

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	Oldbury Park Primary School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	80 children (26%) £107,600
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lee Card – <i>Principal</i>
Pupil premium lead	Sarah Davies – <i>Vice Principal</i>
Governor / Trustee lead	Rob March

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,600
Recovery premium funding allocation this academic year	£10,089
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	£117,689

Part A: Pupil premium strategy plan

Statement of intent

Oldbury Park's intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils and support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1.	<p style="text-align: center;"><u>The % of disadvantaged pupils meeting ARE</u></p> <ul style="list-style-type: none"> ➤ The % of disadvantaged pupils meeting a Good Level of Development at end of Reception (Baseline 50% 2021). ➤ The % of disadvantaged pupils meeting ARE in Reading (Baseline average % of 57% 2021) ➤ The % of disadvantaged pupils working at ARE in Writing (Baseline average % of 45% 2021)
2.	<p style="text-align: center;"><u>Oracy within peer discussion</u></p> <ul style="list-style-type: none"> - disadvantaged pupils children using age-appropriate vocabulary within peer discussion. - Children using appropriate conversational skills and sentence stems within peer discussion
3.	<p style="text-align: center;"><u>Attendance for disadvantaged pupils (Baseline 2021 93%)</u></p> <ul style="list-style-type: none"> - % attendance for disadvantaged pupils (baseline 93%) - % attendance for persistent absentees - % attendance for SEND+PP children (baseline 91%)
4.	<p style="text-align: center;"><u>Emotional Resilience and learning behaviours for disadvantaged pupils.</u></p> <ul style="list-style-type: none"> ➤ High numbers of children working at 'emerging' and 'developing' levels in whole class screenings ➤ Effective identification of children needing targeted work ('rarely' level)
5.	<p style="text-align: center;"><u>Progress of SEND + PP children</u></p> <ul style="list-style-type: none"> ➤ % of SEND+PP children making good or better progress in Reading (baseline: 56% making good progress) Writing (baseline: 64% making good progress) Maths (baseline: 60% making good progress) ➤ Effective inclusion ensures SEND+PP children can access the curriculum within their mainstream lesson.

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>Tier 1 Teaching and Learning cycle is embedded in all lessons to ensure consistently high quality learning across school.</p>	<ul style="list-style-type: none"> - All observed Reading and Writing lessons show a clear understanding and use of the T&L cycle/parts of a Reading lesson. - Teaching and Learning across school is considered consistently high quality in Reading and Writing. - The writing rationale is clearly followed and progress is evident in books. - Pupil voice shows children can clearly articulate their learning. - Evidence in books show clear sequences of learning that have been expertly planned and adapted for the individual needs of the child.
<p>Tier 1 Oracy across school is considered a strength.</p>	<ul style="list-style-type: none"> - Observations show the teaching of vocabulary is highly effective – children know more and remember more in relation to vocabulary. - The environment is communication friendly and focuses on developing vocabulary and age-appropriate discussion - Age-appropriate vocabulary is used within discussion-based tasks - EYFS and KS1 have a high-quality intervention programme for those children who need additional support to ensure rapid progress.
<p>Tier 2 For a significantly higher proportion of SEND+PP/disadvantaged pupils to make good or better progress in Reading, Writing and Maths</p>	<ul style="list-style-type: none"> - Data shows increased and rapid progress for those children targeted for intervention. - Highly effective interventions are in place across KS1 and 2 with clear progress markers.
<p>Tier 2 For a significantly higher proportion of PP/disadvantaged pupils in UKS2 to reach ARE in Maths</p>	<ul style="list-style-type: none"> - Data shows increased and rapid progress for those children targeted for intervention. - Highly effective interventions are in place across KS2.
<p>Tier 2 For a significantly higher proportion of PP/disadvantaged pupil from Year 2 to Year 6 are meeting ARE in Reading.</p>	<ul style="list-style-type: none"> - Accelerated Reader reading ages show improved reading age at each data capture. - PiXL data and Teacher Assessment shows an increase in the amount of children (years 2-6) achieving ARE in Reading.

<p>Tier 3 To support the social and emotional development of children across school.</p>	<ul style="list-style-type: none"> - Thrive data shows an increase in the amount of children achieving 'Secure'. - Children are aware of how to self-regulate. - Pupil voice shows a clear and increased understanding of Well-Being and Mental Health. - Progress is recorded within Thrive whole class screenings. - Decrease in the amount of significant de-regulation across school including fixed term exclusions. - Increased opportunity to explore Mental Health – evident through parent and pupil voice.
<p>Tier 3 Increase in attendance for PP pupils so that it is in line with National.</p>	<ul style="list-style-type: none"> - 94% attendance for PP pupils across school. - Decrease in the amount off persistent absenteeism within our PP cohort.

