

## 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

Detail	Data
School name	Oak Meadow Primary School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£180,230
Recovery premium funding allocation this academic year	£19,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£200,095

## 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 a 21<sup>st</sup> century Great British citizen.

#### **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 body 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;
- Payment support 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.

4	The emotional well-being, social and behavioural needs of pupils that impact upon learning (further accentuated by the impact of Covid-19).
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 challenged 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 the Nuffield Early Language intervention.</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 is at least in line with National Other.</p> <p>The overwhelming majority (97-100%) of targeted Pupil Premium children have completed the NELI programme 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) has increased.</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 the WELL passport and 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 MHWB 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"> <li>• are more positively engaged with their learning;</li> <li>• interact more constructively with others (both staff and children);</li> <li>• are more self-aware about their mental health and well-being and are able to express their emotions effectively, using appropriate vocabulary;</li> <li>• are better able to use self-regulation and self-calming strategies to help deal with strong emotions;</li> <li>• are more emotionally intelligent and can discuss and understand the emotions and perspectives of others;</li> <li>• demonstrate resilience and perseverance when their work becomes challenging.</li> </ul>
<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"> <li>• An improvement in the attendance of Pupil Premium children;</li> <li>• A reduction in the number of persistent late arrivals for Pupil Premium children.</li> </ul>	<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>Pupils 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 Pupil Premium 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 Wider Opportunities 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 (Y4, 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 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 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: **£88,485**

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 5 – led by an unqualified teacher.            Year 6 – led by the DHT.</p> <p><b>(£76,685 + on costs)</b></p>	<p>+4 EEF: small group tuition            +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, 5 and 6.</p>	<p>1, 3</p>
<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><b>(£1,000 per annum)</b></p>	<p>+2 EEF: The impact of homework in primary leads to an additional 2 months progress.            +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>	<p>6, 7</p>
<p>To provide robust training, coaching and mentoring packages for all members of staff in reading/phonics, writing and maths.</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 being taught by a good versus bad</p>	<p>1</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><b>(£4,800 per annum)</b></p>	<p>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 PP pupils to catch up. 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>The 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><b>(£4,000 per annum)</b></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 support Pupil Premium children with SEND.</p> <ol style="list-style-type: none"> <li>1. Metacognition</li> <li>2. Pre-teaching and Overlearning</li> <li>3. Precision Teaching</li> <li>4. Anxiety and pupil Well-being</li> </ol> <p>The expertise of bought in professional services</p>	<p>+7 EEF: Metacognition and Self-regulation</p> <p>See EEF Document: 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 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>1, 3, 4, 7</p>



<p>(Educational Psychology, SEND Specialist Teacher) is 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. <b>(£2,000 per annum)</b></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: **£72,320**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The employment of 5 new intervention Teaching Assistants to deliver evidence based small group interventions to PP pupils who are falling behind in maths, reading and phonics (Covid-19 impact). Inclusive of the NELI programme in EYFS and KS1. <b>(£14,464 per staff member (L2) equalling £72,320 + on costs)</b></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>+ 4 months progress - NELI programme</p> <p>Specialist support staff deliver high quality intervention programmes that are recommended by the EEF (1<sup>st</sup> 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. <b>(Accounted for within support staffs' contracts)</b></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 they keep up with their peers and do not fall behind in their learning and meet their end of year targets.</p>	<p>1, 2, 3</p>

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

Budgeted cost: **£39,290**

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 MHWB strategies, such as mindfulness, in weekly 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, Educational Psychologist, school nurse or GP) for targeted support. <b>(£3,500 per annum)</b></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"> <li>- Contact, hold meetings and challenge and support parents of</li> </ul>	<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 who are persistently absent from aca-</p>	<p>4, 5, 7</p>

<p>persistent latecomers/absentees when absence and punctuality affects the education of their children.</p> <ul style="list-style-type: none"> <li>- Review the attendance of all Pupil Premium children half-termly and initiate meetings with parents of any child that falls below 96% thresholds.</li> <li>- Promote good attendance and punctuality with rewards such as Attendance certificates.</li> <li>- Collaborate with the Education Welfare Officer to monitor persistent absentees, contacting and challenging these families to improve and making legal referrals where necessary.</li> </ul> <p><b>(£24,490 per annum + on costs).</b></p>	<p>demographic year 20/21 (excluding Covid closures) with the attendance rates for the overwhelming majority (97-100%) of Pupil Premium children at or above 96%.</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. For example, Into the Unknown.</p> <p>Employing music school wider opportunities staff to teach children how to play a musical instrument</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 3 educational visits, or have experience of a visiting speaker, each academic year and attend a residential stay in Y2, Y4 and Y6.</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>4, 5, 6, 7</p>

<p>and offering violin tuition to Pupil Premium children.</p> <p>Externally training a member of staff in Forest School training who then teaches Pupil Premium children weekly at our Forest School.</p> <p>Employing Sports Coaches to target Pupil Premium children in clubs so that they get greater access to sports, fitness and health.</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><b>(£10,500 per annum)</b></p>	<p>All Pupil Premium children have learned to play a musical instrument through Wider Opportunities 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 afternoons where children can work alongside their children on practical tasks.</p> <p><b>(£800 per annum)</b></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>	<p>4, 7</p>

**Total budgeted cost: £200,095**