



Oakway Academy Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 academic year 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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

We believe that disadvantaged children are not less able; they have fewer opportunities to access the resources and support they need to make the progress in school they would otherwise be able to make and it is our responsibility to provide these for them.

School overview

Detail	Data
Number of pupils in school	565
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	1st September 2023
Date on which it will be reviewed	1st September 2024
Statement authorised by	Claire Byron, Principal
Pupil premium lead	Angie Aitken, Head of School
Governor / Trustee lead	William Thallon

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£210,520
Pupil premium funding carried forward from previous years	£0
Recovery premium funding allocation this academic year	£21,170 (estimated)
Recovery funding carried forward from previous years	£0
Total budget for this academic year	£231,690

Funding overview 2022-2023

Detail	Amount
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Pupil premium funding carried forward from previous years	£0
Recovery premium funding allocation this academic year	£21,170 (estimated)
Recovery funding carried forward from previous years	£0
Total budget for this academic year	£231,690

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£210,520
Pupil premium funding carried forward from previous years	£0
Recovery premium funding allocation this academic year	£22,620 (estimated)
Recovery funding carried forward from previous years	£0
Total budget for this academic year	£233,140

Part A: Pupil premium strategy plan

Statement of intent

Key Principles of our Strategy

We recognise that children achieving age related expectations is the greatest impact we can have on our disadvantaged community. Our approach builds upon relevant research, using it alongside our robust and thorough understanding of the challenges our children face to make informed decisions about the effective use of funding.

Our strategy is a three tiered approach (as recommended by EEF, June 2019):

- High quality for teaching and learning; ensuring disadvantaged pupils are challenged in the work they are set
- Targeted support through specific interventions linked to overcoming barriers to learning; ensuring we intervene at the earliest possible point when need is identified
- Wider strategies to support pupils that experience socio-economic disadvantage; including self-regulation and mental health support

Through our strategy we strive to;

- Raise the attainment and progress of pupils eligible for PPG, to enable them to perform in line with their non - disadvantaged peers.
- Ensure that pupils eligible for PPG are able to regulate their emotions and behaviour and they are supported with their mental health.
- Integrate our plans for educational recovery, notably tutoring for pupils whose education has been worst affected, including non-disadvantaged.
- Provide a curriculum and inclusive pedagogical approaches that focus on language development and provide pupils eligible for PPG with the skills, vocabulary and opportunities needed to participate in the planned curriculum in meaningful ways.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. This is achieved by ensuring our recently overhauled curriculum is broad and balanced and at least meets the expectations of the National Curriculum and staff are well trained and supported to provide opportunities for children to develop their Oracy and Metacognitive skills. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people through the curriculum offer, including through PHSE, RE and History. With the introduction of wider strategies, such as our Behaviour for Learning approaches children are supported children to develop an understanding of the explicit behaviours they require to be successful learners.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate that the attainment gap between PP and non-PP has widened during COVID in writing and maths
2	In addition to being in receipt of PP, a number of the children have additional vulnerabilities identified; including SEND and Safeguarding. Our assessments, including with families have identified social and emotional issues for many pupils, and a lack of external support during school closures for medical and safeguarding needs. These challenges particularly affect disadvantaged pupils, including their progress.
3	A number of children in receipt of PP are unable to decode fluently, impacting on their ability to access the wider curriculum. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	A number of vulnerable children have weak language development and word poverty which impacts on progress in all areas of the curriculum. On entry to EYFS a standardised speech and communication assessment is completed indicating that the average four year old on entry to our setting has the communication skills of a 22-24 month old, regardless of disadvantage.
5	Weak learning behaviours which puts them at a continued disadvantage compared to non-PP peers, including the ability to self-regulate. Our assessments indicate that this continues to have an impact on disadvantaged pupil's progress.
6	Attendance gap between PP and non-PP has widened during COVID, including persistent absenteeism. Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism, including persistent absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan in **September 2024**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raise standards in Reading, Writing and Mathematics to at least in line with PP average attainment based on families of schools database, EEF. Contact nearby network school for support.	The 3 Year average between 2022-2024 combined RWM at end of KS2 at least 65% for 55% for PP
Focus on developing vocabulary for curriculum access. Focus on	<ul style="list-style-type: none"> Evidence of disadvantaged children using subject specific vocabulary in context both in recorded learning and articulation

