



Oakridge Primary School Pupil Premium 2023 2024

Ensuring financial probity

- Solvency and effective financial management
- Use of Pupil Premium Sports Premium and other resources to overcome barriers to learning

What is pupil premium?

Pupil Premium was introduced by the government in 2011-2012 as an additional contribution to main school funding in order for schools to,

'Address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most' DfE April 2012

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) and children who have been looked after continuously for more than six months. A premium has also been introduced for children whose parents are currently serving in the armed forces.

Pupil Premium funding was extended in 2012-2013 to include funding for children who have been eligible for free school meals (FSM) at any point in the last 6 years (Ever6).

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,455
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,530
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,530
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£335

How can I find out if my child is entitled to Pupil Premium?

The process for applying is straightforward and confidential. You can apply online by clicking on the website link below. If you would like to speak to a member staff for more information, please contact the office by calling 01785 377360 and they will be happy to direct you to the appropriate member of staff who will assist you through this process.

Children in Reception and Key Stage One are automatically entitled to a free school dinner; however, registering your child for free meals will entitle them to additional support.

<https://www.staffordshire.gov.uk/Education/Educational-awards-benefits/FreeSchoolMeals/Apply-online.aspx>

Oakridge Primary School Pupil Premium 2023 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	216 FTE 24 Nursery pupils
Proportion (%) of pupil premium eligible pupils	2.3%
Academic year	2023 -2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 25 th 2023 November 13 th 2023 February 26 th 2024 June 24 th 2024
Statement authorised by	Mr Fisher
Pupil premium lead	Mr Fisher / Miss Homer
Governor	Mrs Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,480
Recovery premium funding allocation this academic year <ul style="list-style-type: none">29 September 202329 December 202328 March 202428 June 2024	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our vision states that we believe in making our children world-class learners by providing a 'Disney Land' curriculum with a fantastic range of opportunities which engage, enrich and excite them as learners. Our curriculum therefore must provide the tools for children to be able to learn by allowing them to master basic skills such as reading, writing and understanding number. Underpinning this is our rigorous approach to the teaching of phonics which is supported by high quality resources such as fully decodable books within FS and KS1.

However, our curriculum provides a purpose and relevance for learning, offering opportunities which instigate a love of learning, encouraging creative and critical thinking. High expectations and levels of challenge are present in all that we do, engendering an intrinsic sense of personal pride in achievement amongst our children. We consider this vision statement equally important for all of our pupils and ensure that we put in appropriate support to meet their needs, whether they are disadvantaged or not.

High-quality first teaching is at the heart of our approach, supported high quality professional development, alongside proven and rigorous teaching resources. We have well-embedded assessment for learning strategies that allow us to identify individual children's needs and challenges. Where these are identified, we provide timely intervention from well trained and experienced staff using proven and recommended teaching resources.

We believe that healthy social and emotional skills are vital and ensure that we help prepare children, as fully as possible, for the challenges life can present. Positive development of emotional health and wellbeing is explicitly taught and is further encouraged and supported through emotion coaching, where needed.

Challenges

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

Challenge number	Detail of challenge
1	To continue the high quality CPD continually delivered to all staff so that all children are exposed to quality first teaching on a daily basis, to ensure high expectations are set for all pupils.
2	Formative and summative data is analysed carefully and used in a timely manner so that the need for support within learning is identified quickly so that all children make expected progress or above.
3	Oakridge children are confident in their reading and this is underpinned through the strong foundations that we have in place for phonics. Through

	our expansion of disciplinary reading, they read to learn which allows them to access all areas of the curriculum, as well as reading for pleasure.
4	Oakridge children have access to emotion coaching support that will enable them to positively develop their mental health and wellbeing.
5	All children are able to access the full curriculum, including learning experiences such as enrichment activities, educational visits and residential.

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
High quality CPD is delivered to all staff regularly throughout the year that is linked to the School Improvement Plan	<ol style="list-style-type: none"> 1. Continuous professional development is in place for all teachers wherever they are in their career. 2. There is a consistent approach to improving the learning provision
The need for support within learning is identified quickly and effectively.	<ol style="list-style-type: none"> 1. All teachers know the disadvantaged children and their attainment and progress within the context of the class and year group. 2. All teachers know how to analyse class data and understand how to prioritise intervention. 3. Children are identified, including PP children, who will benefit from attending morning club; therefore, accessing additional learning. 4. Pre-teaching activities are in place that link to the week's learning. 5. All adults linked to the child's learning are fully aware of their needs, targets and the planning for the following week. 6. Interventions are planned with realistic and achievable goals, therefore promoting progress.
Oakridge children are confident in their reading. They read to learn which allows them to access all areas of the curriculum, as well as reading for pleasure	<ol style="list-style-type: none"> 1. The school has a dedicated member of staff who is responsible for overseeing the library and auditing the books. 2. The school library and online resources are used effectively to research areas of the curriculum. 3. Subject leaders ensure that there are relevant topic books available to support disciplinary reading. 4. Children are exposed to current affairs, including up to date news items. 5. The library has an extensive range of up to date fictional books appropriate for all learners.

