

# Pupil Premium Strategy Statement (updated for 2022-2024)

## Oak View Primary and Nursery School



This statement details our school's use of pupil premium (and recovery premium during 2021 and 2022) 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	428
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	Statement reflects year 2 of a 3 year plan <b>2022-2023, 2023-2024</b>
Date this statement was published	1 <sup>st</sup> December 2022
Date on which it will be reviewed	30 <sup>th</sup> November 2023 (22 <sup>nd</sup> October 2023)
Statement authorised by	Neil Richardson
Pupil premium lead	Susan Wombwell
Governor / Trustee lead	Sarah Coull (Parent EYFS/KS1)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,305 £180,730.00
Recovery premium funding allocation this academic year	£18,415 None
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0 £0
<b>Total budget for this academic year</b>	£206,720 (£183,640.00 two additional pupils)

# 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

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 ( <b>continuing</b> 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. **Information in green indicates amendments to the 2021-2022 strategy. These have been included as a response to evaluation of Year 1 of this 3-year strategy. Amendments in Purple reflect planned changes during Year 2 of the 3- year cycle,**

Intended outcome	Success criteria
Increased parental engagement and the level of support that parents can give their children.	Increased % of parents attending workshops and parent consultations. <b>Strive to build on the increase in the number of parents who are now attending in school activities.</b> Parents feeling confident and empowered to support home learning. <b>Ensure that the positive comments received from parents during open afternoon visits are reflected in future in school events.</b> Pupils have made good progress with reading support teaching assistants, reading volunteers and interventions.
Progress in Reading	Achieve national average progress scores in KS2 reading and Year 1 Phonics Screening test -narrowing of the gap between advantaged and disadvantaged pupils. <b>Ofsted commented on the use of high quality texts and developing reading skills through high quality reading lessons. To enhance our reading the new phonics programme introduced in EYFS and KS1 will be used in KS2.</b>
Improved attendance and punctuality	Attendance of disadvantaged pupils is meeting national expectations. <b>Attendance 94.29% whole school PP 91.8%</b> Pupils arriving before close of registration. Pupils alert and begin the school day with peers. Parent/school partnership working together to reduce challenges. <b>Morning club and support on entry.</b>

Quality first teaching in all classrooms, taking into account principles of effective classroom practice.	All children accessing the curriculum at their level. Communication and language skills improving in early years. <i>Ofsted highlighted the curriculum in early years is designed to offer children language rich experiences.</i>
Increasing cultural capital for our pupil premium pupils.	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 Accelerating progress and higher standards of attainment. Pupils presenting positive behaviours for learning. <i>Before or after school club.</i>
Increased focus and awareness of PP students by all teachers within school, with regular professional dialogues taking place with pupils and parents.	Regular contact made home by class teachers and Pupil premium lead in school. Clear lines of communication within school regarding PP students – sharing of research and good practice with teachers. Pupil Premium a standard item in SLT meetings and termly Pupil Premium meetings with class teachers to identify concerns and discuss support. High engagement of PP parents at school events such as parent evenings.

## 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: £102,000 *£95,000*

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><i>EEF Implementation Guide</i> 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

<i>Ongoing coaching and mentoring of teaching staff</i>	<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 &amp; 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.</p> <p>Create a climate of trust in classroom through which greater challenge can be achieved.</p>	3, 4
<i>Continuing Professional Development of teaching and support staff- focus on training for developing self-regulation and meta-cognition</i>	<p>EEF (2018), 'Metacognition and Self-Regulation' +7 months</p> <p>Quigley, Mujis &amp; 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>	3, 4, 5

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

Budgeted cost: £44,000 **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Word Shark online</p> <p>Phonics interventions- <i>Little Wandle additional 1:1 &amp; Little Wandle SEN provision</i></p> <p><i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i></p>	<p>EEF Toolkit Small group tuition +4 months impact</p> <p>Targeted support for groups of pupils with similar needs.</p> <p>Building confidence when working collaboratively in a small group.</p> <p>Teaching assistants support pupils with transferral of skills to classroom learning.</p>	4

<p><i>Training provided for KS2 staff to allow the delivery of Little Wandle Phonics.</i></p> <p><i>TA training to deliver these interventions.</i></p> <p><i>Identified children across KS2 to receive the intervention in small groups.</i></p>		
<p><i>After school tutoring &amp; 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.</p> <p>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><i>Reading Support extended into Year 3 and year 4</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 &amp; reading comprehension) in school during previous two academic years.</p> <p>Additional teaching assistant employed for mornings to listen to Year 2 children read, daily.</p>	1, 3, 4, 5
<p><i>RWI, Fresh Start</i></p> <p><i>Reciprocal reading intervention UKS2</i></p> <p><i>Implementation of Little Wandle into KS2 Year 3 - 6</i></p>	<p>EEF/Durham University evaluated impact (+3 months)</p> <p>EEF Toolkit – Reading comprehension -</p> <p>+6 months impact</p> <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>	4

