

# Pupil Premium IMPACT Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Oakfield Community Primary & Nursery
Number of pupils in school	328 (297 exc nursery)
Proportion (%) of pupil premium eligible pupils	47.5%
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs J Makin
Pupil premium lead	Mrs J Makin
Governor / Trustee lead	Mr E Burke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,680 * (Census 2021)
Recovery premium funding allocation this academic year	£12,230
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£205,910</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate a Teaching Assistant to each Year Group in most classes - providing small group work focussed on overcoming gaps in learning
- Academic Mentor support for all PP pupils
- Additional teaching and learning opportunities provided through training graduate students, increasing ration of pupil/ staff interactions
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Nurture groups in the afternoon to target specific needs which will help to reduce barriers to learning
- Increased staffing and lunchtime support to identified pupils and drop to support behaviour of pupils with SEMH.
- New Positive behaviour and Attitudes policy with increased whole class rewards with additional funding to support payment of transport and costs of visits.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Attendance office to target absences and ensure overall numbers are within national expectations

- Family Support Worker new role to target parental and family support, identifying early help support and sign posting to external agencies.
- Mental health Support and training provided for role in school.
- SEND team and training for all staff to support pupils.
- Distribution of leadership ( SLT, Inclusive Team and Safeguarding Team).
- Subject leadership
- Strengthen parental and community links to engage in learning.
- Introduction of Little Wandle phonics scheme.
- Whole staff training to ensure consistent approach,
- Robust assessments and tracking led by Phonics Lead allowing for fluidity in groups.
- Children set into phonic stages across key stage.

## Challenges

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

Challenge number	Detail of challenge
1	Delayed spoken language leads to under-performance in later life. Low starting points in language impact on spoken language skills, expressive vocabulary and early reading skills
2	Poor parental engagement in learning
3	Narrowing the attainment gap across Reading, Writing and Maths
4	Attendance and Punctuality issues.
5	Social, Emotional and Mental Health difficulties (children/parents/carers)

## 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
<b>1</b>	Increased GLD	Narrow gap in delayed spoken language
<b>2</b>	Progress in Reading	Achieve national average progress scores in KS2 Reading
<b>3</b>	Progress in Writing	Achieve national average progress scores in KS2 Writing
<b>4</b>	Progress in Mathematics	Achieve national average progress scores in KS2 Maths
<b>5</b>	Increase parental support in education	100% Parental attendance / communication at termly Progress meetings
<b>6</b>	Increased attendance at least in line with National Average	Ensure attendance of disadvantaged pupils is above 96%
<b>7</b>	Improved attitudes to learning and increased positive mindsets	Reduction of behavioural incidents and emotional outbursts on the playground

## 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

Activity	Evidence that supports this approach	Chal'	Impact
<i>Class sizes to be set as a min of 20 ( PAN number) and increased staff: pupil ratio</i>	<p><b>EEF (+3)</b></p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>Pupils are set in mixed ability groups which promotes greater equity among pupils with equal expectations. All are held to a high standard and there is no glass ceiling on their learning- A growth mindset ethos within the learning environment.</p>	3	<p>Pupils received increased individual feedback, higher quality feedback ( New Feedback &amp; Assessment Policy) focusing on 4 quarters of parking and impact on immediate verbal feedback. Higher ratios of pupils/staff can achieve greater impact on learning.</p> <p>Mixed ability grouping has a positive impact on outcomes and provides excellent peer coaching and role models. There is also a no glass ceiling approach and all pupils are provided with the same opportunities, not limiting their true potential.</p>
Focus on early language development	<p><b>EEF (+6)</b></p> <p>Research has found that 50% of children entering reception have language levels below what is expected. Since COVID this has worsened as language development has regressed. Additional staff are employed in early years to support language development, supporting increased high-quality staff/pupil interactions. Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Using WELCOMM as a screening tool we will help to identify and personalise intervention for individual needs.</p> <p>The introduction of a Toddler group 'Teeny Tots' for under 3s will also help to support parents with early language development.</p>	1	<p>All pupils with the exception of 2 are at their expected level for speech, language and communication. Using Wellcomm as a screening tool and intervention provides and effective approach to identifying SLCN from the earliest opportunity on entry. Pupils have been referred to external providers and 2 pupils have accessed out SLCN specialist provision on a part time basis who have needed additional teaching.</p> <p>Teeny Tots did not have the uptake from parents and impacted on reducing our staffing in mainstream classes. Therefore the decision was to close this as of October 2023. We signpost families to local clubs run in the LA.</p>
Introduction of new whole school phonics scheme Little Wandle.	<p><b>EEF (+5)</b></p> <p>Phonics has a positive impact overall with extensive evidence that this is the important component in the development of early reading skills, particularly for children from disadvantaged backgrounds,</p> <p>Little Wandle Letters and Sounds revised scheme draws on the latest research into how children learn best: how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.</p>	1,3	<p><i>Little Wandle Scheme rolled out and closely monitored and observed by Phonics lead. Staff had coaching and increased confidence and consistency across phonics lessons.</i></p> <p><b>Y1 Attainment Summer</b>  <b>Pass : 59% (National 75.5%)</b>  <i>Previous Summer – 50%.</i>  <i>This cohort's GLD was 37.5% and improvement already being seen. 3 pupils scoring 'Just Below'. Would increase percentage to <b>8%</b> - Increase from previous summer.</i>  <b>Year 2 :Pass : 87% (National avg 87%)</b>  <i>1 pupil scoring 'Just Below'.</i></p>
All teachers to access CPD and identified	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching	3	<p>Head completed ECHO</p> <p>1 teacher completed NPQLT</p> <p>2 SLT completed NPQSL</p>