	<ol style="list-style-type: none"> 6. AR is purchased annually to motivate children in their reading as well as to support teachers in tracking the children's reading. 7. Fully decodable phonics books are available to meet the children's needs.
<p>Oakridge children have access to emotion coaching support that will enable them to positively develop their mental health and wellbeing.</p>	<ol style="list-style-type: none"> 1. In times of need, there is always someone to talk to regarding the child's emotional health and wellbeing. 2. All staff trained on 'The listening ear'
<p>All children are able to access the full curriculum, including learning experiences such as educational visits and residential.</p>	<ol style="list-style-type: none"> 1. Our curriculum is fully inclusive, with all children accessing all curriculum experiences.

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: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Time allocated for subject leaders each week to be shared.	If subject leaders are given the time to plan effective CPD for the school, this will ensure further improvement in teacher performance and therefore improve outcomes for children. Ofsted findings on Curriculum Research. - In primary schools, where the curriculum was often delivered in topics (particularly in the humanities), they had subject specialists and thought about progression in terms of subjects. We found that it was easier for schools to talk about their pupils' progression when they considered how much knowledge had been learned than when they talked about how far pupils had developed a skill.	1 and 2

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled interventions across the school to target all children including pupil premium children who are not working at age related expectations.	Education Endowment Foundation (EEF) evidence and suggests that small group and 1:1 interventions with highly skilled staff are shown to be effective in groups of less than six pupils	2, 3
Extra teaching through morning club with identified children attending morning club, this will ensure that, through pre-teaching and the use of rich retrieval strategies, they	Extra teaching through morning maths clubs and reading clubs. With identified children attending morning club, this will ensure that, through pre-teaching and the use of rich retrieval strategies, they are able to access the same work as their peers. EEF Teaching and Learning Toolkit (One to	2,3

<p>are able to access the same work as their peers. EEF Teaching and Learning Toolkit (One to One Tuition): Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. The evidence is consistent and strong, particularly for young learner who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	<p>One Tuition): Evidence indicates that one-to-one tuition can be effective, delivering approximately five additional months' progress on average. The evidence is consistent and strong, particularly for young learner who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Time for the mental health lead to support the provision of The Listening Ear across the school</p>	<p>Children who are able to access pastoral support regarding their emotional health and wellbeing, will be happier in themselves and therefore happier in their learning. EEF Teaching and Learning Toolkit (Social and Emotional Learning - SEL): SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>4</p>

<p>Help with costs of educational visits and residential</p>	<p>Children who are able to access all curriculum experiences will have a deeper knowledge of the given curriculum areas. Additionally, rich cultural capital will enable children to grow in confidence. EEF Teaching and Learning Toolkit (Outdoor Adventure Learning) Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on non4 8 cognitive outcomes such as self-confidence. Evidence suggests that the impact is greater for more vulnerable students.</p>	<p>5</p>
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Total budgeted cost: £ 13,500

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 2022 to 2023 academic year.

Reading

KS1 and 2 Reading attainment 100% National Expectation with 50 % GDS

FS Reading PP attainment 100% expected

Writing

KS1 and 2 Reading attainment 100% National Expectation with 25 % GDS

FS writing attainment 100% expected

Maths

KS1 and 2 Maths PP attainment 100% National Expectation

FS writing attainment 100% expected

- Greater variety of decodable books
- Greater variety of fictional and non-fictional texts for our library.
- Pre-teaching morning club which has enabled us to teach areas fundamental areas, ensuring that the children can access the learning for that week.
- Listening Ear embedded throughout the school. This has been vital in supporting children with their emotional health and wellbeing. These areas will continue to be funded this year.
- 100% attendance on enrichment activities which support the delivery of the school vision.

Externally provided programmes

Programme	Provider
Read Write Inc phonics	Oxford Owl
Maths no problem	

