

Pupil premium strategy statement – Oakley CE Junior 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	245
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2024-25
Date this statement was published	February 2023
Date on which it will be reviewed	June 2023
Statement authorised by	Steve Rich (Headteacher)
Pupil premium lead	Sarah Hill (Deputy Headteacher)
Governor / Trustee lead	Claire Rosevear

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,062
Recovery premium funding allocation this academic year	£1,885
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£35,947

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged pupils:

At Oakley CE Junior School, our core Christian values of compassion, integrity and forgiveness define our intent for all pupils to demonstrate active kindness and to be guided by a strong moral compass in all that they do. In addition to this, the aim of our whole school curriculum is to nurture all pupils to be confident, curious and caring members of the community who explore, aspire and achieve in their learning.

The objective for our disadvantaged pupils in all of this is no different to any other group of pupils. However, we understand that we must enable our disadvantaged pupils to achieve these attributes by giving them equitable access to high quality teaching, opportunities, resources and support in school. As well as providing these essential tools, we are unfailingly positive and ambitious for all pupils to remove any barriers that could result from low self-esteem or expectations.

How our strategy achieves our ultimate objectives:

In devising our strategy for disadvantaged pupils, we have directly consulted the Education Endowment Foundation's 'Pupil Premium Menu' of evidence-based approaches to improve pupils' educational outcomes.

1. High Quality Teaching and Assessment

A high quality teaching and assessment cycle for all pupils responds to pupil needs as they arise. As well as daily assessment for learning and flexible grouping, standardised NFER tests are used to track pupil progress and direct the focus of teaching. Teachers and teaching assistants are kept up to date with pedagogical approaches through training and professional development. For example, up to date phonics training is to be delivered to all teachers and teaching assistants this academic year.

2. High Quality Targeted Academic Support

Quality first teaching is then directly backed up by high quality targeted academic support delivered through interventions and small group tuition. This includes the targeted use of technology to support pupils' learning needs such as the use of 'Clicker' to support writing. For disadvantaged pupils, this also includes in-school access to daily reading if this is unable to happen in the home environment.

3. High Quality Targeted Support for Social and Emotional Needs

For pupils to get the most out of the learning experiences which school has to offer, they must first be emotionally prepared. Supporting our pupils' social, emotional and behavioural needs is the key to enabling pupils to make academic progress. This is done through ELSA (Emotional Literacy Support Assistant) sessions and nurture clubs such as 'nurture lunch' and 'games club' to support pupils' social and emotional interactions with peers. It is also achieved through enabling disadvantaged pupils to

access extra-curricular activities such as after school clubs and peripatetic music lessons. Parental engagement and positive home-school communications also help to improve outcomes for disadvantaged pupils. Our SENDCo has recently increased their hours to further support this.

Challenges

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

Challenge number	Detail of challenge
1	<p>On average, pupil premium pupils are behind their peers in knowledge of multiplication tables. The Year 4 multiplication tables checks over the last two years have indicated that pupil premium pupils have a lower average score than non-pupil premium pupils at Oakley Junior School.</p> <p>In the 2020-21 academic year, pupil premium pupils' average score was 12 out of 25 compared to the non-pupil premium pupils' average score of 18 out of 25.</p> <p>In the 2021-22 academic year, pupil premium pupils' average score was 17 out of 25 compared to the non-pupil premium pupils' average score of 20 out of 25. Although the gap has narrowed in the last academic year, more work needs to be done on this.</p>
2	<p>Across the school, on average, pupil premium pupils start in Year 3 with a score of 33 out of 40 on the Year 1 phonics screen compared to a score of 36 out of 40 on average for non-pupil premium pupils.</p> <p>The pass mark is 32 so, on average, pupil premium pupils are only achieving a score just above the pass mark. This suggests that pupil premium pupils are likely to have more gaps in their phonic knowledge than their non-pupil premium peers.</p>
3	<p>A higher proportion of pupil premium pupils have social, emotional and mental health needs than non-pupil premium pupils. More pupil premium pupils have social worker involvement than non-pupil premium pupils. Pupil premium pupils have proportionally higher representation at nurture clubs and Emotional Literacy Support Assistant interventions.</p>
4	<p>27% of our pupil premium pupils are also on the Special Educational Needs and Disabilities Register. According to the Education Endowment Foundation, the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. Therefore, the gap for pupils on both the SEND and Pupil Premium registers can be even wider.</p>