development of oral language to improve articulation of learning.	<ul style="list-style-type: none"> • A consistent approach to teaching Oracy and vocabulary across the Academy is embedded • Children are able to articulate their learning during and after lessons
Establish a clear culture for positive behaviours for learning, in which PP children are resilient and motivated to achieve	<ul style="list-style-type: none"> • Number of children subject to suspension and / or Permanent Exclusion is reduced and becomes in line with National. • Children in receipt of PP achieve Behaviour for Learning awards in line with non-PP children • Children can articulate their learning behaviours and can talk about what they need to do to improve these
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, achieving at least in line with school in a similar context (ADACI, quintile 5. IDSR)	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4.3%, and for those in receipt of PP being no more than 5% • the percentage of all pupils who are persistently absent being below 9.8% and for those in receipt of PP being no more than 12.7%
Create a positive and supportive environment for all pupils without exception	<ul style="list-style-type: none"> • All children in receipt of PP with additional challenges such as SEND have access to high quality teaching; including use of resources such as; maths manipulatives, word mats, Clicker software, CiP, and PECs and carefully selected high quality intervention including; Catch-up Literacy, Sensory Circuits, 1:1 RWI phonics and Chatterways.

Activity in this academic year 2023-2024

Teaching

Budgeted cost: £155,140

Activity	Evidence that supports this approach	Challenge numbers addressed
Additional teaching staff delivering core learning to those children with significant and complex SEND, with EHCP for cognition and learning	EEF report: Special Educational Needs in Mainstream Schools	1, 2, 3
Implementing a consistent approach to developing Oracy. CPD for teaching staff	EEF report: Improving Literacy in Key Stage 1	4
Implementing an effective systematic phonics programme across EY and KS1, supported by the English Hub consultancy. CPD for teaching staff through RWI	EEF report: Improving Literacy in Key Stage 1	3
Teaching children effective strategies for planning and editing their writing; Implementing and embedded the Get Writing approach for EYFS and KS1 and The Write Stuff Approach in KS2, including resourcing and CPD	EEF report: Improving Literacy in Key Stage 1	1
Using a mastery approach to embedding foundational skills, including; fast reading, mastery of maths facts. CPD for teachers	EEF evidence: Mastery learning + 5 months	1, 3
Embed the Oakway curriculum with a focus on pedagogy and subject knowledge to enable children to know more, remember more and do more; Developing consistent metacognition, Oracy and Assessment for Learning strategies, including teaching staff CPD and supporting resources	Based on Rosenshine's Principles of instruction research. EEF evidence: Feedback + 6 months EEF evidence: Oral Language Intervention + 6 months	1, 2, 3, 4
Using rigorous assessment information about children's current capabilities to select the best next steps. This includes, utilising individual assessments for phonics and mathematics in Early Years and Phonics in KS1, which track children's progress in fluid groups which are responsive to children's needs and using PIXL assessments for Reading and Writing in Year 2,3,4,5 and 6, along with QLAs to understand precise gaps.	EEF report: Improving Literacy in Key Stage 1	1, 3
Providing professional development that develops teaching techniques and embeds	EEF report: Effective Professional Development	1, 2, 3

practice; using external consultancy and coaching to support teachers by providing encouraging monitoring through the English Hub for phonics, an internal phonics leader, English consultancy for KS2 reading, Herts grid for Learning for Maths and external coaching for subject leaders.		
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Targeted academic support

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge numbers addressed
TAs are fully prepared to deliver high quality one-to-one and small group support using structured interventions; including; Chatterways early language development programme, speech and language interventions and Catch-up Literacy, EAL support and intervention, Number Sense as a targeted Maths intervention	EEF report; making best use of teaching assistants EEF evidence: Small group tuition + 4 months EEF evidence: One to one tuition + 5 months EEF report: Improving Literacy in Key Stage 1	2, 3, 4
One to one tuition for PP children in Year 6 in Reading, Mathematics and SPaG and for those in KS1 the bottom 20% using RWI 1:1 phonics intervention programme. CPD and ongoing coaching and mentoring for staff to deliver the above effectively	EEF evidence: One to one tuition + 5 months 5 terms	2, 3
Small group tuition for PP and children who have fallen behind in reading and mathematics, focusing on Year 1,2,3 and 6 children and utilising standardised diagnostic assessments to identify individual pupil need academic intervention, such as; PiXL, FFT, SATs papers. Cost involved for teachers time, CPD and access to standardised assessments	EEF evidence: Small group tuition + 4 month	1, 3
Using Accelerated Reader (AR), a web-based programme to encourage children to read for pleasure; including funding for millionaire club reward to further motivate reading at home and also access to online books linked to AR.	EEF evidence: Accelerated Reader + 3 months	2, 3

