Use targeted approaches to meet the needs of individuals in your school.’ | 4 |
| <i>SEND Classroom</i> | EEF 2020 – Special Education Needs in Mainstream Schools – ‘Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.’ | 4, 5 |

| | | |
|--|---|------|
| <i>Play therapist</i> | EEF 2021 – Social and emotional learning – ‘SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’ | 4, 5 |
| <i>Teaching assistant to provide wider enrichment opportunities – sport focus – golf, paddle boarding, Bikeability, rock climbing, wheelchair basketball</i> | Research, University of New Brunswick, Canada – ‘Cultural capital and its effect on education outcomes (2009) – investigated the positive relationship between engagement in the arts, feelings of belonging within the school environment, and aspirations for future occupations. | 4, 5 |
| <i>Rock Steady music programme to encourage building of confidence and experiencing the arts</i> | Rocksteady’s inclusive approach helps children find a sense of belonging through new friendships and a shared love for music, whilst boosting social skills, wellbeing and confidence. | 4, 5 |
| <i>PINS (partnership for inclusion of neurodiversity in schools) project</i> | We have opted in to the PINS project aims to support the education and health needs of neurodiverse children in schools through partnership approach working with local authorities and parent carer forums. | 4 |

Total budgeted cost: £173,170

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment of how successfully the intended outcomes of the school's previous plan were met:

Assessment of intended outcome: Increased parental engagement and the level of support that parents can give their children

We have recognised that the physical barriers created by the COVID-19 pandemic have adversely affected relationships with parents. Throughout the past three years, we have concentrated on re-engaging parents through information sessions and workshops. Additionally, we introduced a half-termly drop-in session, allowing parents to review their children's books together. To empower parents, we provided workshops on our SSP, 'Little Wandle, Letters and Sounds', which were well attended, alongside a parent workshop on Tapestry. Finally, parent/child activity sessions were held to encourage KS1 and EYFS parents to engage in maths learning with their children at home through the Mastering Number at home programme. Communication between school staff and parents of EYFS and Year 1 pupils has been strong through this platform. We received a satisfactory return of parent questionnaires, indicating parents feel more informed about the school's communication. Events such as sports day have successfully invited parental involvement. While positive strides have been made, further efforts are essential to ensure parents feel confident and empowered to support home learning, recognising past negative educational experiences may present barriers.

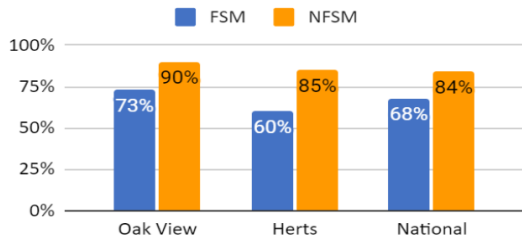
Assessment of intended outcome: Progress in reading

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

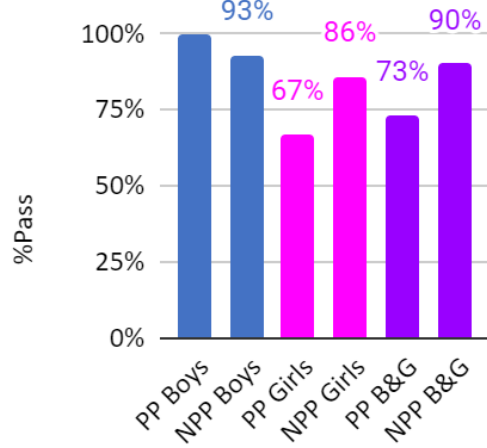
To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

Year 1 phonics Screening check:

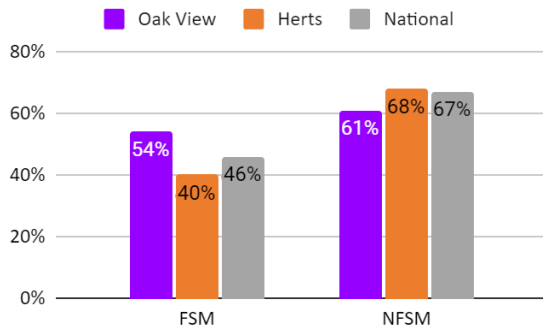
FSM and NFSM



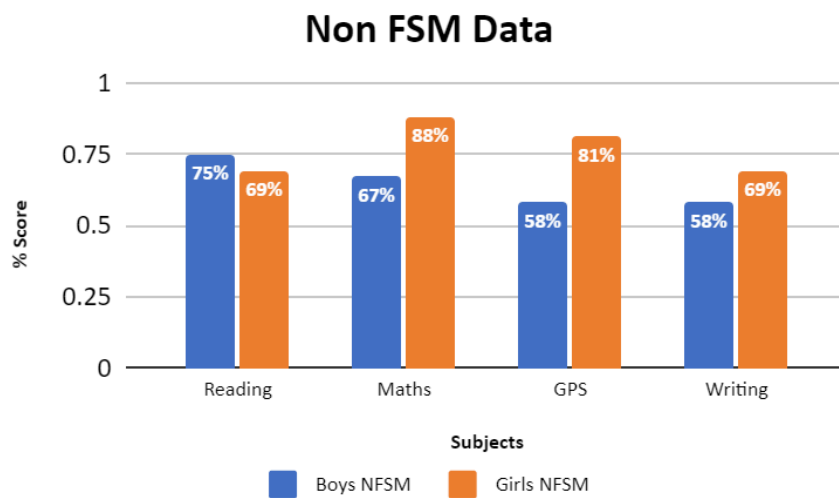
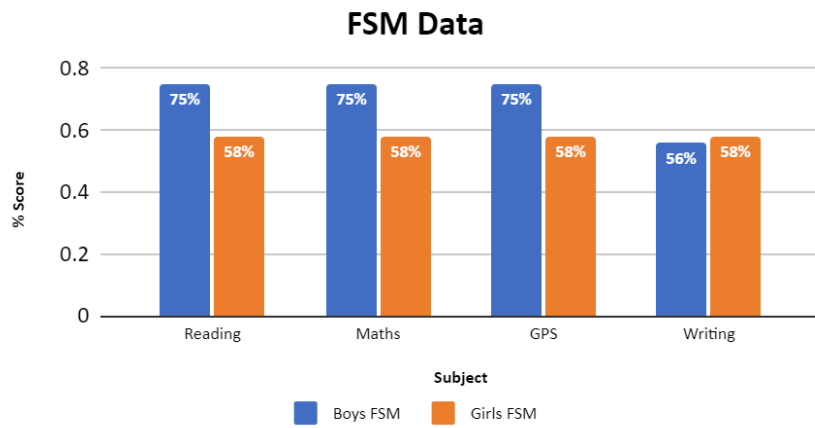
PP v NPP



