

Oak Meadow 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.

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	Oak Meadow Primary School
Number of pupils in school	424
Proportion (%) of pupil premium eligible pupils	38%
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	September 2023
Statement authorised by	Simon Arnold
Pupil premium lead	Paul Lane
Governor / Trustee lead	Kelly Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,595
Recovery premium funding allocation this academic year	£9,932
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	£213,527

Part A: Pupil premium strategy plan

Statement of intent

At Oak Meadow Primary School, we have high aspirations and ambitions for all children. We strongly believe that all pupils should be given equal access to opportunities and experiences to reach their full potential, regardless of the social demographic they belong to, with a focus on developing the necessary knowledge, skills and values required to succeed.

We recognise that for our pupils in receipt of the Pupil Premium Funding the issues they may face with identified specific barriers to reaching their full potential. We consult with other educational partners and utilise national research guidance produced by the Education Endowment Fund (EEF) to support our decision making for the usefulness of different strategies and to ensure the best value for money.

We are determined to provide the support and guidance our children need to help them overcome these barriers. We recognise that disadvantaged children should not be regarded as one homogenous group as a variety of factors can impact upon pupils' learning such as: attendance and punctuality issues, home support, emotional and well-being needs, additional learning needs such as SEND, language and communication issues, behaviour difficulties and changes in family dynamics. The challenges for children are varied and, for this reason, we take a personalised approach to the needs of every child recognising the need to continually review the impact of the strategies we implement and to be versatile in our approach.

In addition to this, we aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum based on the progression of skills underpinned by aspirational enrichment opportunities. We aim to engender every child with a love for learning and the qualities and attributes to support them to being the best that they can be as 21st century Great British citizens.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and maths where this has been identified in different cohorts;
- For all disadvantaged pupils to make or exceed the nationally expected rates of progress;
- To provide support and nurture for pupils' mental health and well-being to enable them to access all facets of learning.

We aim to do this through:

- Ensuring all teaching and learning opportunities are inclusive and meet the needs of all pupils;
- Ensuring pupils who belong to vulnerable groups are quickly identified, adequately assessed before being given appropriate intervention to address their personal needs;
- Recognising the individual needs within disadvantaged pupil groups and that not all children in receipt of free school meals will be socially disadvantaged. Also, recognising that not all pupils who are socially disadvantaged are registered (or qualify) for free school meals. We reserve the right to allocate funding to support any child (or groups of pupils) the school has legitimately identified as being socially disadvantaged;
- Allocating funding following an analysis of children's needs to identify priority pupils and groups. Funding will be spent according to the needs of the children to ensure resources and interventions are targeted to maximise support and overall impact.

Achieving these objectives:

Governors and Senior Leaders work collaboratively to measure the achievement of objectives for disadvantaged pupils. All staff work in partnership with this through the formulation of termly Raising Attainment Plans and Provision Maps. Impact effectiveness is reviewed in termly pupil progress meetings and intervention effectiveness reports are shared with the school's governing board termly. Governors and the Headteacher consider the following when assessing the range of provision available for disadvantaged pupils:

- Quality first teaching is evident in all classrooms as observations/ learning walks demonstrate teaching is good (or better). This ensures all children receive a high standard of teaching and learning;
- Reduction of class/ group sizes, where possible, to support accelerated progress of disadvantaged pupils;
- The allocation of support staff across Year groups to focus on 'Keep up not Catch up' interventions and work with small groups/individual pupils to overcome gaps in learning;
- The allocation of 1 to 1 support for the most vulnerable children;
- Additional teaching and learning opportunities provided by educational partners;
- How the spending of the premium is supporting accelerated progress for disadvantaged pupils and moving children towards at least age related expectations in reading, writing and maths;
- Attendance and punctuality issues and how families will be supported where appropriate needs are identified;
- The use of Pupil Premium resources to support children in receipt of free school meals to achieve, and exceed, age related expectations;
- Additional learning support that may be needed and the potential recruitment of new staff;
- Subsidised payment support (20% discounted rate) for activities, clubs, educational visits and residential stays. Giving every child full access and entitlement to all school opportunities and experiences using the allotted fund;
- The mental health and well-being of children. Including additional nurture groups, therapy sessions, behaviour support needs and parent/ carer support;
- Access to new learning innovations and support with technology to ensure all disadvantaged pupils have access to online resources and learning platforms.

