

Pupil premium strategy statement

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	Oak Hill CE Primary School
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2 Year
Date this statement was published	December 2022
Date on which it will be reviewed	October 23
Statement authorised by	Adam Greaves
Pupil premium lead	Adam Greaves
Governor / Trustee lead	Victoria Leather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11080
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£NA
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	£11080

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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

Faith- Values- Action

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the greatest support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The relocation of the school from two sites to one base at Alderton, really sets up the school well for further development.

Challenges

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

Challenge number	Detail of challenge
1	<i>Increased numbers of disadvantaged pupils who are also SEND since the pandemic. The impact on these children has been most noticeable in social and emotional health and in writing.</i>
2	More of our disadvantaged pupils need further support in managing themselves socially and emotionally post Covid world.

3	Our assessments including observations with pupils and families have identified social and emotional issues for many pupils, notably due to low income, lack of routine and support and the impact of Covid 19. These challenges particularly affect disadvantage pupils. 30% of the school is currently on the SEND register.
4	
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
Improve writing outcomes across all disadvantaged pupils, especially by the end of KS2.	Writing outcomes by end of 24/25 show that: <ul style="list-style-type: none"> • Writing outcomes are in line with national figures. • Sustained and secure progress of writing across all attainment groups across the school is evident, In year assessment, end of KS assessment, book scrutinies, observations and pupil voice.
To achieve and sustain improved wellbeing for all our pupils and families in our school, particularly our disadvantage pupils.	Sustained high levels of wellbeing from 2024-2025 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • High levels of support for parents from thrive and pastoral school team

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: £1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>New Writing Teaching Framework to support our disadvantaged children.</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/writing-programmes</p> <p>Our research showed that a more structured and clearly defined approach to the teaching of writing would support both our disadvantaged and lower attaining children.</p>	1,2
<i>Purchase of the Write Stuff and associated staff training</i>		1,2

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Part funding of TA posts to support intervention work with disadvantaged and</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20ass</p> <p>Well planned and delivered, strategic interventions can allow for rapid progress and have a significant impact on pupils attainment</p>	1,3

<i>specified children</i>		

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

Budgeted cost: £ 1880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Thrive School: Part funding of our Thrive Assistant to cater for our children who need for specialist support</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20and%20emotional</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Develop a robust system of support for all pupils in school post Covid.</p>	2,3
<i>Introduction of a Therapeutic Gardener to support wellbeing strategies</i>	<p>Same evidence base as above. Effects of the support show a moderate to good impact.</p> <p>Therapeutic Gardener to work with identified children as part of our Thrive response. Expanding this over the year to include a gardening club following the relocation of the school from two sites to one site.</p>	2,3

Total budgeted cost: £11080

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.

Over the course of 2021-2022, the school focused on several key priorities, focused around reading and curriculum development and social and emotional development.

All assessment results are statistically skewed by the very low cohort numbers. Overall themes showed a positive impact at KS2 of the new reading and comprehension approaches. This was reflected at KS1, but a higher percentage of SEND children means that gains were not as fast.

Over the course of the year, a whole new curriculum was trialled and early reports and feedback show an improved engagement from the disadvantaged children. Pupil voice indicates that the new curriculum is more interesting and they are learning lots of new stuff. Further pupil voice and pupil surveys are planned for 22-23 as the curriculum embeds further.

The training of two Thrive practitioners and the creating of a Thrive room and plan has had a very positive impact on the children. The whole school is profiled and identified children are given support. School is now more equipped to move quickly to support in cases of bereavement, anxiety or illness for example. The impact on attainment will be more evident over 22-23 and onwards as the children receive longer-term support.

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
NELI	Nuffield Early Language Intervention
Thrive	The Thrive Approach

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?	
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.