

Pupil premium strategy statement 2022 - 2025

Academic Year 2023-24

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 and Nursery
Number of pupils in school	152 + 32 Nursery
Proportion (%) of pupil premium eligible pupils (41+1 EYPP)	34% (52 pupils) November .23 33% (42 pupils) based on Oct.22 Census
Academic year/years that our current pupil premium strategy plan covers	2022 – 2025 Current 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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 £1455 FSM/E6 £2530 LAC/PLAC £353 EYPP	£61,110 + £353 EYPP
Recovery premium funding allocation this academic year (£145 per pupil eligible for FSM, EVER6, NRPF, LAC, PLAC) 41 pupils	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£61,110 + £353 + £5,945 = <u>£67,408</u>
National Tutoring Allocation	£1620 (school to provide 50%)

Part A: Pupil premium strategy plan

Statement of intent

At Oldbrook First School and Nursery 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 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.
- Supporting families in the wider context.

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 and fine motor development is below the age-related expectation. 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/pre-school support and parenting skills has impacted on children's consistency in speech sounds, phonics, reading, social interactions and general independent skills.
2	Gross and fine motor skills of children eligible are immature and need additional interventions to develop muscles.
3	Parental Engagement in supporting Reading dipped due to pandemic however has increased since the implementation of RWI however further work is needed in this area. This impacts on children's reading fluency and will be approached through further parent workshops / targeted support.
4	Children's mathematical fluency 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 2022 and 2023 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 S+L writing.
Dough Disco, Squiggle 2.0 will support pupils in Nursery to have the increased dexterity to support early mark making.	Quality of early mark making skills.
Increase engagement with parents to support home reading and understand phonics. Provide increased opportunities in school to support and enthuse a love of reading including reading areas.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to 2022 and 2023.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics.
Children in Reception have a secure understanding of subitising.	% of PP children meet at least the national expectations in number.
Children in Year 1 and Year 2 have increased mathematical fluency (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
Identify gaps in learning through the use of assessment to support specific teaching to groups of pupils and individuals as well as developing their emotional resilience and wellbeing. One-to-one support and interventions including access to sensory breaks. Pupils and key family members have access to a Mental Health First Aider, Headteacher 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: £13,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Staff to access Read, Write Inc. Phonics Training to ensure consistency in approach to phonics across the school and to develop use of new assessments to precisely target lowest 20% of pupils.	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 supporting pupils mathematical fluency.	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 £1316
Dough disco training For new staff and implementation.	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 £1,456
Develop children's language and rhyme skills through the introduction of Music Bugs in Nursery	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 £1000

Develop strategies for support staff in enabling them to work one to one to develop Speech language and communication for identified children.	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 £6000
--	---	----------------

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

Budgeted cost: £9,724

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
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, the use of diagnostic assessment and targeted work.	1, 5 £5623.80
---	--	------------------

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

Budgeted cost: £44,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Support staff 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.	£10,000
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: <ul style="list-style-type: none"> • 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 £9,216 Clubs £2028 Trip £1040 Uniform £676 Rocksteady £5472
Pupils have access to UIFSM		5, 6 £24,996

Total budgeted cost: £ 67,408

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 2022 to 2023 academic year.

Detail	Data
Number of pupils in school	130 + 21 Nursery
Proportion (%) of pupil premium eligible pupils (41+1)	32%
Pupil premium funding allocation this academic year	£59195 + £1368 EYPP
Recovery premium funding allocation this academic year	£7,105
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	£66,590 + £1368 = <u>£67,668</u>

During the academic year 2022 - 2023, 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 as well as other early childhood illnesses in the Autumn term.

Reception

Pupils in Reception entitled to pupil premium who achieved a good level of development was 50% compared to non pup-premium pupils 70.6%. The overall cohort was 62.5%. However, progress for PP pupils in core areas was above in all areas, showing strong progress from baseline assessment.

Point progress	Reading	Writing	Maths
All	8.1	6.8	5.9
Pupil Premium	8.2	7.0	6.5
Not Pupil Premium	8.1	6.7	5.4

Year 1 Phonics Screening

Implementation of RWI and carefully matched decodable books as had a positive impact on improving pupils reading.

	2023 School (PP)	2023 National Average
Year 1	79% (67%)	79% (69%)
Year 2 retest	93%	89%

Year 2

	Non PP (26)	Progress	PP (22)	Progress
Reading Expected	67% National 68%	10	50% National 54%	10
Reading GD	40% National 19%		40%	
Writing Expected	67% National 60%	11	50% National 44%	11.1
Writing GD	23% National 8%		20%	
Maths Expected	70% National 70%	11.9	50% National 56%	12.1
Maths GD	27% National 16%		20%	
33.35 PP 63.3% of pupil had EAL. 20% had an additional need. 11 pupils mobile				

Staff supported pupils' mental health and wellbeing through Drawing and Talking. Learning mentor continued to support pupils identified needs in school in the Autumn term 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.

Specific interventions took place for pupils linked to identified areas of need. (see pupil premium case studies). Observations and pupil case studies show secure progress in achieving individual targets.

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
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