

Red Oaks Primary School Pupil premium strategy statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the academic year 2023/24.

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
School name	Red Oaks Primary School
Number of pupils in school	463
Proportion (%) of pupil premium eligible pupils	16%
Academic years that our current pupil premium strategy plan covers	2023-2024, 2024- 2025, 2025-26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Advisory Board Chair Caroline Henham
Pupil premium lead	James Lee
LAB member/ Trustee lead	Stewart Heron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,338.80 (forecast)
Recovery premium funding allocation this academic year	£15,097
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,435.80

Part A: Pupil premium strategy plan

Statement of intent

Red Oaks Primary school is committed to providing the best possible education for all our children. We have high aspirations and expectations for them all. This includes making appropriate provision for those who may be at a disadvantage. It is our aim that all children are given every opportunity to realise their potential. Covid-19 has led to an impact on our disadvantaged children. The combination of school closures and national lockdowns have meant that the majority of pupils have missed more than a term of school and missed out on important social contact in their formative years. Despite the provision of blended learning and the loan of school laptops and equipment it is likely that our disadvantaged children will have lost some learning and therefore their rate of learning will have slowed.

Over the three years of this plan there are two main objectives. The first is to support pupils to be 'ready to learn' this includes attendance in school and having the right equipment to learn. The second is for disadvantaged pupils' attainment to be in-line with that of the rest of their cohort and in line with national attainment figures.

We aim to provide high quality pastoral support for our children. This can be access through our Pastoral Lead and ELSA's trained TA's. Mental Health is a school development priority - with each year group appointing mental health ambassadors to support mental health in school. The Mental Health Team will work with teachers, children and parents in order to support all stakeholders in achieving good mental health.

Training will be delivered to staff on mental health strategies and targeted emotional support will be offered to those children who require it.

In line with the EEF Pupil Premium Guide, we will adopt a tiered approach with regard to our second objective. Focusing on Quality First Teaching, Targeted Academic Support and Wider Strategies.

Staff will assess the progress of PP pupils regularly. Pupil conferencing is vitally important in gaining an understanding of how the children feel they are progressing and where they feel they need additional support.

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending.

High Expectations – by providing a culture of high expectations where staff believe in all children, always striving to overcome barriers to learning and give each pupil the best chance of success.

Early Intervention – high quality early years provision is crucial in closing the attainment gap for disadvantaged children. We place a strong emphasis on early language development.

An emphasis on basic skills – we will concentrate our spending on achieving the highest possible standards in English and Mathematics. Primarily this takes the form of Quality First Teaching in class but additional opportunities for pre and post teaching as well as intervention groups will be offered. This may also take the form of improving attendance, behaviour or access to resources and support. We place the a great deal of importance on the breadth of the curriculum. Pupils must continue to receive a wide range of opportunities and experiences.

Challenges

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

Challenge number	Detail of challenge
1.	To continue to reduce the gap between PP and Non disadvantaged in all subjects. Particular in Year 1 and Year 2. The % of children achieving the expected standard in KS1 to increase by 10%
2.	Children not physical, emotionally or mentally prepared for school.
3.	Poor communication skills and poverty of vocabulary impacting on spelling and reading
5.	Low parent and pupil aspirations about what can be achieved and how to be successful. Developing a positive culture around pupil premium – a culture of consistent persistence to be developed
6	Limited access to learning at home including access to homework exacerbated by a lack of established routines at home.
7	Low levels of social capital. Children have a smaller sphere of knowledge due to limited life experiences to date.
8	Attendance of disadvantaged children was below 95% for the last academic year (91.5%)

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
Pupils feel ready physically, mentally and emotionally ready to learn.	Comments made during pupil conferencing of disadvantaged children and through results of pupil perceptions survey.
<p>A decrease in the gap between disadvantaged and non-disadvantaged children achieving the expected level of attainment in Reading, Writing and Maths</p> <p>An increase of children achieving the expected standard of 10%</p>	<p>The gap to have decreased during data points in T2, T4 and T6</p> <p>For year groups and subjects where there is a significant gap e.g. 20%+ the gap will be reduced by 5% each year (15% over the life of this statement).</p> <p>Those year groups and subjects that are closer we would expect them to be in line with non disadvantaged children by the end of the statement.</p>
All disadvantaged children to continue to make in year progress.	Scores in assessments in T2 and T6 compared and to show progress.

Activity in this academic year

This details how we intend to spend our disadvantaged (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 12,743.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD on a variety of quality first teaching strategies to including KAGAN and the further development and implementation of TEEP.</p>	<p>These are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.</p> <p>There is a dramatic catch-up effect when cooperative learning is used, closing the achievement gap.</p> <div data-bbox="550 958 919 1301" data-label="Figure"> <p>Figure 3. Cooperative Learning Reduces the Achievement Gap</p> <p>Achievement Scores</p> <p>gap</p> <p>LOW HIGH</p> <p>PostTest Direct Instruction</p> <p>LOW HIGH</p> <p>PostTest Cooperative Learning</p> <p>Source: Kagan, S. "Excellence and Equity." <i>Kagan Online Magazine</i>, Summer 2009.</p> <p><i>Kagan, S. "Excellence and Equity." Kagan Online Magazine, Summer 2009.</i></p> </div>	<p>1,3</p>
<p>Whole school CPD on differentiation of the curriculum to incl access to in house trust wide and national training with a focus on QFT.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET</p>	<p>1</p>
<p>Release of SLT and in house experts to demonstrate best practise.</p>	<p>Demonstrate quality first teaching strategies to support all learners.</p>	<p>1,6</p>
<p>Transition project with trust with the focus on vocabulary and language for learning</p>	<p>Developing a language rich curriculum to support disadvantaged learners close the gap in vocabulary.</p>	<p>1,2</p>

