Pupil premium strategy statement – Year 3

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
	2022/23
School name	Oakhill Primary Academy
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	20% (59 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 2022/23 2023/24
Date this statement was published	December 2023 (Year 3 of 3)
Date on which it will be reviewed	December 2024
Statement authorised by	Michael Sanderson & Lisa McCarthy
Pupil premium lead	Lisa McCarthy
Governor / Trustee lead	Michael Sanderson

Funding overview

Detail	Amount
	2022/23
Pupil premium funding allocation this academic year	£75,612
Recovery premium funding allocation this academic year/ Covid Recovery Funding	£7,395
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	£83,007

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about our use of Pupil Premium and Recovery Premium funding, we have considered the context of the school following a global pandemic and the subsequent challenges faced by pupils at Oakhill Primary Academy.

Context

Oakhill is a relatively large Primary Academy with 1.5 form entry. We serve the Ardsley community in Barnsley, with relatively low deprivation. 19% of our pupils were eligible for Pupil Premium in 2021-22 and this has increased to 22% in 22/23 and has slightly decreased to 20% this academic year..

At Oakhill Primary Academy, our ultimate aim is to provide an excellent education for all our pupils, giving them vast and wide-ranging opportunities. We want them to find the 'things' they truly love (and excel in) that will shape their lives and the future. Some pupils from disadvantaged backgrounds require additional support and we will use all the resources available to help them achieve their full potential.

We feel it is our moral duty to prepare our learners for the next stage in their life. Therefore, our disadvantaged pupils receive the very best quality first teaching and through further enhanced provision and are targeted to ensure they have the same opportunities as their peers. Common barriers to learning for our disadvantaged pupils can be less support at home, weak language and communication skills, lack of confidence and self-esteem, and attendance and punctuality issues.

The funding is used across a range of different initiatives where it supports the families in order to secure the best outcomes. We work carefully to ensure our pupils feel safe, happy and have the resources to develop their emotional and social well-being. Staff are involved in the Raising Attainment & Progress (RAP) analysis so they are fully aware and are able to identify the strengths and weaknesses of our pupils.

Principles

We ensure that:
- the quality of teaching is good and that lessons are carefully designed to meet the needs of all the pupils and accelerate progress towards age related expectations

- we have good systems for the assessment of all pupils, and that our analysis and planning for future learning is detailed and precise

- we have a sharp focus on equality of opportunity for all pupils and are fully committed to providing our children with the knowledge, skills and experiences which they need to access the next stage of their educational journey, and beyond

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	Low attainment in Phonics, Reading, Writing and Maths
3	High level of SEND need
4	Attendance and punctuality issues
5	Instability at home
6	Low self-confidence and self-esteem

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
1.1 Improve SALT outcomes	Increase speaking and listening skills and close gaps
2.1 Improve attainment in phonics	Achieve above national average expected standard in PSC
2.2 Improve attainment in Reading	Achieve above national average progress scores in KS2 Reading
2.3 Improve attainment in Writing	Achieve above national average progress scores in KS2 Writing (0)
2.4 Improve attainment in Maths	Achieve above national average progress scores in KS2 Maths (0)
3. Ensure the needs of all pupils with SEND are identified, planned for and met	Increase the attainment and progress of pupils with SEND in Phonics, Reading, Writing and Maths
4.1 Improve Attendance	Ensure attendance of disadvantaged pupils is above 95%
4.2 Reduce persistent absenteeism	Reduce persistent absenteeism so that it is in line with national average (8.2%)
5.1 Increase family support	Increase the range and uptake of support mechanisms available to our families
6.1 Increase pupil confidence and well-being	Through intervention, children will develop self-awareness of their feelings, needs and be able to express these readily to have their needs met giving them confidence.

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: £42,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS lead to deliver and co-ordinate SALT training, bespoke programmes and CPD in liaison with SLCN as a graduated approach across school *ELKLAN/ PECS/ NELI/ COMMUNICATION COUNTS*	**EEF +6 months Progress:** 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.' NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. ELKLAN: The Early Years Professional Development Programmes are a key element of the national government initiative to improve children's outcomes in early language, literacy and mathematics. The Programme supports the government's aim to help improve social mobility through education and is specifically targeting those practitioners who work with the most disadvantaged children between the ages of 2 and 4 years PECS: The primary goal of PECS is to teach functional communication. Research has shown that some learners using PECS also develop speech. Others may transition to a speech generating device (SGD). The body of research supporting the effectiveness of PECS as an evidence-based practice	1
SENCO additional day/s	53% of our disadvantaged children have a SEND need requiring high levels of care and support.	3
Staff CPD programme	**EEF:** High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop	2,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	teaching quality and enhance children's outcomes in the classroom. Our CPD programme is evident in staff meetings, network meetings, highlighted CPD opportunities with the Alliance Board and online courses.	
Rocket Phonics Training and resourcing of new Rocket Phonics validated by the DFE for EYFS and KS1 children. Delivery, monitoring and evaluation.	**EEF +5 Months:** The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2
Y6 HLTA/ Cross Phase HLTA **Oral language interventions**	Additional teaching staff sees accelerated progress when receiving additional support. Taken from EEF 'using teaching assistants well EFF research for same day intervention and research based interventions which are tracked and monitored for impact.	2,3,6

