

Oaklands School
Together Everybody Achieves More

Pupil Premium Statement



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
School name	Oaklands School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2023 2023 – 2024 2024 – 2025
Date this statement was published	September 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Barry Symons, Headteacher
Pupil premium lead	Louisa Jones, DHT
Governor / Trustee lead	Nikki Ashby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,914
Recovery premium funding allocation this academic year	£23,220
Tutoring funding allocation this academic year	£15,463 (estimates)
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	£264,597

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

As with every aspect of the school, we aim for our children to make good progress and achieve well and this should be irrespective of their background or family challenges they may face. We recognise that many children, such as those with a social worker or young carers, may have many challenges which we aim to help overcome.

How does your current pupil premium strategy plan work towards achieving those objectives?

The focus of our statement continues to follow the school's values:

Ambition	To close the achievement gap between the most disadvantaged children and their peers.
Self-confidence	To give pastoral support for children to recognise strengths and set their own targets for improvement to ensure that they meet their full potential.
Perseverance	Weekly mentoring sessions reflecting on their progress in their learning.
Independence	Using coaching to equip the children with the key skills to be resilient life-long learners.
Respect	To understand that each child is individual, regardless of social-economic backgrounds, and each will have their own strengths and areas to develop.
Enquiry	To use assessments to identify next steps for children and help them achieve these.

While we understand we must not make assumptions of the impact of deprivation and recognise the importance of responding to individual's needs, this strategy identifies the common challenges which many of our children face. Our Pupil Premium Plan is a key thread which runs through our school Improvement Plans.

What are the key principles of your strategy plan?

Our vision of Together Everybody Achieves More is key to our approach. It is not one person or one specific role who will support our children, but the whole school community. Working in partnership with the child, parent and school is key.

High Quality teaching is key to the approach of our school. This again, is in partnership with all the staff, not just teachers. We recognise the importance of a class teacher in knowing the child and what they require to make progress. They work with a range of others including home in making sure that they make progress.

Wherever possible, we use evidence of impact for the work. Whether this is based on research or evidence from our own work, we ensure that the strategies are proven to be effective.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Whole school attendance was adversely impacted by COVID absences last year. Persistent absence was high at 25%. Of that, 65 children received PPG which is 67% of the PPG children as opposed to 33% of the N-PPG children. The reasons for the absence remains medical and uncertificated illness such as ‘sickness and diarrhoea’ which are hard for the school to evidence. There was also a pattern of anxiousness from parents and carers following the pandemic. We identified a high absence rate in our reception children, with 19 % being persistent absentees and 55% of those PPG children</p>
2	<p>Assessment gaps</p> <p>At KS2, PPG children were above National in all subjects in 2022. Reading was slightly below national by 4 percentage points (2 children). We were above or in-line with the National for ALL subjects which indicates the focus on having a holistic view of all subjects made a positive impact . Maths was slightly lower than reading and writing so has become a whole school focus.</p> <p>In kS1 , PPG children were lower than school percentages in reading and writing. . Home reading and reading mileage still a barrier with reading records showing that these children read less often. Parental engagement has also been low, resulting in less support at home in the skills of early reading.</p> <p>In the EYFS, again the school as a whole were below the national average (based on the preliminary National average) the PPG children were slightly below the national average. Again, writing is identified as the one area which significantly brought down the GLD. The low starting point on entry show the progress made in a range of Areas of Learning. The application of writing independently was the specific area which meant some children were not able to achieve the Writing GLD.</p>
3	<p>Behaviour</p> <p>Behaviour overall has improved however self-regulation still remains a barrier for many children, including a marked difference between behaviours in school and outside of school. There is a whole school focus on developing strategies for self-regulation .</p> <p>Conduct outside of the school remains markedly different to the same child’s behaviour within the school. Behaviour for Learning in classes can be lower for the children with PPG. Basic skills in listening and attention, as well as interaction with others, are lower on entry.</p> <p>Resilience and perseverance are lower for children with PPG who often lack self-confidence, low self-esteem and a focus on task completion rather than developing or extending their ideas to a deeper level.</p>