<p><i>KS2 Reading Interventions- using Rapid Reading. Teaching assistant trained to deliver this 1:1- not carried into 2022-2023 as lacks fidelity to SSP</i></p> <p><i>Little Wandle training provided to equip teachers and TAs with the skills to deliver LW sessions.</i></p>	<p>EEF/Durham University evaluated impact (+3 months)</p> <p>EEF Toolkit – Reading comprehension -</p> <p>+6 months impact</p> <p>Identified children in KS2 will receive 1:1 support, to help develop their decoding and comprehension skills</p>	4
<p><i>Working in partnership with English Hub for 24 month period. DfE funded programme.</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4

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

Budgeted cost: £60,720 **£48,640**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
<p>Nurture Group</p> <p><i>Children selected attending Nurture are from EYFS- small groups, developing language and communication skills in nurturing environment.</i></p>	Range of evidence from <a href="http://www.nurture.uk.org">www.nurture.uk.org</a> 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	2, 3, 5
Staff trained and allocated time to deliver 'Protective Behaviours'	EEF- Teaching and Learning Toolkit, Social and Emotional learning +4 months	3



1 x TA in KS1, 1 x TA in KS2	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.	
<i>Play therapist &amp; Outreach- HS0 (Herts Schools Outreach)</i>  <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>	EEF- Teaching and Learning Toolkit Social and Emotional Learning- +4 months  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	3
<i>Forest School</i>  <i>School to purchase a whole school 'Forest School' curriculum. To be resourced, planned and delivered by school's 'Forest School Leaders'.</i>  <i>All children to be given opportunity throughout the year to experience and enjoy.</i>	Evidence from <a href="http://www.growtoschool.co.uk">www.growtoschool.co.uk</a> 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. All pupils during academic year to have the opportunity to take part in weekly Forest School lessons to develop communication skills and working collaboratively.	3
<i>Part-time teaching assistant to provide wider enrichment opportunities- including food technology and gardening.</i> <i>Focus on Sport - golf, paddle boarding, Bikeability and Music - trumpet, Rock Steady</i>	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	3, 4
<i>Subsidised after school clubs and wider opportunities</i>  <i>After school clubs- sports, arts, drama, cooking, homework clubs- delivered by teaching assistants</i> <i>Speed Stacking, archery, multi-sports, choir, football.</i>	Developing cultural capital- to encourage social mobility and reduce the gap between experiences of PP and non-PP pupils.  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	2, 3, 4



	<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><i>Parent Workshops- focus on core subjects.</i></p> <p><i>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>	1

**Total budgeted cost: £206,720    £183,640.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As evidenced by EEF professor Becky Francis, 'COVID has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students will also face the biggest challenges in educational recovery'. This research mirrors the reality in the evaluation of this strategy for 2021-2022.

#### ***Progress towards intended outcome: Increased parental engagement and the level of support that parents can give their children.***

We have recognised that the physical barriers that COVID-19 pandemic have detrimentally affected relationships with parents. The focus this year has been on reengagement with parents through parent information sessions and workshops. We have also introduced a half-termly drop-in session to look at their children's books with them. To empower parents, we have provided workshops on our SSP 'Little Wandle, Letters and Sounds'. This was well-attended as was the parent workshop on Tapestry. There is strong communication between the staff and parents of EYFS and Year1 pupils via this platform.

Sporting events and sports day also invite parents to be involved in school life. It is recognised that further work needs to be done in this area so that parents feel confident and empowered to support home learning. The school's SLT recognise that facilitating an ethos of home support and engaging parents in school life is fundamental but barriers to achieving this can include parents' own negative experiences of education and learning experiences.

There is a monthly school newsletter which celebrates events that have taken place at school. This is a positive way of communicating with parents. We have also shared a parent questionnaire and feedback from this was mostly very positive and reflects growing relationships with parents.

#### ***Progress towards intended outcome: Progress in Reading***

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

It has not been required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. As a result of this, further work is needed to narrow the attainment gap in reading between disadvantaged pupils and their peers.

#### ***Progress towards intended outcome: Improved attendance and punctuality***

To maintain a relentless drive on improving attendance and punctuality, we created an Attendance Team to monitor and address the rise in the percentage of persistent absentees and support families struggling to get their children in to school. The academic year 2021-2022 ended with Oak View having 25% of pupils on roll with less than 90% attendance. A high proportion of persistent absentees was pupil premium pupils.

