

## Pupil premium strategy statement – Year 1

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
	<b>2021/22</b>
School name	Oakhill Primary Academy
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	19% (55 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	December 2021 (Year 1 of 3)
Date on which it will be reviewed	December 2022
Statement authorised by	Michael Sanderson & Lisa McCarthy
Pupil premium lead	Lisa McCarthy
Governor / Trustee lead	Michael Sanderson

### Funding overview

Detail	Amount
	2021/22
Pupil premium funding allocation this academic year	£62,145
Recovery premium funding allocation this academic year/ Covid Recovery Funding	£7,301
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	£69,446

## Part A: Pupil premium strategy plan

### Statement of intent

#### 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 297 pupils are eligible for Pupil Premium.

#### Statement of Intent

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 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 of 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: £35,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>EYFS lead to deliver and co-ordinate SALT training, bespoke programmes and CPD in liaison with SLCN as a graduated approach across school</b></p> <p><b>ELKLAN/ PECS/ NELI/ COMMUNICATION COUNTS</b></p>	<p><b>EEF +6 months Progress:</b> ‘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.’</p> <p>NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.</p> <p>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</p> <p>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</p>	1
<b>SENCO additional day/s</b>	53% of our disadvantaged children have a SEND need requiring high levels of care and support.	3
<b>Staff CPD programme</b>	<b>EEF:</b> High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop	2,3

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

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

Budgeted cost: £17,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive Approach/ Family Thrive 1:1. group work and whole class targets of Thrive Approach led by licensed practitioners alongside teacher knowledge.</p> <p>Family Thrive sessions targeted at the families who have children at 'being, doing, thinking or who are having additional reparative work</p>	<p><b>EEF + 4 months:</b> Parental Engagement has a positive impact and is crucial to avoid widening gaps</p> <p><b>EEF +6 months:</b> 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.</p> <p>DFE Wider Benefits of family learning research project result in :</p> <ul style="list-style-type: none"> <li>increased parental involvement in school life</li> </ul>	5,6

	<ul style="list-style-type: none"> <li>• increased parental activity in their child's school or in their local community</li> <li>• gaining employment an increased social network improvement in confidence, communication and interpersonal skills</li> <li>• improved parenting skills increased ability to manage their children's behaviour,</li> <li>• communicate with them and support their learning at home effectively.</li> </ul>	
Booster Classes before and after school to focus on core subjects	<b>EEF + 3 months:</b> 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 for 12 groups accessing small group tuition	<b>EEF + 4 months:</b> Small group tuition is effective if it 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	<b>EEF +5 Months:</b> 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	<b>EEF Self regulation &amp; meta cognition 7+months:</b> 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 <b>EEF Physical Activity 1+ month</b> The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.	2,6
Lego Therapy	<b>EEF Small group tuition 4+ months</b> <b>National Autistic Society Observed:</b>	6



<p>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.</p>	<ul style="list-style-type: none"> <li>• Increased self-esteem in majority of children.</li> <li>• Improvements in the flexibility of language used</li> <li>• Significant development of listening skills, turn taking, joint attention, resilience, patience, perseverance and problem solving</li> </ul>	
<p>Times Tables Rock Stars This maths intervention allows pupils to gain success in Maths and in the MTC</p>	<p>Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.</p> <p>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.</p> <p>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</p>	2

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

Budgeted cost: £17,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast Club/ Chill Club with high quality activities before and after school based around learning, keeping fit, creative arts and technology offered to the children for free.</p>	<p><b>EEF 2+ months:</b> 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.</p>	4,5,6
<p>Arts Participation: Music</p> <ul style="list-style-type: none"> <li>• Barnsley Music Services</li> <li>• Young Voices</li> <li>• Music Interaction</li> </ul>	<p><b>EEF: 3+ months</b> Overall, the average impact of arts participation on other areas of academic learning appears to be positive.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p>	2,6

<p>as part of the music curriculum</p>	<p>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.</p>	
<p>Lunchtime support to provide high quality provision to engage pupils and promote positive relationships</p>	<p><b>YST:</b> Fun based games to build skills within planned sessions can help pupils develop their physical skills and be ready for learning</p>	<p>6</p>
<p>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</p>	<p><b>The DfE</b> (2015) say there is a clear link between poor attendance and lower academic success.</p> <p>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.</p>	<p>1,2,3,4,5,6</p>