Challenges

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

Challenge number	Detail of challenge
1	Consistent quality first teaching to close the disadvantaged gap so that more Pupil Premium children achieve in line with national expectations for both the Expected and Greater Depth Standard in reading, writing and maths.
2	Attainment on entry to Reception is below developmental expectations as a direct result of poor spoken language skills leading to a significant proportion of Pupil Premium children having less developed Speech and Language thus impacting upon reading skills on entry to KS1.
3	Children belonging to multiple vulnerable groups as a large proportion of Pupil Premium children, of which a significant number are boys, also have Special Educational Needs or Disability (SEND).

4	The emotional well-being, social and behavioural needs of pupils that impact upon learning.
5	Low attendance and punctuality rates of some Pupil Premium children.
6	Access to enrichment activities, clubs, visits and learning materials/ resources.
7	Working with home to raise the aspirations of disadvantaged pupils to support their educational journey and personal ambitions.

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
<p>All children receive quality first teaching and appropriate interventions so that:</p> <p>Pupil Premium children working below ARE make accelerated progress in Reading, Writing and Maths in all year groups in order to close the gap and catch up with their non-Pupil Premium peers;</p> <p>Pupil Premium pupils, who have the potential and/or have higher prior attainment, receive appropriate challenge appropriate to achieve GDS.</p>	<p>The percentage of Pupil Premium pupils achieving a GLD at the end of EYFS or EXS/ GDS at the end of KS1 and KS2 in Reading, Writing and Maths has risen so that it is at least in line with National Other.</p> <p>The overwhelming majority (97-100%) of Pupil Premium Pupils in each year group have met their end of year targets in Reading, Writing and Maths.</p> <p>The percentage of Pupil Premium children achieving ARE and ARE+ in each year group in Reading, Writing and Maths has risen to close the disadvantaged gap internally with non-Pupil Premium peers; this is an improving trend when compared to previous years.</p>
<p>Pupil Premium children who enter Reception with exceptionally low starting points in language make better than expected progress from their baseline assessments; their oral language skills improve through targeted use of WELLCOM.</p> <p>Pupil Premium children who enter Y1 with exceptionally low starting points in Speech/Language and Reading make better than expected progress from their Y1 assessments.</p>	<p>The very large majority (80-96%) of targeted Pupil Premium children achieve the expected standard in Communication and Language at the end of Reception and is at least in line with National Other.</p> <p>The overwhelming majority (97-100%) of targeted Pupil Premium children have completed intervention programmes successfully and have developed their communication and language skills.</p> <p>The very large majority (80-96%) of Pupil Premium children who achieve ARE in their Phonics Test at the end of KS1 is at least in line with National Other.</p>
<p>Swift and accurate diagnosis of Pupil Premium children with SEND needs is made so that school staff can plan and deliver a tailored</p>	<p>The attainment and progress of the very large majority (80-96%) of Pupil Premium pupils</p>

