



# Pupil premium strategy statement – Oldfleet Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	55.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Julia Mitchell Executive Headteacher
Pupil premium lead	Julie White Head of School
Governor / Trustee lead	Chris Storr Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,030.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£25,188.00
<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£277,218.00



## Part A: Pupil premium strategy plan

### Statement of intent

We are a caring and cooperative Trust Academy school and our 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, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first 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. Our carefully planned focus on key learning, balanced with a curriculum that supports our children's mental and physical health and continues to provide experiences that address deficits in cultural capital. 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 a continued wider school plan for education recovery following the period of educational disruption due to COVID, notably in its targeted support through focused interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Through effective teaching in F1, pupils make good progress from significantly low starting points to enter F2 still below their expected stage for their age. Having narrowed the gap, a significant number of children are working in the emerging band of development of the EYFS curriculum on entry to F2. An increasing number of children have SEND needs particularly in the areas of speech and language. Children's social skills, independence, communication and interaction across the whole school continues to be an area of focus. We aim to ensure this does not impact on the children's learning by addressing it directly. The intention of this report on spending is to illustrate our approach to addressing the needs of the whole child as they continue to recover from the long-term impact of the pandemic and make up for lost learning.

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 their learning to achieve well, acting early to implement intervention at the point when need is identified
- Ensure all children are valued and heard in a safe and caring environment so that they can thrive
- Ensure quality first teaching and high expectations for all pupils, irrespective of disadvantages or challenges children may face, children are encouraged to take responsibility for their learning and have high aspirations for themselves

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate <b>underdeveloped oral language skills and vocabulary gaps</b> among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater <b>difficulties with phonics</b> than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that <b>maths</b> attainment among disadvantaged pupils is well below that of disadvantaged pupils nationally.  On entry to Reception class the majority of pupils both non disadvantaged and disadvantaged pupils arrive significantly below age-related expectations compared to national. This gap is great initially but this steadily reduces towards the end of KS2.
4	Our assessments and observations indicate that the <b>education and wellbeing</b> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in language acquisition, phonics, reading and writing across the school
5	Our assessments, observations and discussions with pupils and families have identified <b>social and emotional issues</b> for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

	Teacher referrals for support for children have markedly increased. Out of 171 disadvantaged pupils there are currently 63 pupils requiring additional support with social and emotional needs, through Advotalk support, School Nurse, ELSA, bereavement support, Mental Health Practitioner, Play Therapy or bespoke Wellness Action Plans.
6	<p>Our attendance data indicates that <b>attendance</b> among disadvantaged pupils has been lower than for non-disadvantaged pupils. A range of strategies targeted at families with persistent absence with our overall percentage of persistent absences being at 26.5% (2022/2023) , above national average. Our attendance figures continue to be much lower than we expect. This is due to recurrent illnesses, often significant, a high number of children moved out of the area and needed support to enrol at another school and a high number of holidays taken in school time.</p> <p>We work hard to support our families to improve their attendance figures and celebrate good and improved attendance. We have a new attendance team who are doing everything so children are <b>in school, on time, every day</b> and are developing more family support services (Family Links, walking bus, Fareshare) to improve and sustain good attendance for all pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that more than 73% (in line with 2019 national) of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 will show that more than 79% (in line with 2019 national) of disadvantaged pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• a significant increase in active lessons</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being inline with each other.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being inline with their peers.</li> </ul>

## 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: **£156,630**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure Statutory Tests and</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagno">https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagno</a></p>	<p>1, 2, 3, 4</p>

<p>assessments are interpreted and administered correctly.</p>	<p><a href="#">stic Assessment Tool.pdf?v=1697619973</a> (EEF Diagnostic Tool)</p>	
<p>Embedding our well sequenced vocabulary rich curriculum which enables children to link and articulate their learning through the effective use of tier three vocabulary.</p> <p>We will fund ongoing teacher training and release time to secure subject leadership. We will purchase resources which include high quality texts to support driving the curriculum through reading.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>There is strong evidence that an engaging curriculum, one which is progressive and ensures deep learning with rich language usage, supports vocabulary acquisition. Research supports this:</p> <p><a href="#">Curriculum, Teaching and Support</a></p>	<p>1</p>
<p>Purchase of ongoing CPD programme for RWI including Fresh Start, to secure best practice in the delivery of the programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">RWI Case Study</a></p> <p><a href="#">1. About Read Write Inc. Fresh Start - Ruth Miskin Literacy</a></p>	<p>2</p>
<p>Embed and enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD including the</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">Mastering Number   NCETM</a></p> <p><a href="#">Mastering Number at KS2   NCETM</a></p> <p><a href="#">NCTM Research</a></p>	<p>3</p>

release of teachers to attend TRGs (including Teaching for Mastery and Mastery Number training).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="#">Staff wellbeing charter</a> <a href="#">ACES Research</a> <a href="#">End Violence- White Ribbon</a>	5