<p>4</p>	<p>Belonging</p> <p>The school has a strong team ethos and classes have a strong identify. Children belong to their class and this is seen through their team work. Pupil conferencing shows that the ambition and aspiration of many families are low with a relatively low awareness of the wider world beyond their immediate community, including careers and jobs which are open to them. Many children lack an interest or curiosity for the wider world.</p>
<p>5</p>	<p>Curriculum gaps</p> <p>The children come into school with many gaps in their learning, such as speech and language, personal development and knowledge and understanding of the world as shown in baseline assessments.</p> <p>Basic skills of children with PPG are lower on average with the lack on engagement at home with activities such as reading and writing. The need to close gap in the basic skills can create a narrowing of the curriculum for pupils.</p> <p>Parents own basic skills and their own experiences of school can be a barrier. Many parents, share their dislike of school or negative memories which can inadvertently be passed on to their own children.</p> <p>Costs are obviously a barrier for any clubs, trips or experiences which would limit their involvement.</p>
<p>6</p>	<p>Context, Characters & Careers</p> <p>Low home learning and home reading remains an issue for children and this limits the amount of ‘reading mileage’ they achieve which is a recognised factor in low reading progress.</p> <p>This lack of engagement around learning at home, mean that key skills are not practiced or embedded, including behaviours for learning. The number of children who require additional external professional, such as social care, paediatrics or Early Help, remains high. Baseline assessments in the EYFS show a low standard of personal development as well as speech and language and other prime areas.</p> <p>The school remains in an area of high deprivation in the 20-30% most deprived wards nationally and the school’s deprivation index remaining at 0.27 and over 40% are FSM which is well above the national of 23%</p> <p>As well, the school’s mobility is reducing as now only 77.6% of the children have been in the school for their whole primary schooling. The percentage of children with EAL is very low compared to national with 5% of the pupils. The schools’ make up is predominately White British which statistically is one of the lowest performing groups nationally.</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
1. Increase the attendance percentage of PPG children, particularly those who are persistently absent.	<ul style="list-style-type: none"> ▪ End of year data shows no gap between PPG and Non PPG ▪ Persistent absence of PPG is inline with national PA.
2.1. To maintain the progress of PPG children in Reading	<ul style="list-style-type: none"> ▪ Children with PPG read regularly, both in school and at home. ▪ Reading attainment is in line with National average.
2.2. To increase the attainment of PPG pupils in Maths	<ul style="list-style-type: none"> ▪ TA focus on supporting maths. Weekly PPG GROW targets to have a maths focus as appropriate ▪ PPG celebration events to support maths strategies to use to support home learning
2.3. To accelerate the progress in Speech and Language and interactions due to legacy of COVID	<ul style="list-style-type: none"> ▪ Observations show that children's are able to appropriately interactions ▪ Behaviour logs show that interactions at break are equally as positive. ▪ EYFS GLD is in line with national.
3. To develop children's own self-motivation in completing learning to a deeper level	<ul style="list-style-type: none"> ▪ Observations show children are eager to take part in learning. ▪ Purposeful Practice shows children apply their learning to a deeper level.
4. To develop children understanding of role and responsibilities within the community	<ul style="list-style-type: none"> ▪ Children have an active role in the school. ▪ Year 6 are all 'employed' in a role by their school ▪ Children speak positively about their role in the community.
5.1. To ensure the Curriculum enriches aspirations and opportunities	<ul style="list-style-type: none"> ▪ Children have an experience beyond the school at least 4 times a year. ▪ Children access a range of wider curriculum opportunities both within school and within the wider community
5.2. To develop the children's tolerance and understanding of communities and cultures and their role within this	<ul style="list-style-type: none"> ▪ Children have a range of cultures and communities which they are able to talk about. ▪ Range of trips, visitors and engage events to support a wider cultural understanding
6.1. Increase the use of high-level vocabulary to support deeper learning	<ul style="list-style-type: none"> ▪ Children are able to talk about their learning with tier 2/ 3 vocabulary. ▪ Children's writing shows effective use of tier 2/ 3 vocabulary. ▪ Vocabulary grids to support use of tier 3 vocabulary
6.2. Increase parental engagement with children's learning.	<ul style="list-style-type: none"> ▪ Vast majority of Children's home learning is complete. ▪ Home reading is regular and sustained. ▪ Parental workshops support understanding of teaching strategies to support home learning

6.3. Support parents in developing the basic skills and fundamentals for successful schooling.

- Parent survey shows they are confident in supporting their child's learning
- Vast majority of Children's home learning is complete.
- Home reading is regular and sustained

