

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
Total budget for this academic year 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 = <u>£74,480</u>

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. EEF Toolkit: Phonics – additional 4 months.	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. EEF Report – Improving Mathematics in Early Year and Key stage 1 School Evidence.	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. Early Years Toolkit – Additional 3 months	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. Early Years Toolkit – Additional 6 months	
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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. EEF Literacy Toolkit	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. EEF – Early numeracy approaches	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. EEF toolkit: Communication and language approaches - additional 6 months progress NELI - additional 10 months progress	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. EEF Literacy Toolkit	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. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress Social and emotional learning.	£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. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress Social and emotional learning.	£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

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

Total budgeted cost: £ 74,480

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 2020 to 2021 academic year.

Detail	Data
Number of pupils in school	107 + 25 Nursery
Proportion (%) of pupil premium eligible pupils	39 children - 36%
Pupil premium funding allocation this academic year	£51,480
Catch up premium £80n per pupil	£8,560
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£60,040

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

During the academic year 2020 - 2021, the school used a range of formative and summative assessment to monitor the progress and attainment of all pupils. Target tracker was used to track pupil data. School reverted to partial closure between January 2021 and March 2021 due to the pandemic and school remained open for vulnerable and key worker pupils. During this time 54% of pupils entitled to pupil premium attended school, 100% of pupils with EHCP's attended and 100% of key worker families.

Funding was used to purchase and use on-line phonically matched reading books to enable staff to read virtually with children. This supported pupils to continue to be engaged in reading and supported vulnerable pupils to have access.

Staff were trained in the programme, Drawing and Talking, these sessions supported pupils displaying mental health or wellbeing difficulties on their return to school to settle and re-engage in learning. Funding was used to develop a sensory room to enable

pupils displaying sensory needs to have time to calm and be supported with reintegration back into school. This has had a positive impact.

Learning mentor continued to support pupils identified needs in school and staff provided support to families where needed on a weekly basis.

Nuffield Early Language Intervention was run for two groups of pupils in Reception. Of the 10 children who undertook the programme, 90% were working within at least the average percentile by the end of the programme.

Specific interventions took place for pupils linked to identified areas of need. (see pupil premium case studies) and these took place remotely in literacy and maths.

Speech and language interventions took place remotely, parents were part of these sessions which supported involvement.

All pupils had access to FSM as part of the UIFSM funding. This was provided throughout school closure and if pupils were off with COVID-19 - £17,339 (unit rate £444.610).

Pupils in Reception entitled to pupil premium who achieved a good level of development was 36.4% compared to non pup-premium pupils 66.7%. The overall cohort was 56.3%. However progress for PP pupils in core areas was in line with non-pp for Reading and Writing and higher in Maths, showing strong progress from baseline assessment.

Point progress	Reading	Writing	Maths
All	6.0	5.8	5.8
Pupil Premium	6.0	5.9	6.1
Not Pupil Premium	6.0	5.8	5.5

Year 2

	Non PP (23)	Progress	PP (10)	Progress
Reading Expected	73%	12.1	46%	10.4
Reading GD	36%		27%	
Writing Expected	70%	12.6	36%	13.1
Writing GD				
Maths Expected	76%	12.6	36%	13.1
Maths GD	30%		27%	

2021 smaller cohort of pupils than previous year.

7 pupils SEND – 3 EHCP's

5 joiners joining working below age related expectation.

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
TACPAC	TACPAC Ltd.
Colourful Semantics	Magic Words

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