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
Improve knowledge of the multiplication tables up to 12 x 12 at the end of Year 4 for disadvantaged pupils to narrow the gap between them and their non-disadvantaged peers.	<p><u>Measurement:</u></p> <ul style="list-style-type: none"> -Scores in the Year 4 multiplication check will increase for all pupils and the gap between pupil premium pupils' scores and their non-pupil premium peers will decrease.
Improve phonic knowledge for disadvantaged pupils to narrow the gap between them and their non-disadvantaged peers.	<p><u>Measurement:</u></p> <ul style="list-style-type: none"> -Regular diagnostic assessment over the course of phonics intervention programmes will evidence rapid progress and sustained improvement in phonic knowledge. -Pupils should progress through reading bands at an increased pace. -Reading fluency will improve which will, in turn, improve comprehension scores in termly NFER assessments. -Spelling scores in weekly tests and in NFER assessments will improve as a direct result of improved phonic knowledge. -Breadth of vocabulary in writing to increase as a result of improved reading. -Individual pupil trackers will evidence the above.
Improve the social and emotional wellbeing of disadvantaged pupils in order for them to be 'ready to learn' in the classroom.	<ul style="list-style-type: none"> -‘Nurture’ interventions to occur on a regular basis for pupils who will benefit. <p><u>Measurement:</u></p> <ul style="list-style-type: none"> -Improved emotional wellbeing to result in improved academic outcomes in diagnostic assessments evidenced in individual pupil trackers. -Reduction in recorded behaviour incidents due to improved social skills and ability to recognise and appropriately act on emotions. -More pupil premium eligible pupils will learn to play instruments. -More pupil premium eligible pupils will attend extra-curricular after school clubs. -Disadvantaged pupils to have equitable access to the ‘cultural capital’ provided by school trips and residential visits.

Increase attainment and progress for pupil premium pupils who are also on the SEND register.	<u>Measurement:</u> -High quality teaching based on regular and rigorous assessment for learning will improve rates of progress and attainment. To be evidenced in diagnostic assessments and through individual trackers. -Good liaison between class teachers and teaching assistants to result in targeted interventions which are mirrored in the class environment and adapted regularly and flexibly based on rigorous assessment for learning. Evidenced through diagnostic assessments and individual trackers.
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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: £17,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Maths lead to train teachers through staff inset to utilise and share a wide range of tools and strategies to help pupils learn their times tables in school. Teachers to use strategies suited to different pupil needs. Maths lead to monitor the quality and effectiveness of these strategies across the school and to improve approaches through the year.	The Education Endowment Foundation's 'Pupil Premium Menu' of approaches states that continuous and sustained professional development is important in developing the practice of teachers in the setting. It says that a balanced approach should include building knowledge, motivating teachers, developing techniques and embedding practice.	1, 4
-Maths lead to liaise with parents to teach them different strategies to use with their children for learning times tables in a parent workshop.	The Education Endowment Foundation has found strong evidence of parental engagement having a positive impact on pupil progress (up to an extra four months' progress over a year).	1, 4

-Purchase of a DfE validated Systematic Synthetic Phonics programme to secure rigorous and effective phonics teaching for all pupils who require it.	The Education Endowment Foundation has found strong evidence that indicates a positive impact of phonics approaches on the accuracy of word reading, particularly for disadvantaged pupils.	2, 4
-Training for all teachers and teaching assistants in the programme to be completed before use through staff inset. Deputy Headteacher and English lead to monitor the teaching of this programme to ensure consistency and quality in teaching.	The Education Endowment Foundation's 'Pupil Premium Menu' of approaches states that continuous and sustained professional development is important in developing the practice of teachers in the setting. It says that a balanced approach should include building knowledge, motivating teachers, developing techniques and embedding practice.	2, 4
-Before new pupils start in Year 3, ensure a detailed handover of pupils' prior phonic knowledge occurs with the previous school so that intervention can be matched to pupils' needs from the outset.	The Education Endowment Foundation's 'Pupil Premium Menu' recommends targeted interventions to support literacy development and states that interventions must be 'matched to specific needs'.	2, 4

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

Budgeted cost: £2539

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Small group tuition run by a trained practitioner for 30 minutes daily in a six week programme in order to improve reading outcomes for disadvantaged pupils.	The Education Endowment Foundation has found moderate evidence of small group tuition having a positive impact on pupil progress (up to an extra four months' progress over a year). It states that impact is likely to be increased if the tuition is provided by a trained practitioner. The teaching assistant who provides this has received appropriate training in tuition and has previously tutored pupils who made accelerated progress as a result.	2
-Pupils to receive targeted times tables	The Education Endowment Foundation's 'Pupil Premium Menu'	1, 4