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

Budgeted cost: £38,230.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Speech and Language intervention in Nursery and Reception	Informed by EEF guidance report. Weak Language and Communication skills. Disadvantaged children historically are working below age relate expectations and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently	1,3
Same day/in-class intervention for identified pupils including 1:1 and small group tuition. To include- Reading Recovery, 2 minute maths, regular readers, morphogrpaphs and pre and over teaching	Historically disadvantaged children continue to make progress during the academic year but their attainment remains below that of their non – PP peers.	1,3

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

Budgeted cost: £ 76,461.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding/Pastoral Lead and two ELSA trained Teaching Assistants – will work with vulnerable children to ensure they can access learning	Over the last 3 years the number of children who are PP who either have been on the safeguarding continuum whose families need additional support has increased. The number of children needing pastoral support has also increased Weekly ELSA sessions tailored for children’s individual needs	2

<p>Pupils are exposed to a wide range of social/cultural and sporting experiences.</p>	<p>For some children their only time away from home is through school trips and residential visits. We believe in giving children a breadth of knowledge and experiences so to increase the knowledge and understanding of the world.</p> <p>It is essential for their own wellbeing that they experience different settings.</p> <p>In year 5 and 6 the children will attend the following: Y5 go to PGL Y6 go on a PGL and to Pencelli</p> <p>Every child has the right to learn to play an instrument</p> <p>We encourage Active learning.</p>	<p>5,6,7</p>
<p>All school trips and residential visits for PP children to be paid for to guarantee attendance.</p>		
<p>Access to extra curricular activities in school and out of school e.g. music lessons, clubs etc.</p>		
<p>Opportunities for external companies and providers to run lessons, workshops and assemblies to raise aspirations for all children</p>		
<p>Promotion and use of "The Little Book of Adventures" This is to be given a high priority across the school. Successes to be celebrated in class and assemblies.</p>		
<p>Monitoring of PP attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice, including regularly monitoring attendance. This will involve training and for staff to develop and implement new procedures and appointing an attendance officer to improve attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>When children's attendance is prioritised, they are able to access the full offer from school.</p> <p>Attendance for disadvantaged children is typically lower so all efforts to improve attendance will benefit this group.</p>	<p>8</p>
<p>Improve communication around Pupil Premium with all stakeholders – LAB members, Teachers, TA's, children and parents.</p>	<p>Parent working party set up. Pupil meetings with Pupil Premium lead. Minutes from meetings. Regular meetings with LAB lead.</p>	<p>1,8</p>

Total budgeted cost: £127,435.80

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 2020 to 2021 academic year.

Being ready to learn and removing barriers

During pupil conferencing discussing readiness for learning and how children got ready to learn children told me:

"Mrs V-L and Mrs Taylor help me, they make me feel better, it is better to talk about it"

"My shoulder partner helps me, she whispers in my ear"

When asked how do you know/get ready to learn?

"I take a deep breath. Our teacher does finger breathing with us"

"We have calm boxes in class"

"Reading helps me get ready to learn"

When asked what do you do if you feel overwhelmed or not ready to learn?

"I can use the FeelIt chart. I can ask a teacher and go to the Beehive. We can talk about how we feel. We can use the cares to express our feelings"

"I breath in and out and count to 5 whilst I'm doing it"

Attainment Overview and narrowing the gap

Reception

	Pupil Premium (5 children) % at Goal+	Overall (62 children)% at Goal+
Writing	42% (44%)	70% (61%)
Word Reading	50% (44%)	71% (69%)
Number	67% (56%)	76% (77%)

GLD	42% (22%)	67% (56%)
-----	-----------	-----------

	% At or above EXS Maths PP	% At or above EXS Maths Cohort		% At or above Writing PP	% At or above Writing Cohort		% At or above Reading PP	% At or above Reading Cohort
Year 1	63	71		38	57		50	64
Year 2	44	77		11	58		33	68
Year 3	50	62		38	69		38	66
Year 4	92	87		54	80		50	77
Year 5	63	83		100	90		88	83
Year 6	56	73		75	79		63	71

In Early Years the % of children in achieving goal in all subjects has increased year on year. The gap between PP and Non PP has improved apart from in Writing.

As a comparison to the academic year 2022-23 the % of PP children achieving the EXP has increased across KS1. With improvement in all subjects but particularly in writing across the school. The results for the end of KS2 showed a narrow gap to non disadvantaged children.

2021-22 vs 2022-23 Gap between disadvantaged and non disadvantaged

Year Group	Maths Gap to non disadvantaged	Reading to non disadvantaged	Writing to non disadvantaged
1	Narrowed	Narrowed	Narrowed
2	Widened	Widened	Widened
3	Widened	Same	Narrowed
4	Narrowed	Widened	Widened
5	Narrowed	Disadvantaged outperformed	Disadvantaged outperformed
6	Narrowed	Narrowed	Narrowed

The % of PP children Working At or at Greater Depth is lower than non PP children.

Progress			
Year Group	Maths Gap	Reading	Writing
1	All children made progress	All but 1 child made progress	All children made progress
2	All children made progress	TBC	All children made progress
3	All but 2 children made progress	All children made progress	All children made progress
4	All but 1 child made progress	All but 1 child made progress	All but 1 child made progress
5	All children made progress	All children made progress	All but 1 child made progress
6	Individual progress measures are not available.		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstar's	TT Rockstar's
Wiltshire Learning Resource	Wiltshire Learning Resource
National Online Safety Programme	National Online Safety
Oxford Reading Buddy	Oxford University Press
Cracking Comprehension	Rising Stars
iProvefit	iProvefit