<p>programme of learning that is bespoke to their needs, utilising outside agency help where necessary, to ensure that Pupil Premium children with SEND needs increase more quickly through their individual SEND continuum targets.</p>	<p>with SEND needs has improved as they close the gaps in their learning. The overwhelming majority (97-100%) of Pupil Premium children with SEND make accelerated progress (2 continuum bands progress per term).</p>
<p>Social, Emotional and Mental Health barriers to learning for Pupil Premium children are addressed through the RSE curriculum and PSHE scheme of work including nurture group sessions.</p> <p>Pupils are resilient and able to cope with challenging situations. Pupils who require additional support are identified for the SEND register and receive specialist intervention and support from the Mental Health Support Team, Educational Psychologist or CAMHS.</p>	<p>The overwhelming majority (97-100%) of Pupil Premium children accessing MH&WB interventions have fewer behaviour incidents recorded on behaviour trackers. The very large majority (80-96%) of Pupil Premium children have raised progress and attainment. Teachers observe that the overwhelming majority (97-100%) of Pupil Premium children:</p> <ul style="list-style-type: none"> • are more positively engaged with their learning; • interact more constructively with others (both staff and children); • are more self-aware about their mental health and well-being and are able to express their emotions effectively, using appropriate vocabulary; • are better able to use self-regulation and self-calming strategies to help deal with strong emotions; • are more emotionally intelligent and can discuss and understand the emotions and perspectives of others; • demonstrate resilience and perseverance when their work becomes challenging.
<p>As a result of consistent challenge and support, with additional assistance from the Education Welfare Officer as necessary, and rewards and incentives there has been:</p> <ul style="list-style-type: none"> • An improvement in the overall attendance of Pupil Premium children; • A reduction in the number of persistent late arrivals for Pupil Premium children. 	<p>The attendance of Pupil Premium children continues to improve and is at least in line with National expectations (96%). The number of Pupil Premium children considered persistently absent and/ or arriving late has decreased below 2%.</p>
<p>All staff have developed Pupil Premium children's cultural capital by planning a high quality curriculum with pupils completing a bespoke cultural capital journey in every year group that is linked to the school's 5 core values (I see I wonder; Rise to the challenge; Healthy Mind, Healthy Body; Express Yourself and More than Me).</p>	<p>The overwhelming majority (97-100%) of Pupil Premium children have completed all 50 of the activities from their cultural capital journeys such as visits to museums and galleries, outdoor pursuits, involvement in community projects and fund raising/ charitable challenges.</p>

<p>Pupil premium children's contextual knowledge and real life experiences have been enhanced through access to Forest School, subsidised trips, visits, swimming lessons, residential stays (in Y2, Y4 and Y6), after-school clubs, enrichment weeks and wider opportunities as delivered by colleagues from Wolverhampton's Music School (Y4).</p> <p>Pupil Premium children have accessed music tuition (violin).</p> <p>Pupil Premium children are chosen to take part in school community and sporting events.</p> <p>Parents and carers of children who receive funding have attended curriculum workshops and enrichment mornings where they have received support with practical strategies to help them assist their child's learning at home.</p>	<p>The overwhelming majority (97-100%) of Pupil Premium children have attended visits and experienced enrichment weeks in school.</p> <p>The large majority (65-79%) of Pupil Premium children have attended after school clubs.</p> <p>The overwhelming majority (97-100%) of Pupil Premium children have experienced a residential trip (by the time that they leave Oak Meadow).</p> <p>The overwhelming majority (97-100%) of Pupil Premium children have learned to play a musical instrument either through access to Whole Class Instrumental Teaching (WCIT) lessons in Y4 or additional string music tuition.</p> <p>The overwhelming majority (97-100%) of Pupil Premium children have learned to swim in Key Stage Two (Y5 and Y6) with additional tuition provided to those who lack basic skills.</p> <p>The very large majority (80-96%) of parents/carers of Pupil Premium children have attended curriculum and enrichment learning events.</p> <p>The very large majority (80-96%) of parents/carers of Pupil Premium children feel supported and they have responded positively to these events in parent voice surveys.</p>
<p>Pupil Premium children have higher future aspirations having been inspired by IMPACT and enrichment events, visits from positive role models and having met with successful role models in the wider community on extra-curricular visits. They expand their knowledge and understanding of the world of work, the types of jobs there are and different career paths they can take.</p> <p>Pupil Premium children are inspired to become pupil leaders on all school leadership teams and as such are able to have an influence on the decision making process.</p> <p>Pupil Premium children have a clear understanding of how achieving well at school enables them to be socially mobile and supports their future economic wellbeing and share their aspirations with parents and carers through discussions at home.</p>	<p>The overwhelming majority (97-100%) of Pupil Premium children demonstrate in pupil voice surveys that their aspirations have increased.</p> <p>The majority (51-64%) of Pupil Premium children are represented on all school leadership teams. For example: House captains, school council, digital ambassadors and peer mentors.</p>