staff access NPQSL/LT courses	<p>can narrow the disadvantage gap. Our initiatives and reforms includes:</p> <ul style="list-style-type: none"> <li>◆ Mentoring Early Career Teachers using the national Framework.</li> <li>◆ National Professional Qualifications. DHT enrolled onto NPQH</li> <li>2 SLT enrolled on NPQSL</li> <li>2 teachers enrolled onto NPQLT</li> <li>◆ Focused Subject Leader development &amp; networking</li> <li>◆ Core subject leads: development and RAP (Raising Attainment Plan) priority :Phonics, Reading, Writing, Maths</li> </ul>	<p>1 ECT Completed second year 3 ECTS completed first year</p> <p>Restructure of SLT which will strengthen leadership and provide a robust team to move standards forward.</p> <p>RAP updated and all objectives achieved and evidenced. CPD shared with governors and planned out on a whole school matrix. Strong focus on 4 areas from RAP- Reading, Writing, Phonics and Climate/Ethos.</p>
-------------------------------	---	---

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

Activity	Evidence that supports this approach	Chal'	Impact
Academic Support for targeted pupils	<p><b>EEF (+4)</b></p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts using NFER termly tests we identify at Pupils Progress meetings that the needs of each cohort and focus on the just below group. The academic mentor addresses gaps in maths, reading or SPAG for each specific group.</p>	3,5	<p>Maths and Reading groups have all made at least expected progress. ( Data on Standards Doc and recorded on Insight)</p> <p>Academic Mentor has impacted on learning and interventions have been recorded on Insight.</p>
Daily personalised language interventions	<p><b>EEF (+6)</b></p> <p>The Wellcomm toolkits were developed by Speech and Language Therapists. A profile is drawn up for a child and the Big Book of Ideas provides teaching and intervention activities to meet individual needs.</p>		Pupils are individually tracked and recorded on data document- shared at Pupil progress meetings and data is sent to the local authority.
Catch up / keep up phonics sessions	<p><b>EEF (+5)</b></p> <p>Additional 'keep up' sessions daily ensure that every child has a secure knowledge of graphemes and blending so that they can read fluently.</p>		Daily 'keep up ` session using Little Wandle scheme have impacted on results and pupils have made good progress. Work has been supported with the English hub team, working alongside SLT and the Phonics Lead.

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

Activity	Evidence that supports this approach	Chal'	Impact
<p>New role of Family Support Worker to work with vulnerable families and improve parental engagement</p>	<p><b>EEF (+3)</b>            Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.            FSW to work in the mornings and lead on MAPS ( Multi- Agency Plans' . She will build strong working relationships with families and children, demonstrating impact from effective emotional and practical support provided or signposted who need early support. Other approaches include:</p> <ul style="list-style-type: none"> <li>◆ Toddler group 'Teeny Tots' for under 3s.</li> <li>◆ More intensive programmes for families in crisis.</li> <li>◆ Specific groups/ coffee sessions inviting specialist/ external providers to support parents with targeted needs ( ADHD).</li> <li>◆ Liaison with external professionals.</li> </ul>	<p>1, 2, 4,5</p>	<p>FSW effective in role and reduced families at all levels due to effective communication and collaboration, working with families at the earliest opportunity. SLT Presence on playground daily support parents and nip worries /issues in the bud.</p> <p>FSW attends all networking meetings to keep up to date with signposting families and knowing what help is available for parents. Coffee mornings have been organised to network and support parents.</p>
<p>Engage parents in raising achievement</p>	<p><b>EEF (+5)</b>            Homework has a positive impact and we define parental engagement as the involvement of parents in supporting their children's academic learning both at home and in school. Our approaches will include:</p> <ul style="list-style-type: none"> <li>◆ Stay &amp; Learning focused session half termly- core subjects/ enrichment-</li> <li>◆ Presentations to parents on core subject expectations and helpful tips for parents.</li> <li>◆ Parent target setting meetings termly.</li> <li>◆ The involvement of parents in their children's learning activities;</li> <li>◆ Approaches which encourage parents to support their children with, for example reading or homework;</li> <li>◆ Approaches and programmes which aim to develop parental skills such as literacy or IT:</li> <li>◆ Class Dojo for setting homework to engage parents and education them on a variety of educational</li> <li>◆ School website with links to online learning links.</li> <li>◆ Termly visits to church inviting parents.</li> <li>◆ Introduce new homework policy based on research.</li> </ul>	<p>1,2</p>	<p>New policy introduced using Clasdojo.            Parent survey completed to enable parent voice and respond to challenges with home learning, offering digital and paper copies where needed.</p> <p>Termly pupil progress meetings provide additional support and information to engage parents in the child's learning.</p> <p>Whole school enrichment organised and evidenced on class learning journeys, class dojo, Twitter and organised on a whole school matrix. Subject leaders plan whole school events and organise/offer enrichment clubs.</p>
<p>Build a culture and aspiration to high standards of attendance.</p>	<p>Missed attendance impacts on pupils attainment. Our new Attendance Policy and robust graduated response is in line with the new DFE guidance 'Working Together to improve school attendance' (May 2022), as part of our new whole school strategy. Our Safeguarding Team analyses attendance on a half termly basis and</p>	<p>4</p>	<p>Updated policy with graduated approach and monitoring periods half termly of number of occasions pupils are absent. Procedures tightened up in regards to</p>

