

Pupil Premium Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	308 (292 exc nursery)
Proportion (%) of pupil premium eligible pupils	48.6% (ex nursery)
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
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	£204,240 * (138 pupils)
Recovery premium funding allocation this academic year	£8,821
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£211,061

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:

Teaching & Learning

- 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
- Additional teaching assistants to deliver early intervention (Talk Boost/Wellcomm) in EYFS
- Strengthen parental and community links to engage in learning.
- Halton Primary Education Investment Area (PEIA) project aimed at improving outcomes in Reading, Maths and EYFS language.
- English hub project to embed Little Wandle phonics scheme.
- Robust assessments and tracking led by Phonics Lead allowing for fluidity in groups.
- Whole staff training to ensure consistent approach,
- HLTA support for PP pupils and support leadership
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Ensuring children have first-hand experiences to use in their learning in the classroom.

SEMH / Barriers to learning

- THRIVE- a trauma-informed, whole school approach to improve the mental health and wellbeing of children. Involving staff training, resources and an online tool to better understand the needs of pupils and provide targeted, effective support where it's needed.
- ELSA Lead to organise and lead Nurture groups in the afternoon to target specific needs which will help to reduce barriers to learning
- Increased staffing and lunchtime support to increase staff:pupil ratios
- Increased resources in classrooms to support SEMH and emotional; regulation.
- Behaviour consultant to support the identification of pupils with ACES / Attachment difficulties and provide staff training to understand and support with strategies to manage challenges within the classroom.
- Attendance office to target absences in particular Persistent Absentees (P.A) and work alongside EWO AND SASO.
- Family Support Worker/ Mental Health Lead to target parental and family support, identifying early help support and sign posting to external agencies.
- Parenting courses offered to support with behaviour challenges and early identification of SEND, aswell as support for learning.

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
1	Increased GLD	Narrow gap in delayed spoken language
2	Progress in Reading	Achieve national average progress scores in KS2 Reading
3	Progress in Writing	Achieve national average progress scores in KS2 Writing
4	Progress in Mathematics	Achieve national average progress scores in KS2 Maths
5	Increase parental support in education	100% Parental attendance / communication at termly Progress meetings
6	Increased attendance at least in line with National Average	Ensure attendance of disadvantaged pupils is above 96%
7	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
<p><i>Class sizes to be set as a min of 20 (PAN number) and increased staff: pupil ratio</i></p>	<p>EEF(+3)</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>Focus on early language development with early intervention</p>	<p>EEF (+6)</p> <p>Research has found that 50% of children entering reception have language levels below what is expected. 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>Talk Boost KS1 is a targeted intervention for 4-7 year old children that need help with talking and understanding words, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention.</p>	1	

Embed whole school phonics scheme Little Wandle.	EEF (+5) We will continue with our journey with the English hub to embed Little Wandle. This 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. 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,	1,3	
All teachers /subject leads to access high quality CPD, coaching and training	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Our training will include a high involvement with the PEIA initiative, providing high quality training in Pathways to Reading and Writing and Maths with the Maths hub	3	

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	EEF (+4) 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. Reading Fluency, Phonics and Early Language are the key priorities for interventions.	3,5	
Daily personalised language interventions	EEF (+6) 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. Talk Boost and Early Talk Boost will be used alongside Wellcomm to support early language development.		
Catch up / keep up phonics sessions	EEF (+5) Additional 'keep up' sessions daily ensure that every child has a secure knowledge of graphemes and blending so that they can read fluently.		

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

Activity	Evidence that supports this approach	Chal'	Impact	
<p>Role of Family Support Worker to work with vulnerable families and improve parental engagement</p>	<p>EEF (+3) 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 all levels of safeguarding needs. 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"> ◆ More intensive programmes for families in crisis. ◆ Specific groups/ coffee sessions inviting specialist/ external providers to support parents with targeted needs (ADHD). ◆ Liaison with external professionals. 	<p>1, 2, 4,5</p>		
<p>Engage parents in raising achievement</p>	<p>EEF (+5) 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"> ◆ Stay & Learning focused session half termly- core subjects/ enrichment- ◆ Presentations to parents on core subject expectations and helpful tips for parents. ◆ Parent target setting meetings termly. ◆ The involvement of parents in their children's learning activities; ◆ Approaches which encourage parents to support their children with, for example reading or homework; ◆ Approaches and programmes which aim to develop parental skills such as literacy or IT: ◆ Class Dojo for setting homework to engage parents and education them on a variety of educational ◆ School website with links to online learning links. ◆ Termly visits to church inviting parents. ◆ Homework policy based on research. 	<p>1,2</p>		
<p>Build a culture and</p>	<p>Missed attendance impacts on pupils attainment. Our new Attendance Policy</p>	<p>4</p>		

<p>aspiration to high standards of attendance.</p>	<p>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 EWO (Education Welfare Office) and SASO (School Attendance Support Officer) supports the school when we need to escalate families due to persistent absence.</p>		
<p>Participation of NSBP (National School Breakfast Scheme)</p>	<p>EEF (+2) 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"> ◆ Providing all pupils with a bagel at the start of the day. ◆ Low-cost breakfast club 	<p>4</p>	
<p>Mental health Lead / ELSA Lead to support children who are having difficulty accessing learning</p>	<p>EEF (+4) 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"> ◆ Mental Health Support Team (MHST). School dog/fish support SEMH/wellbeing. ◆ Focused events and coffee mornings to support parents inviting external professionals. ◆ identified interventions for 1:1/ small gps ◆ Nurture groups (Lego Therapy, Anger Management, Anxiety) 	<p>4,5</p>	
<p>2 trained members of staff to deliver THRIVE intervention to support children who have prior ACES.</p>	<p>EEF (+4) Thrive offers a trauma-informed, whole school to improving the mental health and wellbeing of children. Identified children will be assessed using an online tool which will provide a bespoke, personalised interventions that will be delivered to the pupil.</p>	<p>4,5</p>	

Sensory spaces and Emotional Regulation stations	<p>EEF (+4)</p> <p>A sensory space/Emotional Regulation stations are designated areas within school which can support a pupil's sensory preferences and needs. These space aims to provide pupils with the individualised sensory input they need to self-regulate, so they can be better prepared for learning and interacting with others</p>	2,4,5	
Enriched & engaged curriculum	<p>EEF (+3)</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, attitudes to learning, and learning itself. Our strategies include:</p> <ul style="list-style-type: none"> ◆ Forest school weekly sessions with a specialist teacher. ◆ Extra -curricular activities provided for pupils throughout the year. ◆ School trips, visits, visitors planned termly 	3,4,5	

Total budgeted cost: £211,061