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: **£31,738**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analysis of PPG reading to identify barriers and gaps for these children.	High Quality teaching is a clear factor in developing progress of children. The SLT , Middle leaders and focused CPD are key in supporting teachers to achieve this. ▶ EEF High Quality Teaching ▶ Pupil premium Guidance ▶ EEF Teaching & Learning Toolkit	2.1
Planning weekly in teams to ensure consistency.		2.1
Senior leaders to lead subject specific weekly CPD for TAs		2.1
SLT to review the EYFS provision for PPG for what is different or additional for these children and their barriers.		2.3.
Purchase External EYFS support from Medway Early Years Ltd.		2.3.
SLT to review the KS1 provision for PPG for what is different or additional for these children and their barriers.		2.3.
Increase self-assessment and reflection for the children.	The impact is clear for developing children as learners and being responsible for their actions. ▶ Metacognition and self-regulation ▶ EEF Teaching & Learning Toolkit ▶ Literature Review Evaluating the Impact of PSHE on Students' Health, Wellbeing and Academic Attainment ▶ The link between pupil health and wellbeing and attainment ▶ Improving educational outcomes for learners with specific learning difficulties	3
Continuation of the SMSC framework to guide all staff and children.		4
Restorative Approaches training for helping children deal with disagreements. Zones of regulation training to support children in developing effective self regulation techniques		6.3.
Develop the outside Areas to promote interaction, application and development of basic skills	Developing children's understanding of the world and cultural capital has a large impact on learning. ▶ The impact of outdoor education and learning ▶ Cultural Capital and Educational Attainment ▶ The link between pupil health and wellbeing and attainment	2.2.
EXPRESS events to be linked to community so they are benefiting from the children's learning.		4
Curriculum links to countries to widen aspirations and understanding of the world.		5.2.
Ensure that daily news and events are included in class circle time.		5.2.
School Links with other school's in different countries for electronic links.		5.2.
Ensure RE includes a visitor or a visit to a religious place.		5.2.

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

Budgeted cost: £ **£218,541**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated PPG Mentor time and PPG Tutor in each class to support children in receipt of PPG.	<p>Linked with the High-Quality teaching, the impact of TAs can be high when used effectively. We use Metacognition, mentoring and coaching as a major tool or the TAS.</p> <ul style="list-style-type: none"> ▶ EEF High Quality Teaching ▶ EFF Making Best Use of Teaching Assistants ▶ Pupil premium Guidance ▶ EEF Teaching & Learning Toolkit ▶ Metacognition and self-regulation 	1, 2.1.
TAs to have increased links with home so they can encourage and monitor with regard to attendance		1.
Weekly mentoring programme supports reading for each pupil on individual targets.		2.1.
DHT to meet twice termly with TAs for PPG focus		2.1.
TAs to host PPG celebration events for children and parents		2.1.
TAs monitor reading race and encourage regular home reading		2.1.
TAs support opportunities for PPG children to work within specialist areas within the school to develop high level skills eg. Kitchen, art room, music room and ICT hub		5.1
TAs to lead and model play. HSSW to support Early Years families and children in developing a sense of belonging in the school community		6.3
Continue with PPG/ Non PPG pupil conferencing for polices.		6.2
Develop the basic skills, such as S&L and Phonics.		2.2.
Termly review of PPG achievement against SMSC framework within PPRMs.		3.
Writer in Residence to work with Pupil premium		5.1.
Subsidise trips to reduce costs		5.2.
Parental workshops and support for identified parents		<p>Working with parents has always been key for the school. Through upskilling parents and supplying them with materials to support at home</p> <ul style="list-style-type: none"> ▶ EEF Parental Engagement ▶ EEF Teaching & Learning Toolkit ▶ Review of Best Practice in Parental Engagement ▶ Do parental involvement interventions increase attainment? ▶ Ofsted's judgement of parental engagement: A justification of its place in leadership and management
HSSW focusing on PPG families	1.	
PPG parents targeted for specific support programmes with their child/ren so parents are offered personalised help for heling their own child at home.	2.1. & 6.1.	
Parental workshops on S&L as a priority.	2.3.	
Early support for preschool/ nursery children with focus for HSSW being EYFs families.	2.3.	
School nurse termly with HSSW drop-ins for medical needs (6 x 3 hours).	1.	
Home Learning Workshop to work with parents and child.	6.1.	
Parental workshops for PPG parents	6.2.	
PPG Celebration events to help develop parent's skills with their child.	6.2.	
Parent workshops on basic skills to support their child with PPG	6.2.	