**Total budgeted cost: £70,738**



## 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.

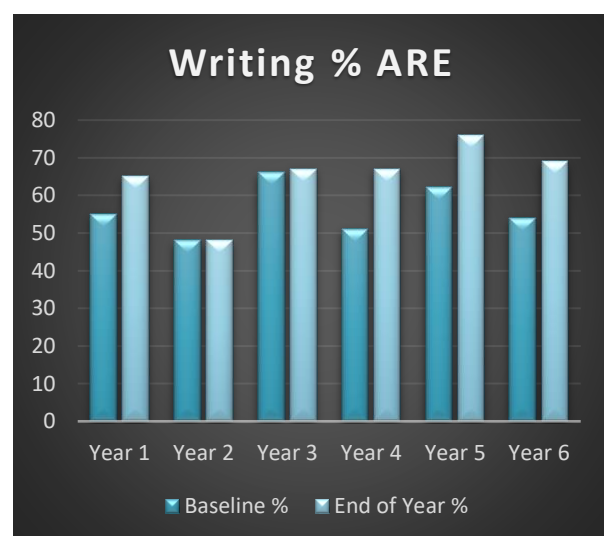
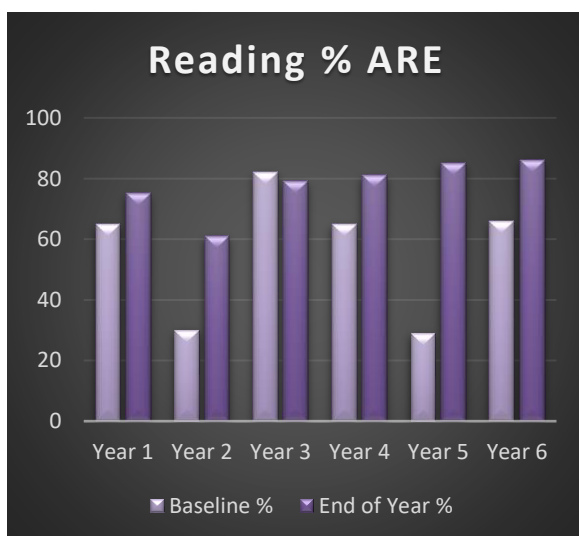
**Key Aim: For all pupils to receive quality-first teaching, ensuring personalisation for all learners, based on the BPP T&L priorities.**

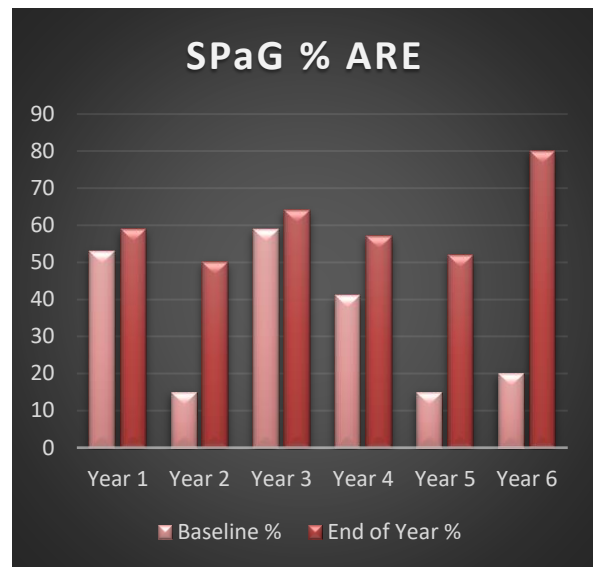
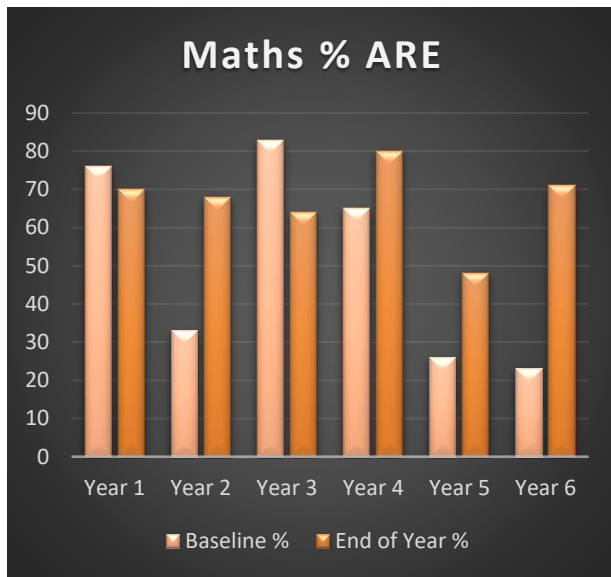
- RAP meetings to identify and close gaps from baseline, assessments and interventions put in place to support progress. Focus on subject (reading), groups and 1:1 intervention with catch up tutor.