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: **£121,621**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide additional teaching groups every morning in reading/phonics, writing and maths to target Pupil Premium children in:</p> <p>Year 1 – led by an unqualified teacher. Year 2 – led by the school SENDCo Year 3 – led by an unqualified teacher. Year 6 – led by the DHT.</p> <p>Budgeted: £107,821 including on costs.</p>	<p>+4 EEF: small group tuition</p> <p>+4 EEF: Phonics approaches</p> <p>Research shows that these lead to an additional 4 months progress as the size of a class or teaching group reduces in size. The smaller group sizes support the range of approaches a teacher can employ and increase the time they spend with each pupil. We have assessed the needs of cohorts following the last academic year and identified Pupil Premium pupils most at risk of not achieving their age related expectation in Years 1, 2, 3 and 6.</p>	1, 3
<p>To invest in high quality online subscriptions for all Pupil Premium children that focus upon basic skills to support home learning. (Bug Club, Number Bots, TT Rockstars and Edshed) and provide access to devices to complete tasks wherever needed in school.</p> <p>Budgeted: £1,000 per annum.</p>	<p>+2 EEF: The impact of homework in primary leads to an additional 2 months progress.</p> <p>+4 EEF: The impact of digital technology leads to an additional 4 months progress.</p> <p>EEF Document: Using Digital Technology to Improve Learning. 'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.'</p> <p>All Pupil Premium children will regularly access high quality subscriptions to supplement the teaching and learning of key concepts and areas.</p>	6, 7
<p>To provide robust training, coaching and mentoring packages for all</p>	<p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between</p>	1

<p>members of staff in reading/phonics, writing and maths.</p> <p>Maths, English and Computing subject leaders and wider staff (where possible) to access high quality CPD from a variety of sources including the Local Authority, SHaW maths hubs and Squirrel learning.</p> <p>Budgeted: £4,800 per annum.</p>	<p>being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.</p> <p>This supports our objective to ensure that Oak Meadow has a highly skilled workforce. Every class has an effective teacher delivering quality first teaching. Accelerated progress is made in all year groups to allow identified PP pupils to close any attainment gaps. All year groups have an increasing number of higher ability PP pupils achieving GDS and PP SEND pupils move more rapidly through their continuum targets.</p>	
<p>Purchase the Power Maths Mastery Scheme.</p> <p>All teaching and support staff to access external and internal training to deliver the mastery maths scheme successfully.</p> <p>Budgeted: £4,000 per annum.</p>	<p>+5 EEF: Mastery Learning</p> <p>Research indicates that mastery learning approaches are effective, leading to an additional 5 months progress.</p> <p>Pupil Premium children make accelerated progress to catch up with their peers if they have fallen behind thus closing the Maths Pupil Premium attainment gap in each year group.</p> <p>More able Pupil Premium children are achieving the greater depth standard since they are tackling the deepening understanding tasks for each mathematical concept.</p> <p>A higher percentage of Pupil Premium children with SEND are accessing the Maths curriculum in each year group, as they benefit from mixed ability teaching and the scaffolding that the scheme provides.</p>	<p>1, 3</p>
<p>All staff to access CPD and implement strategies that research shows effectively supports Pupil Premium children with SEND.</p> <ol style="list-style-type: none"> 1. Metacognition; 2. Pre-teaching and Overlearning; 3. Precision Teaching; 	<p>+7 EEF: Metacognition and Self-regulation</p> <p>See the EEF Documentation: SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS: High-quality teaching for pupils with SEND.</p> <p>Outside agency input will successfully support teaching staff in teaching Pupil</p>	<p>1, 3, 4, 7</p>

