

# Pupil premium strategy statement

## Oakridge Primary School

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	3.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 – 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	June 2025
Statement authorised by	
Pupil premium lead	Luke Wylde / Beth Homer
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,110
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£15,110

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	25% of our Pupil Premium children had below 95% attendance in the previous academic year.
2	37.5% of our Pupil Premium children have a special educational need (SEND)
3	62.5% of our Pupil Premium children are disadvantaged, and therefore may not have had or have access to the same experiences as their peers.

### 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
To achieve and sustain improved overall attendance for children in receipt of Pupil Premium funding.	End of year attendance data shows an increased % of attendance for all children in receipt of Pupil Premium funding.
The attainment gap between children in receipt of Pupil Premium funding and their peers narrows year-on-year in reading.	End of year assessment data from Reception to Year 6 shows that the % of children in receipt of Pupil premium funding working at the expected standard is at least in-line with their peers and a higher % of Pupil Premium children achieving a 'Greater Depth Standard' in reading. The % of Pupil Premium children reaching the expected standard in the KS1 Phonics check is at least in-line with their peers. The % of Pupil Premium children achieving ELG in reading is at least in-line with their peers.
The attainment gap between children in receipt of Pupil Premium funding and their peers narrows year-on-year in writing.	End of year assessment data from Reception to Year 6 shows that the % of children in receipt of Pupil premium funding working at the expected standard is at least in-line with their peers and a higher % of Pupil Premium children achieving a 'Greater Depth Standard' in writing. The % of Pupil Premium children achieving ELG in writing is at least in-line with their peers.
The attainment gap between children in receipt of Pupil Premium funding	End of year assessment data from Reception to Year 6 shows that the % of children in receipt of Pupil

and their peers narrows year-on-year in maths.	premium funding working at the expected standard is at least in-line with their peers and higher % of Pupil Premium children achieving a 'Greater Depth Standard' in maths. The % of Pupil Premium children achieving ELG in number and numerical patterns is at least in-line with their peers.
The attainment gap between children in receipt of Pupil Premium funding and their peers narrows year-on-year in foundation subjects.	End of year attainment data shows that the attainment gap between Pupil Premium children and their peers is narrowing year-on-year.
Children receive a wide range of high-quality enrichment experiences and opportunities.	A wider range of extra-curricular clubs are on offer and end of year attendance data for these shows that a higher number of children in receipt of Pupil Premium funding have attended year-on-year.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD: 'Writing to Learn / Disciplinary Knowledge' with Chris Quigley ( <i>Professional development on evidence-based approaches</i> )	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. This CPD has been identified to build upon the school's improvement priorities in relation to metacognition and disciplinary reading. The CPD provides an approach to raising standards in reading, writing and across foundation subjects.	2

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

Budgeted cost: £12,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Deployment within class to support Pupil Premium children with SEND.	From EEF: Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.	2
Teaching Assistant Deployment within class to support morning Maths Interventions	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p>The deployment of teaching assistants working with specific Pupil Premium children with SEND is essential in ensuring that they receive the necessary support.</p>	2

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

Budgeted cost: £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffordshire Council's HEROES Campaign (Free)	Based on evidence from the EEF's <a href="#">WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING</a> document.	1
<i>Rock Steady Music School Bursary place.</i>	'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.' EEF.	1 and 3

<p>Funding to ensure children take part in residential trips.</p> <p><i>These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</i></p>	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.</p>	<p>1 and 3</p>
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**Total budgeted cost: £15,110**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Year 1 Phonics 2023-2024:

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS
				0-15	16-23	24-31	32-36	37-40	
-	Local Authority	1,560	2.4%	16.9%	6.8%	7.2%	28.1%	38.6%	29.6
2293	Oakridge Primary School	1	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	35.0

100% of children eligible for Pupil Premium funding passed the Year 1 Phonics Check in 2023-24.

#### End of KS1:

ASSESSMENTS		Oakridge Primary School (2293)	Local Authority - Staffordshire	Gap
Subject	Level	Value	Value	
Reading	≥EXS	100.0%	54.5%	+45.5%
	GDS	0.0%	7.1%	-7.1%
Writing	≥EXS	100.0%	45.8%	+54.2%
	GDS	0.0%	2.3%	-2.3%
Maths	≥EXS	100.0%	56.6%	+43.4%
	GDS	0.0%	7.4%	-7.4%

100% of children eligible for Pupil Premium funding achieved the expected standard in reading, writing and maths at the end of KS1 in 2023-24.

## End of KS2:

ATTAINMENT & ASSESSMENTS				
Subject	Level	Oakridge Primary School (2293)	Local Authority - Staffordshire	
		Value	Value	Gap
Reading (test), Writing (TA)	≥EX5/Exp.Std.	100.0%	43.8%	+56.2%
& Maths (test)	GDS/High Score	0.0%	1.8%	-1.8%
Reading	≥Exp.Std.	100.0%	61.4%	+38.6%
	High Score	100.0%	15.6%	+84.4%
Writing (TA)	≥EX5	100.0%	58.7%	+41.3%
	GDS	0.0%	4.5%	-4.5%
Maths (test)	≥Exp.Std.	100.0%	57.7%	+42.3%
	High Score	0.0%	10.6%	-10.6%

100% of children eligible for Pupil Premium funding achieved at least the expected standard in reading, writing and maths at the end of KS1 in 2023-24.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Read, Write Inc	Oxford Owl
Maths No Problem	Maths No Problem