**Pupil premium strategy statement**

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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**

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| **Detail** | **Data** |
| School Name | Oaktree Nursery and Primary School |
| Number of pupils in school | 328 |
| Proportion (%) of pupil premium eligible pupils | 155/323 48% |
| Academic year/years that our current pupil premium covers | 2021/22 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Sue Rees / Erica Milsom |
| Pupil premium lead | Sue Rees |
| Governor / Trustee lead | Erica Milsom |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £207,835 |
| Recovery premium funding allocation this academic year | £30,480 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £238,315 |

**Part A: Pupil premium strategy plan**

**Statement of intent**

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| Oaktree Nursery and Primary is an inclusive school where we aim to develop the whole child, to enable them to reach their full potential socially, emotionally and academically. Our motto and ethos is ‘Every child, every chance, every day’ and is at the core of everything that we do. We believe that learning should be rewarding and enjoyable for everyone and it is our aim to ensure that no child is disadvantaged as a result of their socio-economic background. With the correct support all children can achieve their full potential.  Our objectives are:   * Remove barriers to learning created by poverty, family circumstance and background. * Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally. * Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum. * Develop confidence in their ability to communicate effectively in a wide range of contexts. * Enable pupils to look after their social and emotional wellbeing and to develop resilience. * Access a wide range of opportunities to develop their knowledge and understanding of the world. * Create learners who are confident, resourceful, enquiring, independent and reflective   **Our Context:**  **Achieving our objectives**  In order to achieve our objectives and overcome identified barriers to learning we will:   * Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching * Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition * Target funding to ensure that all pupils have access to trips, residentials, first hand learning experiences * Provide opportunities for all pupils to participate in enrichment activities including sport and music * Provide appropriate nurture support to support pupils in their emotional and social development. * Maintain smaller than average class sizes and higher than average levels of support.   This is not an exhaustive list and strategies will change and develop based on the needs of individuals.  SLT and class teachers identify specific interventions and support for individual pupils through data analysis and pupil progress meetings. We aim to raise aspiration by providing a rich range of activities and learning experiences for children to participate in and which enable them to identify talents, skills and areas of interest beyond the curriculum. |

**Challenges**

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Low attainment on entry to the Early Years Foundation Stage. Typically, children entering Acorns (2 year olds provision), Nursery and Reception are significantly age related expectations (ARE) developmentally in all areas. |
| 2 | Weak Language and Communication skills. The vast majority of children who attend our school have not experienced a language rich start to life, with many of them living in homes with no books and limited vocabulary. |
| 3 | Attendance and Punctuality issues. A minority of families for a variety of reasons find it difficult to maintain consistent attendance or punctuality at school. |
| 4 | Challenges experienced as a result of socio-economic background. Many of our children live in one of the most socially deprived areas in England and experience very limited opportunities for extra-curricular activities and experiences. Challenges they face include poverty, poor housing, homelessness, parental substance misuse, domestic abuse, family conflict, low aspirations. |
| 5 | Good mental health and well-being of our children and whole school community is vital to all of the work that we do in school. This has always been the case but the recent pandemic has exacerbated some of the difficulties that the community is experiencing. |

**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.

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| **Intended outcome** | **Success criteria** |
| Interventions put in place by the school enable children to make accelerated progress by the end of FS, Y1 Phonics, KS1 and KS2 | Accelerated progress is made towards all assessments including end of Key Stage Assessments, Phonics check and Multiplication check |
| Read Write Inc is fully implemented. There is an increase in the number of disadvantaged children reaching the expected standard in end of Key Stage and other reading or phonic assessments which is in line with data for other non-disadvantaged pupils. | Data shows an increase in the Phonics check and end of Key Stage reading tests. Disadvantaged pupils’ data is in line with non-disadvantaged pupils outcomes. |
| Rates of attendance and punctuality increase and are in line with national rates of attendance. Rates of persistent absence or lateness for disadvantaged pupils is reduced. | Attendance data shows that the gap is narrowed between national rates of attendance and the school’s rate of attendance. |
| Children who are experiencing adverse home circumstances are well supported so that in school they feel ‘safe enough to learn well’. | Data analysis shows that children accessing Nurture support are progressing well in terms of their social and emotional development so that they behaviour and attitudes to learning improve. Gaps between these learners and other non-disadvantaged learners are narrowed. |
| Children’s SEMH needs are identified and interventions are in place which specifically target their mental health and well-being. This allows them to develop resilience and coping strategies when difficulties arise. | Boxall scores show improved outcomes. Pupil voice, Feeling Safe surveys and internal monitoring shows improved outcomes.  As a result, Disadvantaged learners make accelerated progress and attainment gaps are narrowed to be in line with non-disadvantaged learners’ outcomes. |