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

Budgeted cost: £45,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI Trust diagnostic half termly meetings	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2

<p>with the RWI lead practitioner, School reading lead half termly training and ongoing weekly coaching of staff within each school. Delivery of the Fresh Start Programme.</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>School-led tutoring for pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (2022/2023)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>

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

Budgeted cost: £74,848

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management including trauma informed approaches with the aim of developing our school ethos and developing a relationship strategy supporting emotional response behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Trauma-informed approaches - NPC</a></p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>



<p><u>Working together to improve school attendance - GOV.UK</u></p> <p>This will involve training and release time for staff to develop new procedures including the Arbor MIS (for tracking and analysing).</p> <p>Developing the new attendance team including supporting parents to understand the need for improved school attendance.</p> <p>Developing policy including reward systems.</p>	<p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	
<p>The School Nurse, Well-being lead, Play Therapy practitioner and Avotalk practitioner provide a range of support for our pupils and their families. A significant proportion of the pupils who receive this will be disadvantaged. The support ranges from prevention, identification, early support, access to specialist support, ELSA, WRAP and Mental health first aid.</p>	<p>Evidence demonstrates that children's well being is paramount to ensure the child is physically and mentally healthy, before they are ready to learn. The school nurse employs a range of strategies bespoke and specific for the children.</p> <p><a href="#">Mental Health and behaviour DFE</a></p> <p><a href="#">Advotalk</a></p> <p><a href="#">School Nursing</a></p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>



Music services (wider opps and small group tuition)	Ensure access to wider opportunities for all pupils. Support access to music tuition.	2, 4, 5
Enrichment opportunities	Enrichment through visits - providing the experiential opportunities for all children, ensuring their cultural capital deficit is improved.	1, 2, 3, 4, 5

**Total budgeted cost: £277,218.00**

## Part B: Review of the previous academic year (2022/2023)

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The EYFS data demonstrates that our FSM pupils achieved GLD 6.6 percentage points above national, however a gap of -11.3 percentage points remains compared to in school non-FSM pupils.

Further analysis showed that areas where gaps are significant were: communications and language (listening and speaking), self-regulation, building relationships and fine motor skills. Attendance was also significantly low.

Conclusions drawn from this area and the focuses to remain for EYFS are: phonics, education and wellbeing, social emotional learning and improved attendance.

The Year 1 phonics data demonstrates that our outcomes are improving year on year with an increase of 3.8% of children passing the phonics screening check. However, the gap between in-school disadvantaged and England other remains significant at -37.2%.

Further analysis showed that areas where gaps are significant were: pupils who are disadvantaged and SEN (36%) had a primary SEN need of communication and language and 88% of disadvantaged pupils had attendance below (and in some cases well below) 96%.

Conclusions drawn from this area and the focuses to remain for Year 1 are: phonics, education and wellbeing, social emotional learning and improved attendance.

The end of KS2 data for our disadvantaged children demonstrated that our outcomes had a significant gap ranging from 22 percentage points to 35 percentage points compared to national disadvantaged with mathematics showing the biggest gap.

Further analysis showed that areas where gaps are significant were: pupils who are disadvantaged and SEN (39%) had a primary need of SEMH and 78% of disadvantaged pupils had attendance below (and in some cases well below) 96%.

Conclusions drawn from this area and the focuses to remain for Year 6 are: continued development of oral language and vocabulary, mathematics, education and wellbeing, social emotional learning and improved attendance.

The long-term impact of the pandemic as seen nationally of low attendance, communication and language development and SEMH is demonstrated in the school data.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the RWI Phonics programme is being delivered with fidelity. This is being developed into KS2

with Fresh Start. This is an area of strength and investment in the training of staff should continue. The Mastery Number programme was successfully taught in EYFS and KS1, securing children’s understanding of number. This is now being delivered into years 4 and 5 with KS2 Mastery Number. This is an area of strength and investment into the training of staff should continue.

A further strength was the delivery of the WRAP programmes in KS2. However, this was limited due to the small number of staff trained and the high number of children needing this support. Investment in training two more members of staff has been implemented and a plan of rolling out this programme should continue.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Advotalk	Advotalk
Times Table Rockstars	NCETM & Maths Hub East Midlands
RWinc and Freshstart	RWinc
Play therapy	E Newby (Play Therapist)

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [Feedback | EEF](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Development of support for parents to support their children through the Family Links programme, to strengthen parent and child mental health outcomes.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.