

Oak Hill CE Primary School Pupil Premium Strategy Statement 2021-2022

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	Oak Hill CE Primary School
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024: This is the setup year of a three year wider plan
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Adam Greaves
Governor / Trustee lead	Victoria Leather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450.00
Recovery premium funding allocation this academic year	£725.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£6012.00
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	£20187.00

Part A: Pupil premium strategy plan

Statement of intent

At Oak Hill CE Primary our Values and Visions firmly set out our ultimate objectives for all our children including our Disadvantaged.

'Jesus said, "I have come that you may have life in all its fullness' (John 10:10)

"Life in all its fullness at Oak Hill means a whole school community committed to excellent opportunities to learn, grow, feel joy, explore faith and care for others. At our school we promise to always help and support one another enthusiastically by making the most of every opportunity and experience and by doing our best in our work and play as we strive to be excellent versions of ourselves individually and together. "

As a church school, we endeavour to develop motivated, independent and resilient learners who are curious and passionate about the world around them. We believe that children should engage in a challenging broad and balanced curriculum that enables them to become lifelong learners.

As a school our vision of 'life in all its fullness' has a central part to play in our vision for disadvantaged children. Through our Pupil Premium Strategy, we intend to develop motivated, independent learners who are curious and passionate about the world around them.

Challenges

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

Challenge number	Detail of challenge
1	With two sites, this presents a unique challenge to staffing and management.
2	Children entering school with lower verbal skills and gross and fine motor skills
3	Social and Emotional Needs of our children have been particularly affected during the Coronavirus, this is across both KS1 and KS2.
4	Low Staffing numbers can present a challenge to providing additional intervention time and support.
5	

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
Sufficient Staffing is in place to ensure that there is enhanced support for disadvantaged and other pupils.	TA appointed with Intervention and Thrive focus
Focused EYFS children have made accelerated progress in their verbal and gross and fine motor skills.	NELI scheme used and planned activities and programmes to support physical development
Our children's social and emotional needs post-pandemic are met, with early intervention and a team of qualified staff to support the emotional needs of the pupils, providing the strategies needed to give the pupils resilience and high self-esteem	<p>Children equipped with necessary skills.</p> <p>Staff trained to support.</p> <p>Resources and a Thrive room set up to support this need.</p>
Disadvantaged pupils needs are met through specific targeted interventions supported by the Intervention TA	Disadvantaged pupils are supported to make accelerated progress utilising the Intervention TA.

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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention TA appointed and working with specific children on identified need</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The EEF guidance on ‘Making the Best Use of Teaching Assistants’ focuses on 7 key recommendations for the effective use of TAs;</p> <ol style="list-style-type: none"> 1. TAs should not be used as an informal teaching resource for low attaining pupils. 2. Use TAs to add value to what teachers do, not replace them. 3. Use TAs to help develop independent learning skills and manage their own learning. 4. Ensure TAs are fully prepared for their role in the classroom. 5. Use TAs to deliver high quality one-to-one and small group support using structured interventions. 6. Adopt evidence based interventions to support TAs in their small group and one to one instruction. 7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions. 	1,2,3,4
<i>Keeping Four classes and maintaining excellent adult to pupil ratio</i>	<p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers (EEF T&L Toolkit).</p>	1

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

Budgeted cost: £8000 (link to Teaching activity)

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&utm_medium=search&utm_campaign=site_search&search_term=Nuffie</p> <p>Evidence suggests that pupils from lower social economic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>EEF trial shows that the children receiving the NELI programme made the equivalent of +3 additional months' progress in oral language skills compared to children who did not receive NELI.</p> <p>Children receiving the NELI programme also made more progress in early word reading (+2 months).</p>	2,4
TA Led Groups	<p>TA interventions have an impact through providing additional support for pupils that is targeted to their needs. In order to have the desired effect schools might consider;</p> <p>Careful assessment of pupils' needs so that TAs support is well targeted.</p> <p>Training TAs so that expectations are high quality – for example using well evidenced targeted programmes.</p> <p>Ensuring that any interventions are well linked to classroom content and do not reduce high quality interactions with teachers.</p>	2,3,4

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive: School to become a Thrive School. Train 2 Thrive	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-</p>	3,4

Practitioner s. Supply Cover Cost to enable this to take place. Equip Thrive Room and Resources.	learning&utm_medium=search&utm_campaign=site_searchh&search_term The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) although all progress is positive. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions 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.	

Total budgeted cost: £20,000

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.

Due to Covid 19 performance measures were not published for 2020-2021. Internal assessments for Summer 2021 indicate:

The use of resources to support TA provision across the two bases showed that;

75% of disadvantaged pupils (12 pupils) have made at least expected progress from Autumn 2020 to Summer 2021 data in Reading with 25% making accelerated progress.

75% of disadvantaged pupils made at least expected progress in writing with 17% making accelerated progress

92% of disadvantaged pupils made at least expected progress in maths, with 25% making accelerated progress.

When compared to non-disadvantaged children, the disadvantaged children out-performed in maths and were broadly in line with accelerated progress for reading and writing.

It is on Social and emotional development that we are seeing the impact of Covid 19 for our disadvantaged pupils, and we are directly tackling this by becoming a Thrive school.

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
Thrive	The Thrive Approach
NELI	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?	Not applicable
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.