Key Stage 2 combined data:



Key Stage 2 individual subjects:



Assessment of intended outcome: Improved attendance and punctuality

To maintain a relentless focus on enhancing attendance and punctuality, we established an Attendance Team dedicated to monitoring the increasing percentage of persistent absentees and assisting families in ensuring their children attend school regularly. By the conclusion of the academic year 2023-2024, Oak View recorded that 15% of pupils had attendance rates below 90%, with 36% of these belonging to pupil premium backgrounds.

Understanding the necessity of closely monitoring attendance for all students, especially disadvantaged pupils, we formed a team comprising three senior leadership members acting as 'Attendance Partners'. Our newly implemented Attendance Policy, shared with all stakeholders, supported ongoing engagement through home visits, welfare phone calls, and face-to-face meetings. Tailored support plans were developed collaboratively with families, addressing barriers to attendance. Furthermore, we offered spaces in breakfast and after-school clubs to support parents, which resulted in attendance improvements of over 20% for some pupils.

Assessment of intended outcome: Quality first teaching in all classroom, taking into account principles of effective classroom practice

Our commitment to quality first teaching across all classrooms is steadfast, grounded in the principles of effective classroom practice. Staff continuing professional development (CPD) has encompassed training in crucial areas such as the development of middle leaders, engagement with a maths hub to enhance maths mastery, collaboration with an early years advisor to refine the curriculum and provision, and partnership with an English Hub to advance early reading. All staff in Key Stage 1 and Early Years Foundation Stage have received training on our newly acquired Systematic Synthetic Phonics programme, "Little Wandle."

Subject leaders were encouraged to enhance their expertise and disseminate this knowledge among fellow educators. All training initiatives were strategically aligned with our School Improvement Plan to elevate the quality of education for our pupils. The implementation of a new Feedback Policy ensured that marking and feedback were both accessible to pupils and purposefully designed to enable them to recognise their achievements and articulate their next steps. Our in-house CPD sessions emphasised clarity in teaching sequences, the importance of revisiting prior learning, and opportunities for safe practice and application of new concepts. Furthermore, training provided by the local authority empowered subject leaders and class teachers to adapt curriculum delivery, ensuring accessibility for all pupils, particularly those eligible for Pupil Premium and with Special Educational Needs.

Assessment of intended outcome: Increasing cultural capital for our pupil premium pupils

The pupil premium lead had developed tailored tracking sheets for each disadvantaged pupil, ensuring that all have the opportunity to participate in a sporting event, after-school club, or other enrichment activities. Notable experiences included attendance at the Young Voices concert at the O2 and participation in a dance competition at the Gordon Craig Theatre. Additionally, 16 pupil premium pupils benefited from small group music lessons provided by Rocksteady Music School. These initiatives facilitated active engagement with the arts and enrichment activities, fostering a sense of belonging among our students. Many pupils expressed their future aspirations, demonstrating a positive shift in mindset. Collaborations with Egmont Publishing inspired some children to pursue writing, further indicating a rise in aspirations and an enhanced ability to articulate their future goals. Overall, these endeavours contributed significantly to the cultural capital of our pupil premium cohorts.

Assessment of intended outcome: Increased focus and awareness of PP students by all teachers within school, with regular professional dialogues taking place with pupils and parents

The school has made significant progress towards the intended outcome of heightened focus and awareness of Pupil Premium students among all teaching staff. The Pupil Premium Lead worked diligently to ensure that both class teachers and teaching assistants were fully informed about the disadvantaged pupils within their year groups. These individuals were carefully identified in planning documents, and tailored provision was implemented to support them. This may have involved designating specific focus groups that worked closely with either the class teacher or teaching assistant.

To monitor progress, termly assessments in each of the core subjects were conducted. This data was rigorously analysed, allowing for a comprehensive evaluation of the attainment and progress of disadvantaged pupils. The insights gleaned from this analysis inform necessary interventions or referrals to the Special Educational Needs Coordinator (SENDCo) and external support services.

During pupil progress meetings, senior leaders engaged in discussions about disadvantaged pupils, collaborating with class teachers to identify any barriers to learning and developing strategies to mitigate their adverse effects. Additionally, staff leading after-school clubs and enrichment activities were acutely aware of the importance of including PP students, thereby enhancing their confidence, self-esteem, and cultural capital.

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 |
|-------------------------------------|-------------------------|
| Essentials Spelling – Spelling Shed | HFL Education |
| Little Wandle SSP | Little Wandle & Collins |
| Numberstacks | Numberstacks |

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

N/A

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, 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.