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

Budgeted cost: £23,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Approach/ Family Thrive 1:1. group work and whole class targets of Thrive Approach led by licensed practitioners alongside teacher knowledge. Family Thrive sessions targeted at the families who have children at 'being, doing, thinking or who are having additional reparative work	**EEF + 4 months**: Parental Engagement has a positive impact and is crucial to avoid widening gaps **EEF +6 months:** SEL interventions alongside universal approaches - in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. DFE Wider Benefits of family learning research project result in : • increased parental involvement in school life	5,6

	- increased parental activity in their child's school or in their local community - gaining employment an increased social network improvement in confidence, communication and interpersonal skills - improved parenting skills increased ability to manage their children's behaviour, - communicate with them and support their learning at home effectively.	
Booster Classes before and after school to focus on core subjects	**EEF + 3 months:** Extending school time The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average	2
School led tutor programme through National Tutor programme to access small group tuition	**EEF + 4 months:** Small group tuition is effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Findings from a range of US studies included: - tutoring programmes led by teachers or school staff members, undergraduates in education and other education professionals were generally more effective than those using non-professional volunteer or parent tutors.	2
FS/KS1 Reading books to ensure matched texts to Rocket phonics and accelerate reading	**EEF +5 Months:** The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	2
Self regulation & meta cognition Sensory Circuits & Jump ahead Outdoor and active learning	**EEF Self regulation & meta cognition 7+months:** Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. EEF Outdoor adventure learning **EEF Physical Activity 1+ month** The average impact of the engaging in physical activity interventions and approaches is about an additional one	2,6

	month's progress over the course of a year.	
Lego Therapy Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.	**EEF Small group tuition 4+ months** **National Autistic Society Observed:** - Increased self-esteem in majority of children. - Improvements in the flexibility of language used - Significant development of listening skills, turn taking, joint attention, resilience, patience, perseverance and problem solving	6
Times Tables Rock Stars This maths intervention allows pupils to gain success in Maths and in the MTC	Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. Each week concentrates on a different times table, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so. This format has very successfully boosted times tables recall speed for hundreds of thousands of pupils over the last 8 years in over 16,000 schools - both primary and secondary - worldwide	2

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

Budgeted cost: £17,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club with high quality activities before school and extensive after school clubs based around learning, keeping fit, well-being, creative arts and technology offered to the children for free.	**EEF 2+ months:** Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.	4,5,6
Arts Participation: Music	**EEF: 3+ months** Overall, the average impact of arts participation on other	2,6

● Barnsley Music Services ● Young Voices ● Music Interaction as part of the music curriculum	areas of academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. There is some evidence of the potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	
Lunchtime support to provide high quality provision to engage pupils and promote positive relationships	**YST:** Fun based games to build skills within planned sessions can help pupils develop their physical skills and be ready for learning	6
Attendance and Family Support Use of an Attendance Officer to identify children at risk of not attending school regularly. Core rewards for attendance and learning	**The DfE** (2015) says there is a clear link between poor attendance and lower academic success. CSJ research 'Kids can't catch up if they don't show up' A research paper into the impact of the pandemic and other absences such as PA, increasing numbers of EHE and risk of exclusions resulting in detrimental outcomes for children into their adult life.	1,2,3,4,5,6

Total budgeted cost: £83,100

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.

Intended outcome	Success criteria
1.1 Improve SALT outcomes	Increase speaking and listening skills and close gaps
2.1 Improve attainment in phonics	Achieve above national average expected standard in PSC
2.2 Improve attainment in Reading	Achieve above national average progress scores in KS2 Reading
2.3 Improve attainment in Writing	Achieve above national average progress scores in KS2 Writing (0)
2.4 Improve attainment in Maths	Achieve above national average progress scores in KS2 Maths (0)
3. Ensure the needs of all pupils with SEND are identified, planned for and met	Increase the attainment and progress of pupils with SEND in Phonics, Reading, Writing and Maths
4.1 Improve Attendance	Ensure attendance of disadvantaged pupils is above 95%
4.2 Reduce persistent absenteeism	Reduce persistent absenteeism so that it is in line with national average (8.2%)
5.1 Increase family support	Increase the range and uptake of support mechanisms available to our families
6.1 Increase pupil confidence and well-being	Through intervention, children will develop self-awareness of their feelings, needs and be able to express these readily to have their needs met giving them confidence.

Academic year 2023/24

2021/22 % of PPG at Autumn 2021 Census point: 19%

2022/23 % of PPG at Autumn 2022 Census point: 22%

2023/24 % of PPG at Autumn 2022 Census point: 20%

Impact of Intended Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 1 and 2 performance data, phonics check results and our own **internal formative and summative assessments.**

The 2023/24 is the last year of the three year plan based on the intended outcomes. The below evaluations are identifying impact from the year 2 plan.