<p>4. Anxiety and pupil Well-being.</p> <p>The expertise of bought in professional services (Educational Psychology, SEND Specialist Teachers) are used to provide guidance to teaching staff on best practice for supporting children with specific needs in their classes and this is acted upon in a timely manner.</p> <p>Budgeted: £4,000 per annum.</p>	<p>Premium children with SEND more effectively and link with home to empower parents with strategies for success consistent with those applied within school.</p> <p>Lesson observations/ drop-ins will show Pupil Premium children with SEND working with increased confidence and independence because they are receiving a tailored programme of learning that is bespoke to their needs and pitched accurately linked to their continuum targets.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£47,416**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified Teaching Assistants to deliver evidence based small group interventions to PP pupils who are falling behind in maths, reading and writing.</p> <p>Budgeted: £23,708 per staff member equalling £47,416 including on costs.</p>	<p>1stClass@Number +2months progress following 10 week intervention</p> <p>EEF Best Use of Teaching Assistants guidance shows larger impacts when they are used to deliver structured interventions.</p> <p>+5 EEF: Oral Language Intervention +5 EEF: Early Years Intervention</p> <p>Research shows that both lead to an additional 5 months progress.</p> <p>Specialist support staff deliver high quality intervention programmes that are recommended by the EEF (1st Class @ Number).</p>	<p>1, 2, 3</p>
<p>All teaching assistants to deliver daily 'Keep Up not Catch Up' interventions for Pupil Premium children who have not yet met the day's learning objectives in reading/phonics, writing and maths.</p>	<p>+4 EEF: small group tuition</p> <p>Research shows that small group tuition leads to an additional 4 months progress.</p> <p>All pupils who need additional support will receive same-day intervention in reading/phonics, writing and maths so that</p>	<p>1, 2, 3</p>

Accounted for within support staffs' contracts.	they keep up with their peers and do not fall behind in their learning and meet their end of year targets.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£44,490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the Mental Health and Wellbeing of Pupil Premium children by:</p> <p>Identifying the need for early intervention support and setting up nurture group sessions to be implemented on two afternoons a week by a trained member of support staff.</p> <p>Purchasing programmes of CPD support for staff to implement within their Year groups to support the delivery of MH&WB strategies, such as mindfulness, in wellbeing sessions, WELL emotional literacy lessons, wellness assemblies and focussed days.</p> <p>Referring Pupil Premium children with specific social and emotional needs to specialist support (Mental Health Support Practitioner, CAMHS worker, CAMHS Reflexions, Educational Psychologist, school nurse or GP) for targeted support.</p> <p>Budgeted: £3,500 per annum.</p>	<p>+4 EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.</p> <p>Mental Health Support is rooted within the school environment: Teachers model use of key strategies for identifying emotions and employing self-regulation strategies and children know who to ask for help to support their mental wellbeing if they need it.</p> <p>Where pupils experience more complex mental health difficulties, clear plans and pathways to specialist support exist, including the involvement of outside agencies such as Mental Health Support Practitioner, Base 25 Counsellor, CAMHS worker, Educational Psychologist, school nurse or GP.</p>	<p>4, 5, 7</p>

<p>To increase the attendance and punctuality of PP children through the retention of a HSLO and Attendance Officer to:</p> <ul style="list-style-type: none"> - Contact, hold meetings in order to challenge and support families of persistent latecomers/absentees. - Review the attendance of all Pupil Premium children half-termly and initiate meetings with parents of any child that falls below 96% thresholds. - Promote good attendance and punctuality with rewards such as attendance certificates. - Collaborate with the Education Welfare Officer to monitor persistent absentees, contacting and challenging these families to improve and making legal referrals where necessary. <p>Budgeted: £24,490 per annum + on costs.</p>	<p>The importance of student attendance: Social Mobility Commission (2021), p49-50.</p> <p>Our aim is for a further reduction in the percentage of Pupil Premium children whose absence rate from academic year 2021/ 2022 was below 95% with the attendance rates for the overwhelming majority (97-100%) of Pupil Premium children at or above 96% this school year.</p>	<p>4, 5, 7</p>
<p>To offer a wide range of enrichment opportunities to Pupil Premium children that they may not otherwise have been exposed to by:</p> <p>Subsidising school visits and residential stays by 20% for Pupil Premium families.</p> <p>Allocating a proportion of the budget to spend on experience weeks in school.</p>	<p>+4 EEF: The impact of outdoor adventure learning leads to an additional 4 months progress.</p> <p>+2 EEF: The impact of arts participation learning leads to an additional 2 months progress.</p> <p>+2 EEF: The impact of sports participation learning leads to an additional 2 months progress.</p> <p>All children will have attended 2 educational visits, or have experience of a visiting speaker, each academic year and attend a residential stay in Y2, Y4 and Y6.</p>	<p>4, 5, 6, 7</p>