interventions as appropriate including practising for the multiplication check itself.	<p>recommends targeted interventions to support numeracy development and states that interventions must be 'matched to specific needs'.</p> <p>The EEF also states that targeted deployment where practitioners are trained to deliver an intervention have a higher impact. As teachers are to receive training in times tables teaching strategies, these interventions are likely to have a better impact.</p> <p>The EEF states that targeted interventions can help pupils to make an extra four months' progress over a year.</p>	
-Pupils to receive targeted phonics interventions where needed using the new phonics programme.	<p>The Education Endowment Foundation's 'Pupil Premium Menu' recommends targeted interventions to support literacy development and states that interventions must be 'matched to specific needs'.</p> <p>The EEF also states that targeted deployment where practitioners are trained to deliver an intervention have a higher impact. As all staff are to receive training for the new phonics programme, these interventions are likely to have a better impact.</p> <p>The EEF states that targeted interventions can help pupils to make an extra four months' progress over a year.</p>	2, 4
-Homework club run by a two qualified teachers for 30 minutes 1x per week. Disadvantaged pupils to be directly invited to attend to support with completion/understanding of homework.	<p>The Education Endowment Foundation states that homework can help pupils to make an extra five months' progress over a year. However, the evidence for this is weak. This could be due to the quality of instruction different pupils receive. Therefore, a dedicated homework club run by trained teachers is likely to have a very positive impact on pupil understanding and progress. It will also scaffold and boost learning in everyday lessons.</p>	4
-Purchase of 'Clicker' to support and scaffold disadvantaged pupils with SEND and/or EAL needs to record their ideas.	<p>'Targeted Use of Technology' is one of the Education Endowment Foundation's five evidence-based recommendations for supporting pupils with SEND.</p>	4

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

Budgeted cost: £17,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
-Nurture Lunch with the Deputy Headteacher and SENDCo to improve social interaction skills. Nurture Lunch (45 minutes 3x per week)	The Education Endowment Foundation states that 'social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their better-off classmates.' The EEF also states that effective social and emotional learning can lead to pupils making an extra four months' progress over the course of a year.	3, 4
-Games Club sessions for lower and upper school pupils with a dedicated teaching assistant to improve turn taking and social interaction skills. Games Club (30 minutes 2x per week)	The Education Endowment Foundation states that 'social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their better-off classmates.' The EEF also states that effective social and emotional learning can lead to pupils making an extra four months' progress over the course of a year.	3, 4
-Explorers Club run by the school's two ELSA's to boost pupil self-esteem and to recognise emotions. Explorers Club (30 minutes 1x per week)	The Education Endowment Foundation states that 'social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their better-off classmates.' The EEF also states that effective social and emotional learning can lead to pupils making an extra four months' progress over the course of a year.	3, 4
-Wellbeing Club run by our local church youth worker to provide relaxation and a safe space to talk. Wellbeing Club (2x 45 minute sessions 1x per week)	The Education Endowment Foundation states that 'social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their better-off classmates.'	3

	The EEF also states that effective social and emotional learning can lead to pupils making an extra four months' progress over the course of a year.	
-Lego Therapy sessions run by a trained teaching assistant to improve social communication. Lego Therapy (45 minutes 1x per week)	The Education Endowment Foundation states that 'social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their better-off classmates.' The EEF also states that effective social and emotional learning can lead to pupils making an extra four months' progress over the course of a year.	3, 4
-One to one ELSA support programmes for pupils to work through specific targets in an eight-week intervention. One to One ELSA Sessions (40 minutes per week for 8 weeks)	The Education Endowment Foundation states that 'social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their better-off classmates.' The EEF also states that effective social and emotional learning can lead to pupils making an extra four months' progress over the course of a year.	3
-Termly 'Prayer Space' run by local members of the church community to give pupils time for personal reflection and a sense of responsibility for and connection with the wider community. Prayer Space Week (Once week per term)	The Education Endowment Foundation states that 'social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their better-off classmates.' The EEF also states that effective social and emotional learning can lead to pupils making an extra four months' progress over the course of a year.	3
-Use of the 'Colour Spot' approach as a whole school scheme for recognising and coping with different emotions.	The Education Endowment Foundation's Social and Emotional Learning in Primary Schools Guidance recommends reinforcing social and emotional learning skills through a whole school ethos. The colour spot approach links to and builds on our core Christian principles of Compassion, Integrity and Forgiveness.	3, 4
-For pupils who need behavioural support and regulation, a one-to-one review at the end of each school day with a	The Education Endowment Foundation's first recommendation in 'Improving Behaviour in Schools' guidance is to 'Know and understand your pupils and their influences'. In this it recommends	3, 4