#### Focus areas

2020/21	Reading		Writing		Maths		SPAG	
	Base-line %	End of Year %	Base-line %	End of Year %	Base-line %	End of Year %	Base-line %	End of Year %
Year 1	65	75	55	65	76	70	53	59
Year 2	30	61	48	48	33	68	15	50
Year 3	82	79	66	67	83	64	59	64
Year 4	65	81	51	67	65	80	41	57
Year 5	29	85	62	76	26	48	15	52
Year 6	66	86	54	69	23	71	20	80

- Data to support positive outcomes for pupils





- Thrive CPD for TA to support vulnerable pupils and enable progress to be made and carry out Thrive assessments for identified pupils who showed positive improvements.
- Behaviour CPD to support staff improve provision for SEMH children and reduce the number of incidents in class

Date	CPD to support vulnerable pupils, behaviour and SEMH
Nov 2020	TTRS
Jan 2021	Team Teach and De-escalation strategies
Mar 2021	Thera-play & Sensory Regulation
Mar 2021	Dyslexia
May 2021	Lego Therapy
June 2021	Spelling Shed and Literacy
June 2021	Maths: Reasoning and problem solving
July 2021	Behaviour Strategies in practice

**Key aim: Key stages to provide a personalised approach to interventions, which ensure that our disadvantaged students make maximum progress, using Pupil Premium funding in order support this.**

- Attendance remained high despite challenges from COVID (95.7%)
- Partnership work between school and Education Welfare enabled personalised approaches for our vulnerable children and their families supporting their attendance.
- Positive relationships strengthened through the work of the FSW.
- Breakfast club remained in place for children during the pandemic as we recognised the positive impact on punctuality and preparing the children for the day ahead.
- Bespoke packages such as Sensory circuits for pupils to support their individual needs and readiness for learning.

**Key aim: To provide enrichment, support and opportunities for disadvantaged students in order to improve engagement in learning, thus ensuring students make excellent progress.**

- During Lockdown we provided children with experiences to remember (within guidelines) and ensured children continued to positively engage with school.
- Children made excellent progress and were ready for the next stages in their transition.
- Attendance remained above LA average during pandemic.

### Covid Catch-up strategy outcomes

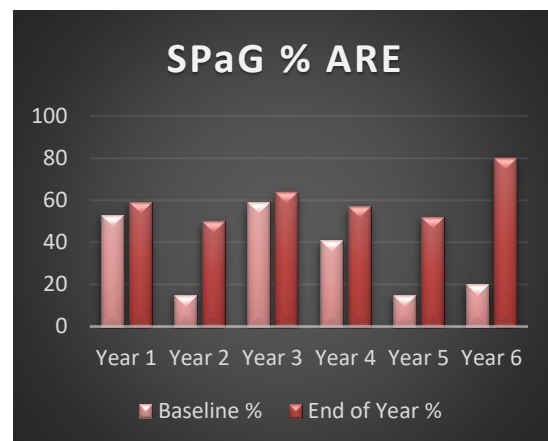
**Key aim: To reduce the attainment gap between disadvantaged pupils and their peers & to raise the attainment of all pupils to close the gap created by COVID-19 school closures**

### Catch-up priorities

- Reading identified as a priority subject and phonics was taught across all year groups - Floppy's Phonics in KS1 and Phonics International across KS2. This also had a positive impact on the Spelling aspect of SPaG.

Reading	Baseline %	End of Year %
Year 1	65	75
Year 2	30	61
Year 3	82	79
Year 4	65	81
Year 5	29	85
Year 6	66	86

PHONICS	Baseline %	End of Year %
Year 1	53	76
Year 2	83	91



- Well-being support for pupils and their families from our appointed well-being champion and the FSW who worked with the Trust to ensure social, emotional and mental health support.
- Switch to Google classrooms for all learners to ensure smooth transition for future learning in the event of further school closures or self-isolation
- Closing gaps that have been created during lockdown and time away from school

### Our Core Approaches

#### TARGETED ACADEMIC SUPPORT

- Targeted Phonics and reading interventions for small groups and 1:1 children identified in baseline assessments
- Well-being support for pupils with FSW
- Parents informed about their child's next steps and how to support at home.
- Same day interventions for closing the gaps and addressing misconceptions delivered by teachers, Catch-up tutor and teaching assistants
- Pre-teaching established to make curriculum access more equitable.

## WIDER STRATEGIES

- SEMH support and Thrive assessments and using personalised timetabling where needed
- Classroom environments developed to be comforting and promote wellbeing.
- Daily relaxation and refresh opportunities for sensory breaks – yoga, mile a day and mindfulness, Go noodle!
- FSW to liaise and support parents with any attendance issues.
- Early Language Program for Reception Aged Children (NELI) and training undertaken by EYFS lead and disseminated across the phase.

F2 (Reception)	Baseline %	End of Year %
GLD	35	58
S&L	63	79

## Externally provided programmes

Programme	Provider
Purple Mash	2Simple
Thrive	Thrive
Timestables Rockstars	TTRS
Spelling Shed	Edshed
Reading Rockets Phonics and Planets online books	Rising Stars
Frog Play	I am learning
Class Dojo	Dojo
NELI – Nuffield Early Language Intervention	Nuffield Foundation

## 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?	<ul style="list-style-type: none"> <li>• 1:1 support for Reading.</li> <li>• Small group intervention for Reading, Phonics, Writing &amp; Maths</li> <li>• ICT provision</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Expected or better progress. Attendance higher than school average</p>