Parent coffee drops in to discuss their child's progress and barriers with PPG mentors.		6.2.
Understanding your child programme for target children with FLO		6.3.
Target PPG children whose attendance is low . HSSW to work with focus families to support wider sense of belonging in the school community	Children being in school is the biggest factor in attainment. ▶ Research into How Attendance can impact Attainment	1.
Attendance tea party and parent thank you raffle to celebrate improved attendance of target families Weekly meetings with DHT and Attendance officer to analyse PPG target attendance families and identify next steps / support		1.
FLT work with TAs in using PERMA model to identify gaps and target support for PPG children	<i>See previous comments regarding meta-cognition.</i>	3.
In Book Scrutinies, monitoring the PPG children to see if they are challenging themselves in their learning.	▶ The link between pupil health and wellbeing and attainment ▶ EEF Teaching & Learning Toolkit ▶ Metacognition and self-regulation	3.
Careers fayre for U-KS2 children	The impact evidence base is low however	4.
Yr 5 and 6 'Careers Focus' to develop ambition and awareness of different jobs and opportunities.	we have left that widening ambitious is important. ▶ Aspiration Interventions	5.1.
Pre-teaching of topic vocabulary, focusing on use of Tier 3 vocabulary.	The vocabulary teaching and cultural capital is key part. There is a clear gap in this for children who are disadvantaged.	6.1
TAs give opportunities for pre teaching exposure to relevant experiences e.g virtual visits , discussion around key texts and information banks.	▶ EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND ▶ The Matthew Effect – why literacy is so important ▶ Accelerated Reader ▶ Cultural Capital and Educational Attainment	6.1
PPG mentors to engage with children's home learning and encourage and promote this, focusing on use of topic tier 3 vocabulary		6.1

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

Budgeted cost: £ **£14,296** (admin staff 1 day LD 4978 , SALT 2334, EYFS 996, C Curtis 2878 forest school 235 swimming 2875)

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT who is attendance lead is to: <ul style="list-style-type: none"> – Meet attendance officer weekly – Meet attendance officer and APP fortnightly – target the vulnerable children and communicate this to the other members of the school. – Hold fortnightly clinics with parents both below 96% – Monitor persistent absence families and have regular contact if attendance has not improved 	Children being in school is the biggest factor in attainment. Working with parents and encouraging children to be in school as much as possible is key. <ul style="list-style-type: none"> ▶ Research into How Attendance can impact Attainment ▶ Breakfast clubs work their magic in disadvantaged English schools 	1.
Attendance officer to monitor PPG group daily		1.
Termly rewards for children		1.
Additional late breakfast club for pupils who find coming into school difficult (<i>daily</i>).		1.
Subsidised Breakfast Club to ensure punctuality for the pupils.		1
PPRMs termly to examine progress made. <ul style="list-style-type: none"> – Examine the progress for each pupil to look for gaps widening. – Share this with PPG mentors and other staff. – Provision Mapping termly to identify targets and support. 	Ensuring that High Quality teaching is in place is key focus for leaders. <ul style="list-style-type: none"> ▶ EEF High Quality Teaching ▶ Pupil premium Guidance ▶ EEF Teaching & Learning Toolkit 	2.1
Adopt a child reading scheme so everyone has a designated child to read with and encourage a love of reading	<i>See previous comments regarding reading.</i> <ul style="list-style-type: none"> ▶ Accelerated Reader 	2.1.
Community links/ assemblies. Visitors to visit regularly.	Specialist teaching and specialists places for the children to use in their learning all engage children in their learning.	4.
Free clubs throughout the day on a range of skills		5.1.
All children in KS2 to play an instrument	<ul style="list-style-type: none"> ▶ Outdoor Learning and Attainment ▶ Cultural Capital and Educational Attainment 	5.1.
Radio station to encourage PPG children to write		5.1.
Reduced swimming costs for children		5.1.
Ensure community links with organisations, such as the church, give opportunities to help their community.		5.1.
Development of a sensory garden		5.1
SALT provision in EYFS		6.3
HSSW provision in EYFS		6.3
SALT specialist once a week for targeted children		6.3

