

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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.

## School overview

Detail	Data
School name	Oldbrook First School
Number of pupils in school	130 + 26 Nursery
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	FGB
Pupil premium lead	Mr Hopkins / Mrs Dunkley
Governor / Trustee lead	Mrs Haines

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,905 + £1,920 EYPP
Recovery premium funding allocation this academic year	£5,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72,560 + £1920 = <b><u>£74,480</u></b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Oldbrook First School 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. We see the raising of attainment and supporting wider SEMH areas as part of our commitment to help all children achieve their full potential by:

- Focusing on high quality teaching and effective deployment of support staff to support disadvantaged pupils.
- Having individualised approaches to address gaps in learning at an early stage through intervention.
- Our strategy is integral to wider school plans for education recovery, in targeted support to ensure emotional regulation and stability in readiness for academic learning including addressing an increase in mental health and wellbeing concerns as a result of the pandemic but also wider increasing pressures in the world around us.
- Make decisions based on data analysis, knowledge of pupils and responding to evidence.
- Promoting an ethos of attainment of all children.

## Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils who are eligible for Pupil Premium do not enter Reception at age related-expectations; communication and language is below age related. This means they need to make more progress than their peers to catch up. This impacts then on Year 1 and Year 2. School closure and remote learning has impacted on children's consistency in phonics and reading.
2	Gross and fine motor skills of children eligible are immature and need additional interventions to develop muscles.
3	Parental Engagement in supporting Reading has dipped due to the recent pandemic. This impacts on children's reading fluency and staff have to build in within school.
4	Children's understanding of place value has decline since the pandemic and gaps in learning, impacting on their application within calculation.
5	Emotional resilience and well- being of pupils eligible for pupil premium can be low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others

	or when tasks are challenging.
6	Some pupils do not have access to additional opportunities that are needed to provide a rounded education and that would raise aspirations for the future. This means they have a poor range of experiences to draw upon and apply to many areas of their education.

## 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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectation and meet intended phonics phase at end of Reception.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2021 which is built upon over three years.
Pupils will have increased abilities in spoken language. (NELI Intervention)	% of PP children meet at least the national expectations in writing.
Dough Disco, Squiggle 2.0 will support pupils in Nursery and Reception to have the increased dexterity to support early mark making.	% of PP children meet at least the national expectations in writing.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2021.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves from 2020.
Children in reception have a secure understanding of subitising.	% of PP children meet at least the national expectations in number.
Children in Year 2 have a secure understanding of HTU (maths makes sense)	% of PP children meet at least the national expectations in maths for Expected and Greater Depth
Improve emotional resilience and wellbeing for all pupils through use of Learning Mentor and support staff through one to one support and intervention and access to sensory room. Pupils and key family members have access to a Learning Mentor/Mental Health First Aider to offer sessions to support their mental wellbeing, parenting skills and ways to support their children.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.  Parental engagement with the school will be consistent.

## 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: £7834.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Staff to access Lesley Clarke Phonics Training to ensure consistency in approach to phonics across the school.	The evidence relating to systematic phonics strong. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Synthetic phonics approaches have higher impacts, on average, than analytic approaches. <a href="#">EEF Toolkit: Phonics – additional 4 months.</a>	1 and 3  £1,959.60
Developing teacher's pedagogy in mental maths.	Evidence shows that children are unable to apply effectively in maths if mental maths processes around place value are limited. <a href="#">EEF Report – Improving Mathematics in Early Year and Key stage 1</a> <b>School Evidence.</b>	4  £1219
Dough disco training Squiggle 2.0 training Implementing	Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing.  <a href="#">Early Years Toolkit – Additional 3 months</a>	2  £1,455.85
Develop strategies for support staff in Speech language and communication.	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning,	1  £3200

	including their spoken language skills, their expressive vocabulary and their early reading skills. <a href="#">Early Years Toolkit – Additional 6 months</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,427.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Improve children's basic literacy skills – 5 minute box 12 sessions x 10 mins (2 hours)	All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.  <a href="#">EEF Literacy Toolkit</a>	1,3  £1295.10
Improve children's basic maths skills – 5 minute box 12 sessions 10 mins (2 hours)	Commonly, the most effective early numeracy approaches include individual and small group work, and balance guided interaction with both direct teaching and child-led activities, depending on the age and capabilities of the child.  <a href="#">EEF – Early numeracy approaches</a>	4  £1295.10
Implement Nuffield Early Language Intervention with targeted YR children across the year using a teaching assistant.	On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.  <a href="#">EEF toolkit: Communication and language approaches - additional 6 months progress</a> <a href="#">NELI - additional 10 months progress</a>	1  £2703.68

Increase children's reading fluency PM books	Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. <a href="#">EEF Literacy Toolkit</a>	3  £1510
Support PP to reach greater depth by the end of KS1	Targeted support and teaching through deployment of support staff	1, 5 £10,623.65

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

Budgeted cost: £49,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Learning mentor to support pupil's pastoral / learning needs and wider support for the family.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</a> <a href="#">Social and emotional learning.</a>	£24,491
Psychotherapy for specific pupil and family needs.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. <a href="#">EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</a> <a href="#">Social and emotional learning.</a>	£1200  £50 PH
Pupils across school have access to a wider range of experiences and opportunities that	PP pupils will expand their horizons beyond their own locality and experience different environments to enrich their understanding of the	5, 6  Total of below

<p>are needed to provide a rounded education and that raise aspirations for the future. These include:</p> <ul style="list-style-type: none"> <li>• School club</li> <li>• School trip</li> <li>• Item of uniform</li> <li>• Music Tuition</li> </ul>	<p>wider community.</p>	<p>£3,520</p> <p>Clubs £1350  Trip £450  Uniform £450  Rocksteady £1270</p>
<p>Pupils have access to UIFSM</p>		<p>5, 6  £20,007</p>

**Total budgeted cost: £ 74,480**