



Oakway Academy Pupil Premium Strategy Statement 2022-2023

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. 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.

School overview

Detail	Data
Number of pupils in school	583
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	1st September 2024
Date on which it will be reviewed	1st September 2025
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	£207,520
Pupil premium funding carried forward from previous years	£0
Recovery premium funding allocation this academic year	£0
Recovery funding carried forward from previous years	£0
Total budget for this academic year	£207,520

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 and a significant gap remains 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 have do not 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 2025**, 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 2022-2025 combined RWM at end of KS2 at least 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"> • Reduce Fixed Term Exclusion and Permanent Exclusion to at least 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 4. 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 2021-2022

Teaching

Budgeted cost: £145,000

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, 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; Such as 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 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 practice; using external consultancy and	EEF report: Effective Professional Development	1, 2, 3

coaching to support teachers to revisit prior learning and to provide 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: £32,000

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; Babblejab early language development programme, speech and language interventions, Catch-up Literacy and Sounds Write structured spelling programme	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 5 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging in Behaviour Hubs DfE funded programme to improve behaviours for learning and to implement an academy wide positive learning culture, including CPD for staff and resources to support the approaches	EEF evidence: Behaviour interventions + 4 months	5
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, ELSA interventions Theraplay and externally sourced counselling.	EEF evidence: Social and emotional learning + 4 months	6
Wellbeing team established from existing staff, focused	EEF Project: Impact of Covid-19 school closures and subsequent support strategies on attainment and	6

on gaining Wellbeing at School Award and supporting child and staff mental health	socioemotional wellbeing in Key Stage 1	
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: £ 207,000

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 2024 academic year.

Review: 2021-24 aims and outcomes

Aims	Outcomes
Progress in reading	Attainment for disadvantaged children was in line with that of national disadvantaged however it remains below that of the overall national. Progress of the disadvantaged group was slightly below that of the national disadvantaged group whereas the overall cohort was average progress.
Progress in writing	Attainment for disadvantaged children was in line with that of national disadvantaged however it remains below that of the overall national. Progress for the disadvantaged group was above that of the national disadvantaged group.
Attainment in grammar, punctuation and spelling	Attainment was below the predictions made based on internal tracking and data. Analysis identifies a range of children and assessment strands where attainment was lower than expected.
Progress in mathematics	Attainment for disadvantaged children was broadly in line with that of the national disadvantaged and it remains below the national measure. Progress was above that made for the national disadvantaged group and in line with that made nationally.
Progress in phonics	Y1 phonics- 13 children were identified as disadvantaged and 7 achieved the expected standard. Y2 phonics- 13 children identified as disadvantaged and 5 achieved the expected standard.
Improvement in attendance of disadvantaged children	175 children identified from autumn-spring 2018-19 as disadvantaged, the data shows that attendance rates for the group are significantly below the national disadvantaged group and persistent absence for this period of time is significantly higher.

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	Jane Considine
Literacy Intervention	Catch-up Literacy
Early language programme	Chatterways, Babblejab
Handwriting programme	Kinetic Letters
PHSE scheme	1 Decision
Wider Curriculum Resources (Art/ Design and Technology, Geography, History , Science, French	CUSP curriculum – Unity Schools