<p>Employing music school wider opportunities staff to teach children how to play a musical instrument and offer violin tuition to Pupil Premium children.</p> <p>Externally training a member of staff in Forest School programmes who then teaches groups of children including Pupil Premium children at our Forest School.</p> <p>Employing specialist Sports Coaches to target Pupil Premium children in clubs so that they receive greater access to sports, fitness and health activities.</p> <p>Pupil Premium children selected to represent the school at community and sporting events with paid access to transportation, kits and any required resources.</p> <p>Budgeted: £15,000 per annum.</p>	<p>All Pupil Premium children will have experienced IMPACT and Enrichment Weeks in school to cultivate their aspirations and ambitions for the future.</p> <p>All Pupil Premium children have learned to play a musical instrument through WCIT and peripatetic violin music teachers.</p> <p>All Pupil Premium children will have accessed Forest School.</p> <p>An increasing number of Pupil Premium children will access after-school clubs and all community and sporting events will include representation from Pupil Premium children.</p>	
<p>To maximise the engagement of parents and equip them with skills to support their children at home by:</p> <p>Providing support workshops in reading/phonics, writing and maths.</p> <p>Providing open sessions where children can work alongside their children on practical tasks.</p> <p>Budgeted: £1,500 per annum.</p>	<p>+3 EEF: The impact of parental engagement leads to an additional 3 months progress.</p> <p>Pupil Premium parents are increasingly confident with how to best support their child's learning working together with school to overcome any perceived barriers.</p>	4, 7

Total budgeted cost: £213,527

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 2021 to 2022 academic year.

Activity in Academic Year 2021-22:

Teaching – Small core group teaching (Y1, Y2, Y5 and Y6), Home learning platforms, CPD procurement, mastery schemes of work, SEND support.

Targeted Academic Support - Intervention Groups (including pre-teaches, overlearns and Keep Up not Catch Up), After School Tuition, Literacy/ Numeracy/ Technology Support Specialists.

Wider Strategies - HSLO, SEND support specialists, Educational Psychology support, wrap around care, Educational Visits, Enrichment sessions, Musical instrument access, Uniform Subsidy, Parent workshops.

Our internal assessments during 2021/2022 identified that the performance of disadvantaged pupils has greatly improved over this time, returning to the attainment levels pre Covid-19 pandemic levels in the key curriculum areas of reading, writing and maths. The recovery curriculum and support from the National Tutoring Programme assisted improved outcomes in 2021/ 2022 as funding was carefully allocated to accelerate progress and help overcome identified barriers to pupils' learning.

National assessment outcomes illustrated the positive attainment of pupils in receipt of the PPG as at the end of Key Stage 2 - where national data was available at the time of this review - Oak Meadow PPG children significantly outperformed their peers in all areas:

EYFS

EYFS	No	Reading (Comprehension)	Reading (Word Reading)	Writing (Writing)	Maths (Number)	Maths (Numerical Patterns)	GLD combined
		ELG achieved	ELG achieved	ELG achieved	ELG achieved	ELG achieved	
PPG children	20	85%	70%	70%	90%	90%	65%

Phonics

Year 1 Phonics	No	Phonics Score		
Phonics Score		Below 29	32+	40
PPG children	19	26%	74%	21%
Year 2 Phonics	No	Phonics Score		
Phonics Score		Below 29	32+	40
PPG children	7	57%	43%	0%

End of Key Stage 1

End of KS1	No	Reading			Writing			Maths			Combined	
		BLW	EXS+	GDS	BLW	EXS+	GDS	BLW	EXS+	GDS	EXS+	GDS
PPG children	23	61%	39%	13%	65%	35%	9%	39%	61%	9%	30%	9%

Year 4 Multiplication Check

Grouping	Achieving 25 marks (14 children)	Achieving 20-25 marks (39 children)	Achieving 15-25 marks (51 children)	Achieving 10-25 marks (59 children)
PPG children	2/19 = 11%	9/19 = 47%	13/19 = 68%	18/19 = 95%