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:

Staffing for intervention EYFS/Ks1 = £17,547

Staffing for intervention Ks2 = £5569.34

Staffing for SLT leadership/CPD = £25,119.20

Language Link = £425

Word Aware programs = £118.77

Teaching children to Listen program= £19.85

Total cost = £48,799.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tier 1</p> <p>Embed the structure of lessons using the T & L cycle to ensure children know more and remember more – focusing on the Connect section.</p> <p>Introduce a consistent approach to the teaching of Reading.</p> <p>Introduce the writing rationale and use of gap analysis.</p>	<p>Central Trust Teaching and Learning Cycle</p> <p>https://alistairsmithlearning.com/wp-content/uploads/2016/01/Implementation-Long-Version.pdf</p> <p>Ebbinghaus Forgetting Curve Theory</p> <p>https://rsaacademy.sharepoint.com/sites/CRSTDisadvantagedVulnerablePPCo-DesignTeam/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FCRSTDisadvantagedVulnerablePPCo%2DDesignTeam%2FShared%20Documents%2FTiered%20Sources%20for%20Evidence%20and%20Research%2FTier%201%20EEF%20research%20%2D</p>	<p>1</p>

	%20QFT%20for%20pupils%20with%20SEND	
Tier 1 Develop pupil discussion skills by: -Embedding a structure for teaching new vocabulary. -Providing a language rich environment. -Providing high quality early intervention within EYFS and KS1. -Embedding sentence stems within peer discussion. -Providing CPD on developing opportunities for discussion rich provision.	Collaborative learning with joint outcomes – EEF - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches <hr/> Oral Language Interventions – EEF - https://educationendowmentfoundation.org.uk/education-language-link-impact-report-https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf evidence/teaching-learning-toolkit/oral-language-interventions Teaching Vocabulary – Word Aware - http://thinkingtalking.co.uk/word-aware/	2

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

Budgeted cost:

Intervention staffing costs = £16,576.17

SENCO 0.6 staffing costs = £16,700

Success @ Arithmetic = £990

First Class @ Number = £990

Total cost = £35,256.17

Activity	Evidence that supports this approach	Challenge number (s) addressed
Tier 2 Provide highly effective Maths intervention across KS2: - Evidenced based intervention	First Class at Number https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber	1

<p>- Gap analysis interventions (PiXL therapy)</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-maths-teaching</p> <p>Success @ Arithmetic https://www.schoolimprovementliverpool.co.uk/Training-Details/2323</p>	
<p>Tier 2</p> <p>Introduce Accelerated Reader to ensure a higher % of children (Years 2-6) achieve ARE in Reading.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p> <p>AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes.</p>	<p>1</p>
<p>Tier 2</p> <p>Small group tuition for SENCo+PP children, with highly skilled staff.</p>	<p>https://rsaacademy.sharepoint.com/:w:/r/sites/CRSTDisadvantagedVulnerablePPCo-DesignTeam/_layouts/15/Doc.aspx?source doc=%7BB08C93C0-CDA4-44F5-95EC-BA43B93D58B1%7D&file=Document.docx &action=default&mobileredirect=true</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group</p> <p>https://rsaacademy.sharepoint.com/sites/CRSTDisadvantagedVulnerablePPCo-DesignTeam/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FCRSTDisadvantagedVulnerablePPCo%2DDesignTeam%2FShared%20Documents%2FTiered%20Sources%20for%20Evidence%20and%20Research%2FTier%201%20EEF%20research%20%2D%20QFT%20for%20pupils%20with%20SEND</p>	<p>5</p>

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

Budgeted cost:

Thrive staffing costs = 22,538.11

Thrive annual training costs for licenced practitioners = £168

Thrive resource budget = £800

Total cost = £23,506.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><u>Tier 3</u></p> <p>Provide highly effective SME provision</p> <ul style="list-style-type: none"> - Embed the use of Thrive screenings as gap analysis for effective class sessions. - Improve the effectiveness of Thrive class sessions through modelling, coaching, discussion and team-teaching. - Introduce “Happy Lunchtimes” - Monitoring of targeted sessions. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.thriveapproach.com/about-thrive/impact-of-thrive/our-stories/</p> <p>THRIVE Testimonials</p> <p>The impact the thrive approach has on children has been evidenced in a number of studies: Thrive helps develop resilience in young people (Hart and Heaver 2015); Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self confidence and attendance (McGuire-Snieckus et al 2015)</p>	<p>4</p>
<p><u>Tier 3</u></p> <p>Improve attendance</p> <ul style="list-style-type: none"> - Set up a clear, hierarchical system for supporting PA’s and their families. - Engage outside agencies to support families at earlier starting points (EWO, School nurse, Educational Psychologist etc) 	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	<p>3</p>

Total budgeted cost: £ 107,561.44

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.

Our internal assessments during the 2020/21 academic year suggested that the performance of disadvantaged pupils was lower than other pupils in key areas of the curriculum; this was a trend which was evident at the school in previous years shown in statutory attainment and progress data.

Despite some positive work in the school, supported by our place within the Trust, we did not achieve the outcomes targeted for at the end of 2020-21. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching through SeeSaw.

We had some success, despite the uniqueness of the year, with overall attendance in 2020/21 which was higher than the previous year at 95.4% - this was also higher than the national average. Disadvantaged pupil attendance was slightly below previous recorded National data (2019) and that of non-disadvantaged pupils which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues, but were mitigated by our investment in pastoral and SEMH work including Thrive. We used pupil premium funding to train licensed practitioners who provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.