HSSW to support PPG children and families		6.3
Speech & Language Therapist		2.2
Links for families for activities to support their learning such as trips etc.	<i>See previous comments regarding parental engagement.</i>	5.1
Regular 'show off' assemblies to share techniques with parents.	▶ EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND	6.1 & 6.2
Support for parents included targeted support and 1:1 support.	▶ The Matthew Effect – why literacy is so important	6.2
Continue with identification of parents eligible for PPG	▶ Cultural Capital and Educational Attainment	6.2
Weekly events to engage with parents, such as Come Dine with Me.		6.2
Develop the roles/ ambassadors with a focus on ensuring that PPG children are actively engaging	<i>See previous comments regarding behaviour and attitudes.</i>	4
Ensure that UKS2 children have a responsibility	▶ Metacognition and self-regulation	5.2
Integrity Journal to focus on the key SMSC skills.	▶ EEF Teaching & Learning Toolkit	6.3
Buddy crew to lead and model play	▶ Literature Review Evaluating the Impact of PSHE on Students' Health, Wellbeing and Academic Attainment	6.3
Learning Mentors to be trained in 'Contented Child' emotional first aid.	▶ The link between pupil health and wellbeing and attainment	6.3
Playtime resources to develop play and social skills.	▶ Improving educational outcomes for learners with specific learning difficulties	6.3
Develop playground are to encourage Team skills.	▶ The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes	6.3
Forest school for personal development. Emotional support workshops / course led by forest school lead	▶ Behaviour and attainment: understanding the impacts of poverty on children	3.
Weekly monitoring and review of behavioural logs from of the Personal Development & Wellbeing Team (1 hour a week).	▶ EEF Improving Behaviour in Schools	4.
Develop the roles/ ambassadors with a focus on ensuring that PPG children are actively engaging		4.
Continuation of the SMSC framework to guide all staff and children.		3.
Monitoring of the Integrity Journals against perseverance and self-confidence.		3

Total budgeted cost: £264,575

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.

2020-21	2021-22
Attendance at end of year finished on 95.2%, for PP was 94.1% which was a difference of -1.1% points. Parental workshop was targeted at poor attenders. The school nurse has also worked with targeted children	Attendance ended the year on 91.9% for the whole school with 90.3% for PPG children. This was a difference of -1.6% points. Regular attendance meetings and celebration events, such as football ticket raffles, were targeted at persistent absences and improved attendance however the gap has widened. Attendance remains a priority for 2022-23
KS1 School 59% All, PP 54%. (<i>Gap of - 5% points</i>) KS2 72%, PP 62%. (<i>Gap of - 10% points</i>) The focus for the mentors changed from reading to maths. Provision in EYFS was stronger this year due to regular monitoring	KS1 63% ALL 64% PPG. (<i>Gap of +1% points</i>) KS1 attainment actually increased last year too. KS2 52% PPG 52% (<i>Gap of 0% points</i>). KS2 attainment dropped for all pupils. The focus for mentors is supporting home reading and maths fluency.
Learning and PP mentors had a very positive effect on break and lunchtimes with incidents being significantly reduced. SMSC framework developed an evaluated in PPRMS.	TAs and MDMS have worked closely to develop a team approach within the class, covering Purposeful Practice sessions and ensuring an effective handover to break and lunch time. PERMA model and Regular TA and DHT/ Phase leader meeting supported improved behaviour incidents for PPG children
The parent workshops were a particular success. The take up was good and enabled relationships with home and school to be developed further with activities to do at home	Parent celebration events were a success and Tas shared home support strategies. Take up was good and positive conversations supported good home/ school relationships
Buddy crew in place, included PP children, a success in integrating children to play at lunch including KS1. Integrity journal needs to be a focus for next year. Learning mentors better informed through training.	All Year 6 children held a responsibility across the school with other year groups taking roles , especially in Year 2. This is an area to develop further into 2022-23
Identification of PP eligibility continues. Parent workshops in English and Maths were a particular success with activities shared for home.	Regular meetings with PTAs and DHT supported understanding and effectiveness of PPG targets. TA training led by area of learning leads ensured good continuity of school priorities. SMART targets were a particular focus and book looks showed improved specific targets for PPG children
The express events continue to give children and parents a chance to share the wider curriculum. 45% of children learning a musical instrument are PP.	The express and engage events involved all outside / specific learning areas in the school. Children were able to develop their understanding of Being a... through effective use of the phases of learning in a specific learning environment e.g the learning kitchen or art room.

<p>Sensory garden a positive step in engaging parents during Star of the Week. RE has had a strong focus and will continue to do so.</p>	<p>The Farm has been a positive step in engaging families, resulting in many volunteers coming in to school. It has provided opportunities for children developing responsibility as well as a focus area for children to calm and reflect during the day.</p>
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