We recognise that close monitoring the attendance of all children, particularly disadvantaged pupils, was necessary and a time-consuming activity. Our Attendance Team consists of three SLT members who act as 'Attendance partners' and work in partnership with families. A new Attendance Policy was written and shared with all stakeholders and regular home visits, welfare phone calls and face-to-face meetings are held with parents. We create support plans with the family to try to reduce the challenges that the family may be experiencing that impacts on their child's attendance. We offer support with getting the children in school and will use the school mini-bus to collect children.

We have provided places in our breakfast club and after school club to support parents and facilitate them being in school for the start of the day. Case studies have been created recording the benefits of working closely and developing trusted relationships with families and in some cases the pupil's attendance has improved by over 20%. We have made reasonable adjustments for the start of the school day to support a small number of PPG pupils and have researched EBSA and how we can support when pupils are reluctant to attend school.

#### ***Progress towards intended outcome: Quality first teaching in all classrooms, taking into account principles of effective classroom practice.***

Staff CPD has included training on the following areas: developing middle leaders, working on maths mastery with a maths hub, working with an early years advisor on developing the curriculum and provision in early years and working with an English Hub on early reading and training all staff in KS1 and EYFS on our newly purchased SSP (Little Wandle). Subject leaders have been given the opportunities to upskill themselves and share new knowledge and skills

with teachers and support staff. A conscious effort has been made to ensure that all training links to our School Improvement Plan and addresses the quality of education we provide for pupils at our school.

We have created a new Feedback Policy and ensured that marking and feedback is accessible to pupils and purposeful. Children are able to recognise what they have achieved and can explain their next steps. This has been explored during pupil voice interviews across the school and when SLT have monitored teaching and learning in each year group. We have provided in-house CPD on ensuring that the teaching sequence is clear, revisit prior learning and builds upon this with opportunities to practise in a safe environment and apply new learning to different contexts. English subject leader has delivered training on shared and guided writing and has ensured that this is a part of the teaching sequence thus supporting and scaffolding struggling learners.

We have worked with the local authority and attended three CPD sessions providing training and development for subject leaders. This has been most useful and has supported subject leaders and class teachers in adapting the implementation stage of the curriculum so that it is accessible for SEND and PPG pupils. In 2021-2022 we had 46% of our SEND pupils receiving PPG so this stresses the need to be mindful of how our curriculum is to be delivered so disadvantaged pupils access it and make progress.

Staff have completed a wide range of webinars and training courses on National College. Some of these include curriculum planning for SEND and engaging boys in their learning.

***Progress towards intended outcome: Increasing cultural capital for our pupil premium pupils.***

The pupil premium lead has created tracking sheets for each disadvantaged pupil and has ensured that they have all been offered a place at either a sporting event, after-school club or wider enrichment opportunity. PPG pupils have attended the Young Voices concert at the O2, a dance competition at Gordon Craig Theatre. 16 PPPG have had music lessons in small groups delivered by Rocksteady music school. These experiences have ensured that our children have actively engaged in arts and enrichment activities. They have experienced a sense of belonging and many pupils have voiced their future aspirations. We worked with Egmont Publishing and now have some children wanting to be writers. There is evidence of raising aspirations and children articulating these.

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

Pupil premium lead has worked diligently ensuring that class teachers and teaching assistants are aware of the disadvantaged pupils in their year group. These pupils are identified on planning and provision is in place to support. This could be as a focus group working with the class teacher or teaching assistant. Assessments are completed termly in each of the core subjects, data is analysed, and the progress and attainment of disadvantaged pupils is analysed. This informs the provision of interventions or referral to SENDCo and external support.

During pupil progress meetings, disadvantaged pupils are discussed, and senior leaders explore with the class teacher any barriers that are present and how the negative effects of these can be mitigated.

Staff who run after school clubs and provide enrichment activities are very aware that a large proportion of pupils attending these should be PPG pupils thus providing experiences which will develop 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 <b>Spelling Shed</b>	HfL Education
Little Wandle SSP	Little Wandle & Collins

## Service pupil premium funding (optional)

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)

*It is important to note that we have designed and shared with the school community a new Behaviour Policy. This has been informed by the work of Paul Dix, a behaviour specialist, and also Herts STEPS. The Behaviour Policy is one that develops relational currency and promotes restorative conversations as a way of recognising and celebrating prosocial behaviours and addressing anti-social behaviours.*

*Staff have attended the Paul Dix training course and are applying this new learning to their practice.*

*This new approach has been introduced to the school community and is consistently delivered across the school. Pupil interviews have shown that the children understand the main elements of the policy and are beginning to use this common language.*