Wider strategies

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging external providers to secure high quality counselling, through N-FAST programme, Clinical Counselling services, MHST clinician	EEF evidence: Social and emotional learning + 4 months	6
Improving opportunities for children in receipt of PP to engage in peripatetic music lessons in years 2, 3, 4 and 5 (10 weeks of whole class tuition for each child in each year group) along with additional follow up lessons for a 6 identified PP children in each year group	EEF evidence: Arts participation + 3 months	5
Attendance Welfare Officer employed to focus on improving attendance, this includes staffing costs and costs for rewards and incentives and for supporting families to improve attendance	EEF evidence: Parental involvement +4 months EEF are currently undertaking an attendance interventions rapid evidence assessment	6
Three Welfare officers employed to support families and provide intervention to improve social and emotional learning, such as; Protective behaviours, drawing and talking, Anger and Anxiety Gremlins interventions	EEF evidence: Social and emotional learning + 4 months	6
Wellbeing team established from existing staff, focused on supporting child and staff mental health, including providing targeted breakfast	EEF Project: Impact of Covid-19 school closures and subsequent support strategies on attainment and socioemotional wellbeing in Key Stage 1	6

provision for vulnerable children		
Subsidise school activities for PP children to ensure equal access, including trips / visits / uniform and music tuition	EEF evidence: Social and emotional learning + 4 months	1, 4, 5, 6

Total budgeted cost: £233,140

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 2022 to 2023 academic year.

Review: 2022-23 aims and outcomes

Aims	Outcomes
Raise standards in Reading, Writing and Mathematics to at least in line with PP average attainment based on families of schools database, EEF	At the end of 2023 KS2 outcomes were for all children were; Reading 61%, Maths 69% and Writing 66%. Whereas for our PP children the outcomes were; Reading 48%, Maths, 60% Writing 47%. There is still considerable work to do on improving outcomes in all three subjects for PP learners.
Focus on developing vocabulary for curriculum access. Focus on development of oral language to improve articulation of learning.	Teachers have had CPD to develop their understanding of the importance of Oracy and to develop their knowledge around supporting children to become effective Orators. An expert consultant has provided support to the senior leaders to develop an Oracy strategy across the academy and the trust over the academic year, which was consulted on with all teaching staff. Teachers has accessed high quality CPD through CUSP curriculum webinars and training materials around specific vocabulary instruction. High quality vocabulary instruction modules are included in the teaching of all CUSP curriculum subjects (Art, DT, Geography, History and Science)
Establish a clear culture for positive behaviours for learning, in which PP children are resilient and motivated to achieve	The academy engaged in the DfE Behaviour Hubs programme over the past 18 months and successfully graduated in June 2022. Senior leaders reviewed the behaviour policy and made changes, rolling these out in September 2022, these have been further refined for the

	academic year 2023 2024. There is a clear culture of high expectations embedded across the Academy. The number of suspensions has decreased over the academic year, and these were for fewer children than in previous years. 4 children were suspended on more than one occasion. We had 2 permanent exclusions. The Academy continues to have high expectations of pupil conduct and behaviour.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, achieving at least in line with school in a similar context (ADACI, quintile 5, IDSR)	Academic year 2022 2023 was 91.61%, with 88.31% for PP children. This is an area we need to continue to work on for all children at the academy, PP and Non-PP. An attendance welfare officer was in post all year and was supported to manage attendance by the Lead DSL. A robust system of monitoring and reporting has been in place, and support provided to tackle poor attendance, including funding taxis, staff collecting children who live locally and prompt referrals to Education Improvement Partnership. The systems in place were reviewed over the summer term and a new attendance strategy was developed and shared with families ready for implementation in September 2022.
Create a positive and supportive environment for all pupils without exception	The introduction of three SEND classes being taught by qualified teachers and supported by teaching assistants has improved the progress and attainment achieved by the children with EHCP for cognition and learning who are able to access quality first teaching in a mainstream classroom. PIVATs assessments and their individual educational plans identify that they have all made strong progress. The use of supports and scaffolds within the CUSP curriculum resources has ensured that all children can access work in all lessons at an appropriate level. This has included dual coded knowledge notes, explicitly teaching vocabulary and retrieval practice and providing challenge to stretch the higher prior attainers.

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
Phonics training subscription	RWI
Online maths programme	IXL
Standardised assessment and teaching programme	PIXL
Writing approach	The Write Stuff
Literacy Intervention	Catch-up Literacy

Early language programme	Chatterways
Handwriting programme	Kinetic Letters
PHSE scheme	1 Decision
Computing programme	Purple Mash
Finely graded reading scheme	Accelerated Reader
RHSE programme	Confidence in teaching RSE