**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 costs: £22,980

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Investment in development of Early Reading:  Continued Read Write Inc support and training for all staff Ramsbury Hub Reading Audit  WKJerman Reading Audit | External and internal data show that standards in phonics and reading are consistently below national averages and a significant proportion of children require additional support and intervention to accelerate progress. | 1, 2 |
| Continued training in Reading VIPERs for all teaching staff | Analysis of children reading skills, particularly in KS2 consistently show reading for inference as an area for development. VIPERS provides clear structure | 2 |
| Continued investment in staff expertise in Mental Health and Well Being:  TD Day – Domestic Abuse training  Mental Health Lead Training  Attachment & Trauma Training | Progress Meetings, Boxall Profiles, Pupil Voice, PSA referrals and teacher/parent/carer referrals into Rainbow (Nurture) Room indicate the impact of higher levels of multiple factors on children’s well-being and progress. Contextual data on our school and community indicate high levels of multiple deprivation factors which affect our families. | 4, 5 |

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

Budgeted costs: £195.840

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Appointment of Intervention Teacher (0.6) for UKS2 | Progress meetings and ongoing assessments including assessment for learning opportunities identify the gaps in learning and show the impact of small group and 1:1 teaching of concepts.  This specifically narrows the gap between disadvantaged and non-disadvantaged children. | 2, 4 |
| WellComm Intervention | Initial assessments of children on-entry to the school (Acorns, Nursery or Reception) show consistently low starting points in all areas and particularly in Language and Communication. | 1, 2, 4 |
| Read Write Inc 1:1 tutoring | External and internal data show that standards in phonics and reading are consistently below national averages and a significant proportion of children require additional support and 1:1 intervention to accelerate progress. | 1, 2, 4 |
| Fresh Start Phonics training and provision (Y5 and Y6) | Internal data shows that a significant minority of children require further support in phonic acquisition to aid fluency in reading. This is impacted by children joining the school, particularly in KS2, who are at an early stage of English Language development e.g. EAL. | 1, 2, 4 |
| Additional reading support teacher | Internal data shows that a significant minority of children do not read regularly at home. This intervention enables the development of early reading skills. Assessment shows accelerated rates of progress which narrows the gap between disadvantaged and non-disadvantaged. | 1, 2, 4 |
| Intervention teacher for KS1 (0.7) | Progress meetings and ongoing assessments including assessment for learning opportunities identify the gaps in learning and show the impact of small group and 1:1 teaching of concepts.  This specifically narrows the gap between disadvantaged and non-disadvantaged children. | 1, 2, 4 |
| Speech and Language TA | Ongoing assessments of children show consistently low levels of language acquisition, vocabulary and speech. Data shows children accessing S&L support make accelerated rates of progress and gaps are narrowed between Disadvantaged and Non-Disadvantaged children. | 2, 4 |
| Class based Learning Support Assistants in all year groups: in class support, additional interventions | Progress meetings and assessment for learning shows the impact of support to address misconceptions quickly and narrow gaps which were exacerbated by the pandemic.  Positive relationships enable children with low levels of self-esteem or confidence to access support quickly. | 1, 2, 4, 5 |

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

Budgeted costs: £47,220

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Pastoral Support for all year groups  3 full time members of nurture staff (DSL, Nurture room Leader and Nurture TA)  Rainbow Room (Nurture) groups for all year groups timetabled for 5 days a week  Lunch club (Nurture room) open to all children (2 year groups per day)  Trips for specific Nurture groups eg. Young Carers | Significant impact of SEMH on learning is proven to be lowered through a menu of support and intervention including: Rainbow Room groups, Lunch Club, Young Carers, Forest Schools, I Can Club, 1:1 support, play therapy  All of these interventions enable learners to feel safe and to be ready to learn well. They also help to build resilience and independence. | 3, 4, 5 |
| Full time Parent Support Advisor | This promotes better engagement with school of the ‘hard to reach’ families by supporting parents and carers to access the right support, which in turn improves a wide range of factors which affect children’s home lives. | 3, 4, 5 |
| Subsidising of school trips and visitors to school  Lease of the school minibus for enrichment of the curriculum | Data indicates that a large proportion of children have limited experiences outside of school. This impacts their ability to draw on wider experiences to support their learning.  Children’s writing is improved following any high quality first-hand experience. | 2, 3, 4 |
| Forest Schools groups  Arts projects | Data indicates that a large proportion of children have limited experiences outside of school. This impacts their ability to draw on wider experiences to support their learning.  Children’s levels of engagement and also speaking and listening skills are improved following any high quality first-hand experience. Resilience and co-operation skills are also improved. | 2, 3, 4, 5 |
| Attendance Champion to promote good attendance and to monitor levels of attendance  Attendance incentives and rewards (weekly, termly and yearly  Purchase of EWO time | The impact of targeted work is measureable in the improvement of individual pupil’s rates of attendance. | 3, 4, 5 |

**Total budgeted cost: £266,040**

# 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.

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## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
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