End of Key Stage 2

End of KS2	No	Reading			Writing			SPaG			Maths		
Pupil attainment		BLW	EXS+	GDS	BLW	EXS+	GDS	BLW	EXS+	GDS	BLW	EXS+	GDS
PPG children	26	27%	73%	19%	12%	88%	15%	19%	85%	23%	15%	85%	27%
End of KS2	No	Combined											
Pupil attainment		EXS+	GDS										
PPG children	26	58%	8%										

Academic Year 2021/22

Key stage 2 attainment

Published

6 September 2022

Headline facts and figures - 2021/22

Summary

Percentage of pupils meeting the expected standard in reading, writing and maths (combined)

59%

down from 65% in 2019

Percentage of pupils reaching the higher standard in reading, writing and maths (combined)

7%

down from 11% in 2019

Disadvantage gap index

3.21

Up from 2.91 in 2019

Percentage of pupils meeting the expected standard in reading

74%

up from 73% in 2019

Percentage of pupils meeting the expected standard in writing TA

69%

down from 78% in 2019

Percentage of pupils meeting the expected standard in maths

71%

down from 79% in 2019

These statistics cover the attainment of year 6 pupils who took assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

The disadvantage gap index has increased from 2.91 in 2019 to 3.21 in 2022.

The disadvantage gap index reduced between 2011 and 2018 - indicating that the gap in attainment between disadvantaged pupils and other pupils was becoming smaller - before remaining at a similar level between 2018 and 2019. The index has increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils.

Attainment has fallen compared to 2019 for both disadvantaged pupils and other pupils at the expected and higher standards in all subjects except for reading. However, the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap.

In reading, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils. In writing, attainment fell from 68% to 55% for disadvantaged pupils and from 83% to 75% for other pupils. In maths, attainment fell from 67% to 56% for disadvantaged pupils and from 84% to 78% for other pupils.

In school comparison to End of Key Stage 2 national data for 2022:

- Reading attainment at ARE+ for Oak Meadow was 73% versus 62% nationally.
11% higher.
- Writing attainment at ARE+ for Oak Meadow was 88% versus 55% nationally.
33% higher.
- Maths attainment at ARE+ for Oak Meadow was 85% versus 56% nationally.
29% higher.

Overall attendance for 2021/ 2022 for children in receipt of the PPG was 1.5% below the school overall average of 94.5% at 93% with a 2.9% gap versus children who were not in receipt of the PPG.

Compared to the most recent national data for attendance available (2020/ 2021), school attendance for children in receipt of the PPG was 1% above the national average of 92%

What are our next steps based on the successes of the previous Pupil Premium Strategy and whole school data?

In 2022-23, Oak Meadow Primary School aims to build upon the excellent successes from prior PPG spending to realise outstanding outcomes for our pupils as detailed in Part A: Pupil Premium Strategy Plan.

Consistency in existing areas of PPG spend that have proven impact will continue as the school sustains and grows systems to support children and their families. We are conscious of the national climate with the cost of living crisis and will build in regular review points to assess the impact of the plan with the well-being of our children central to decision making.

Analysis of whole school internal data at the end of 2021-2022 illustrates that Non-SEND Pupil Premium children perform in line with pupils who are not in receipt of the PPG. Because of this, Pupil Premium children who also have SEND needs will be a key focus in all school improvement

planning. This pupil group will be 'spotlighted' across the school to ensure high quality teaching and learning, targeted interventions and required pastoral support are consistently in place.

The school's priority is to ensure excellent, evidence-based support mechanisms are implemented for our PPG children to continue to progress, succeed and achieve at least in line with all other pupil groups when impact is measured at a school level and against national data.

Externally provided programmes

Programme	Provider
Mastery Maths Support	SHaW Maths Hubs
SEND specialist teaching	Wolverhampton Council/ Local Authority
Educational Psychologist support	Wolverhampton Council/ Local Authority
Mental Health support practitioners	Wolverhampton Council/ Local Authority
CAMHS Reflexions	CAMHS
School nurses	Wolverhampton Council/ Local Authority
Educational Welfare Officer support	Wolverhampton Council/ Local Authority
Musical instrument tuition	Wolverhampton Music School
Sports coaching	Soccer 2000.