Pupil premium strategy statement 2022 - 2025

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 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	Oldbrook First School
Number of pupils in school	130 + 21 Nursery
Proportion (%) of pupil premium eligible pupils (41+1 EYPP)	32%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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 £1385 FSM/E6 £2410 LAC/PLAC	£59195 + £342 EYPP
Recovery premium funding allocation this academic year (£145 per pupil eligible for FSM, EVER6, NRPF, LAC, PLAC) 49	£7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,590 + £342 = **£66,642**

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-expectation; C&L is below age related. This means pupils need to make more progress than their peers to catch up. This will also impact on learning sounds and graphemes. School closure/remote learning has impacted on children's consistency in speech sounds, 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 pandemic. This impacts on children's reading fluency and will be approached through introducing a new SSP and parent workshops / targeted support.
4	Children's understanding of place value has declined 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 2021and 2022 which is built upon over three years.
Pupils will have increased abilities in spoken language. (Baseline Assessment)	% 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 and understand phonics. 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 2022.
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 2022.
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) and use this when solving problems.	% 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: £11,674.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		
Staff to access Read, Write Inc. 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 £3,700
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, including their spoken language skills, their expressive vocabulary and their early reading skills. Early Years Toolkit – Additional 6 months	1 £5300

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

Budgeted cost: £9,723.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		
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
Increase children's reading fluency Through RWI Fast Track Tutoring.	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 £5623.65

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

Budgeted cost: £46,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		
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
Pupils across school have access to a wider range of experiences and opportunities that are needed to provide a rounded education and that raise aspirations for the future. These include: • School club • School trip • Item of uniform • Music Tuition	PP pupils will expand their horizons beyond their own locality and experience different environments to enrich their understanding of the wider community.	5, 6 Total of below £3,520 Clubs £1435 Trip £820 Uniform £615 Rocksteady £1270
Pupils have access to UIFSM		5, 6 £18,228

Total budgeted cost: £ *68,257.70*

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 2021 to 2022 academic year.

Detail	Data
Number of pupils in school	130 + 38 Nursery
Proportion (%) of pupil premium eligible pupils	38%
Pupil premium funding allocation this academic year	£66,905 + £1,920 EYPP
Recovery premium funding allocation this academic year	£5,655
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 = **£74,480**

During the academic year 2021 - 2022, 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. COVID-19 continued to impact on pupil attendance.

Reception

Pupils in Reception entitled to pupil premium who achieved a good level of development was 46% compared to non pup-premium pupils 60%. The overall cohort was 54.3%. However, progress for PP pupils in core areas was marginally above in all areas, showing strong progress from baseline assessment.

Point progress	Reading	Writing	Maths
All	5.7	5.4	5.4
Pupil Premium	5.8	5.7	5.5
Not Pupil Premium	5.5	5.2	5.3

Year 2

	Non PP (26)	Progress	PP (22)	Progress
Reading Expected	63% National 67%	14.3	68% National 51%	14.6
Reading GD	33% National 18%		41%	
Writing Expected	52% National 58%	13.9	55% National 41%	13.0
Writing GD	6% National 8%		5%	

Maths Expected	67% National 68%	12.8	68% National 52%	13.6
Maths GD	25% National 15%		32%	
2022 larger cohort than the previous year. 1 pupil EHCP 11 joiners.				

Staff supported pupils' mental health and wellbeing through Drawing and Talking. Learning mentor continued to support pupils identified needs in school and staff provided support to families where needed on a weekly basis.

Funding was used to maintain 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.

Nuffield Early Language Intervention was run for one group of pupils in Reception. Of the 10 children who undertook the programmme, 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).

Speech and language interventions took place weekly. Children met their targets at each review which was assessed by a speech and language therapist.

All pupils had access to FSM as part of the UIFSM funding.

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