The data demonstrated that:

OUTCOME 1: EYFS lead to deliver and co-ordinate SALT training, bespoke programmes and CPD in liaison with SLCN as a graduated approach across school through:
- **Elklan Training**
- **Staff CPD**
- **Rocket Phonics Programme**

Our EYFS lead gained her Elkland Level 4 qualification enabling her to disseminate the main messages and key practice amongst colleagues. This became part of the CPD offer for staff including further opportunities such as: Effective use of Support, DLD training, SEND individual plans, Provision Mapping, Communication Friendly schools, SPAG training. Our Phonics data increased with the introduction of Rocket Phonics in 2021 and is above the national average.

YEAR	Y1 School	Y1 National	Y2 School	Y2 National
21/22	93%	(75%)	88%	(87%)
22/23	89%	(81%)	91%	(90%)

OUTCOME 2: To use targeted academic support to close gaps through:
- **Thrive Interventions**
- **Booster Classes**
- **School led tutoring**
- **Matched texts in reading**
- **TTRS and Lego therapy**

Year	No. Pupils	ALL Reading	PPG Reading	ALL Writing	PPG Writing	ALL Maths	PPG Maths	ALL SPaG	PPG SPaG
1	13	82	69	60	31	80	62	84	68
2	13	79	80	76	60	79	70	73	70
3	11	82	73	52	36	84	73	66	64
4	13	68	54	45	38	64	54	55	31
5	9	67	56	56	56	74	56	79	67
6	11	65	45	69	55	71	55	73	55

OUTCOME 3: Using wider strategies related to attendance, behaviour and well being through:

- **Breakfast clubs**
- **Music and Arts provision**
- **Attendance and family support work**

In year three of the plan to increase support linked to poverty, health, education/skills and living conditions we have directed our salaried Family Support Worker to process the Household supports grant for families. In doing so, working in collaboration with the Local Authority and Local Alliance, we have been able to help and improve the living conditions of many families to provide vouchers for food and fuel and household essentials. We have also worked with the church to provide Christmas hampers to ensure we have supported families' ongoing health.

As a school we host a free daily breakfast club with different activities. Over 40 children attend this club each week to ensure all our children have breakfast before they start their day.

Our extended curriculum includes opportunities for children to take part in art and music sessions including Rocksteady Lessons and taking part in an art exhibition. 20% of children attending the music sessions are PPG funded by the school and all pupils take part in the exhibition.

We have extensive support and rewards for attendance:

- Daily tickets for punctuality and attendance and weekly draw for class
- Weekly class attendance awards
- Half termly 100% attendance
- FSW working closely with families to promote good attendance
- Regular communication with families

ATTENDANCE IMPACT			
YEAR	GROUP	% ATTENDANCE	GAP
Sep 2022 to July 2023	PPG	92.47%	0.69% *The gap has decreased*
	NON PPG	93.16%	
	WHOLE SCHOOL	93.04% *(95.0% Nat)*	
Sep 2021 to July 2023	PPG	91.76%	2.02%
	NON PPG	93.78%	
	WHOLE SCHOOL	93.44% *(93.7% Nat)*	

Absence among disadvantaged pupils was 2.02% higher than their peers in 2021/22. We recognise there was a gap and this is why raising the attendance of our disadvantaged pupils was a continued focus 22/23. The gap decreased to 0.69%

Our observations and assessments demonstrated that pupil behaviour significantly improved last year, but challenges in relation to wellbeing and mental health continue to be higher than before the pandemic. The impact on disadvantaged and SEND pupils has been particularly acute.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that:

● Attendance remained consistent and in line with the national average despite challenges following the pandemic - PA reduced and the gap with their peers reduced
● Partnership work between school, Education Welfare and Local Alliance enabled personalised approaches for our vulnerable children and their families supporting their attendance and well being
● Positive relationships strengthened through the work of the FSW.
● Breakfast club remained in place for children and we recognise the positive impact on punctuality and preparing the children for the day ahead.
● The CPD for staff has had a positive impact on early reading and phonics namely the SALT provision for our young people.

Based on all the information above, the performance of our disadvantaged pupils met most of the expectations and we are at present on course to achieve the outcomes we set out to achieve by 24/25.

Our evaluation of the approaches delivered last academic year indicates the involvement of all parties working together to improve attendance has been very successful.

Externally provided programmes

Programme	Provider
Purple Mash	2Simple
Thrive	Thrive
Times Tables Rockstars	TTRS
Spelling Shed	Edshed
Reading Rockets Phonics and Planets online books	Rising Stars
Frog Play	I am learning
Class Dojo	Dojo
Communication Counts Programme	Elklan

Lexia	Lexia UK

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?	1:1 support for Reading. - Small group intervention for Reading, Phonics, Writing & Maths - ICT provision
What was the impact of that spending on service pupil premium eligible pupils?	Expected or better progress. Attendance higher than school average