<p>member of the Senior Leadership Team. This gives pupils one to one time with an adult who understands them as an individual and helps them to relate cause with effect and give them ownership for their choices.</p> <p>Individual SLT Time (15 minutes per day)</p>	<p>that every pupil should have a supportive relationship with a member of school staff.</p>	
<p>-Subsidising peripatetic music lessons for pupil premium eligible pupils.</p>	<p>The Education Endowment Foundation's strand on 'Arts Participation' suggested that pupils who receive regular 'arts-based' activities can make up to three months' additional progress over a year.</p>	<p>3, 4</p>
<p>-Inclusive sports clubs run by the headteacher before school and at lunch times to boost social and emotional wellbeing and fitness.</p> <p>Sports clubs run by the headteacher (40 minutes 5x per week)</p>	<p>The Education Endowment Foundation states that 'social and emotional learning is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker social and emotional learning skills at all ages than their better-off classmates.'</p> <p>The EEF also states that effective social and emotional learning can lead to pupils making an extra four months' progress over the course of a year.</p>	<p>3</p>
<p>-Providing one free extra-curricular after school club for pupil premium eligible pupils.</p>	<p>The Education Endowment Foundation's strand on 'Arts Participation' suggested that pupils who receive regular 'arts-based' activities can make up to three months' additional progress over a year.</p>	<p>3</p>
<p>-Subsidising school trips and residential visits for pupil premium eligible pupils.</p>	<p>The Education Endowment Foundation's strand on 'Arts Participation' suggested that pupils who receive regular 'arts-based' activities can make up to three months' additional progress over a year.</p>	<p>3, 4</p>

Total budgeted cost: £37,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Qualified teacher and teaching assistant provision enabled focused work on target groups of pupils in and out of daily lessons in order to boost progress.

At Oakley CE Junior School, pupil premium pupils achieve well in relation to national figures.

End of Key Stage 2 2021-22 (Year 6)

In this year group, there were 11 pupil premium children (18% of the cohort). One of these children was also on the Special Educational Needs and Disabilities register. Another one of these children also had English as an Additional Language.

Combined Measure

64% of pupil premium pupils at OJS achieved ARE (age-related expectations) in reading, writing and maths combined. This was 21 percentage points higher than the national disadvantaged percentage and 5 percentage points higher than the overall national percentage.

27% of pupil premium pupils at OJS achieved GDS (greater depth standard) in reading, writing and maths combined. This was 24 percentage points higher than the national disadvantaged percentage and 20 percentage points higher than the overall national percentage.

Reading

64% of pupil premium pupils achieved ARE in reading. This was 2 percentage points higher than the national disadvantaged percentage.

27% of pupil premium pupils achieved GDS in reading. This was 10 percentage points higher than the national disadvantaged percentage.

The average scaled score for pupil premium children in reading was 104.6 which was 2.6 points higher than the national disadvantaged average.

Writing

82% of pupil premium pupils achieved ARE in writing. This was 27 percentage points higher than the national disadvantaged percentage and 7 percentage points higher than the national non-disadvantaged percentage.

27% of pupil premium pupils achieved GDS in writing. This was 21 percentage points higher than the national disadvantaged percentage and 11 percentage points higher than the national non-disadvantaged percentage.

Grammar, Punctuation and Spelling

73% of pupil premium pupils achieved ARE in GPS. This was 14 percentage points higher than the national disadvantaged percentage.

45% of pupil premium pupils achieved GDS in GPS. This was 28 percentage points higher than the national disadvantaged percentage and 12 percentage points higher than the national non-disadvantaged percentage.

<p>The average scaled score for pupil premium children in GPS was 106.3 which was 4.3 points higher than the national disadvantaged average and 0.3 points higher than the national non-disadvantaged average.</p> <p><u>Maths</u></p> <p>91% of pupil premium pupils achieved ARE in maths. This was 35 percentage points higher than the national disadvantaged percentage and 13 percentage points higher than the national non-disadvantaged percentage.</p> <p>27% of pupil premium pupils achieved GDS in maths. This was 15 percentage points higher than the national disadvantaged percentage and equal to the national non-disadvantaged percentage.</p> <p>The average scaled score for pupil premium children in maths was 105.5 which was 4.5 points higher than the national disadvantaged average and 0.5 points higher than the national non-disadvantaged average.</p>
Over the course of the tutoring programme, NFER average standardised scores for this group in reading increased from 93.2 in Spring 2022 to 98.6 in Summer 2022.
Improving emotional wellbeing for pupils and improving communication between school, pupils and parents in turn impacted positively on behaviour and achievement in school (see above statistics).
Social groups and 1:1 support were offered across the school. This had an impact on pupils' progress, well-being, behaviour and achievement (see above statistics). Raised self-esteem and improved social and emotional skills.
Improved social skills in turn impacted positively on self-esteem, behaviour and achievement (see above statistics).
Pupil Premium pupils could attend weekly music lessons of their choice. This enriched the children's educational experiences and skills set and boosted confidence in other areas of learning.
Removal of financial pressure for families and enriching of children's educational experiences.
Children had access to computing applications to complement in-class learning in a variety of subjects and to boost individual progress. (See above statistics).
Children were able to complete their homework independently using the My Maths help tools which helped them to make progress in their learning (see above statistics).
Children could access homework, spellings and catch up learning independently using the home learning platform. This helped them to make progress in their learning (see above statistics).