	contacts low attenders. SLT and FSW are on the playground at start and end of day to welcome parents and as a first point of contact.		authorised and unauthorised attendances to enable EWO involvement.
Participation of NSBP (National School Breakfast Scheme)	<p><b>EEF (+2)</b></p> <p>There is compelling evidence and research that supports why it is important for children to have free access to a nutritious breakfast at the start of every school day. We believe a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn. Our strategies include:</p> <ul style="list-style-type: none"> <li>◆ Providing all pupils with a bagel at the start of the day.</li> <li>◆ Low-cost breakfast club</li> </ul>	4	Breakfast bagels available for all pupils daily. Increased uptake with breakfast club.
Mental health Lead to support children who are having difficulty accessing learning	<p><b>EEF (+4)</b></p> <p>Develop and train Senior mental health Lead to implement an effective whole school approach to mental health and wellbeing. Social, Emotional and Mental health Needs (SEMH) interventions will target learning to seek an improvement in pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Participation will include:</p> <ul style="list-style-type: none"> <li>◆ External service of Halton Mental health Support Team (MHST).</li> <li>◆ Introduction of a school dog to support SEMH and wellbeing.</li> <li>◆ Focused events and coffee mornings to support parents inviting external professionals.</li> <li>◆ identified interventions for 1:1/ small groups</li> </ul>	5	<p>Mental health Lead attended training and this will continue next year to complete in full.</p> <p>MHST consultations occur half termly and SLT ensure correct identification beforehand to increase acceptance onto programme.</p> <p>Wealth of SEMH programmes offered to pupils every 6-8 weeks provided by 2 leads in the school.</p> <p>2 mental health surveys completed with Y5 and 6.</p> <p>External support (PCSO, Nurse, MHST) invited in to work with various year groups/ individuals.</p>
Whole School Positive Attitudes and behaviour	<p><b>EEF (+4)</b></p> <p>Teaching learning behaviours will reduce the need to manage misbehaviour. Teachers provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours. Effective classroom management using positive approaches as part of the implementation of a new policy.</p>	2,4,5	<p>Updated Positive Behaviour &amp; Attitudes Policy.</p> <p>Adapted during the year and trialled a Class dojo shop rewarding individual behaviour.- to be launched whole school from September.</p> <p>Whole school reward treats provided in Autumn term visiting the cinema.</p>
Enriched & engaged curriculum	<p><b>EEF (+3)</b></p> <p>Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. Existing evidence suggests that SEL strategies can have a positive impact on social interactions,</p>	3,4,5	<p>Wealth of SEMH programmes offered to pupils every 6-8 weeks provided by 2 leads in the school.</p> <p>All year groups timetabled for forest school organised in small gps by lead.</p>

	<p>attitudes to learning, and learning itself. Our strategies include:</p> <ul style="list-style-type: none"> <li>◆ Forest school weekly sessions with a specialist teacher.</li> <li>◆ Extra -curricular activities provided for pupils throughout the year.</li> <li>◆ School trips, visits, visitors planned termly linked with Positive Behaviour &amp; Attitudes Policy.</li> </ul>	<p>Whole school enrichment organised and evidenced on class learning journeys, class dojo, Twitter and organised on a whole school matrix. Subject leaders plan whole school events and organise/offer enrichment clubs.</p>
--	--	--

**Total budgeted cost: £205, 910**