

# Pupil Premium Strategy Statement

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	King's Oak Primary
Number of pupils in school	474 (Pre School to Yr 6)
Proportion (%) of pupil premium eligible pupils	41% (data from Year 1 - 6 in Oct 2020)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	Nov 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Ian Hutchings
Pupil premium team	Ian Hutchings Debbie Fossey Vicky Bacon
Governor lead	William Culling

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,995
Recovery premium funding allocation this academic year	£27,067
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (* from previous financial year)	£9,237.33*
<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	£270,299.33



# Part A: Pupil premium strategy plan

## Statement of intent

### **Our vision:**

At King's Oak Primary School, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential both academically and socially. Our growth mindset and 'learning to learn' culture ensure that we have the highest expectations and that we continually strive to ensure that no pupil is left behind. We have a deeply held belief and ethos of attainment and opportunity for all.

We believe that children achieve most highly when they are engaged in a broad and rich curriculum including access to wider opportunities both in and out of school and when their families are actively involved in their learning.

We ensure that disadvantaged pupils are at the centre of our curriculum offer so that all pupils have equal access to future life opportunities.

### **What are the main approaches we use to ensure our disadvantaged children make progress and achieve?**

Each child entitled to PPG is unique in their situation and our response to their needs must reflect this. With this in mind, at King's Oak Primary we have built the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

Our overall aim in using PPG is to extend opportunity and to narrow the attainment and achievement gap between those entitled to PPG and those not. Historically, PPG pupils at King's Oak Primary have achieved and attained well, often at levels higher than those expected nationally. Our PPG pupils have achieved better than other PPG pupils nationally but not as well as those who are not entitled to PPG. Our aim over time is to narrow and even remove this gap.

As over 41% of our school population are PPG, we have chosen whole school programmes and teaching approaches to enhance phonics, reading, maths and EYFS approaches for disadvantaged children. These whole school approaches particularly benefit the achievement of the PPG pupils.

We ensure that:

- A high profile is given to PPG pupils
- All staff are accountable for the progress of PPG pupils
- A rigorous programme for monitoring the progress and attainment of PPG pupils is in place

- Outcomes of monitoring and current research inform future approaches and activities for PPG expenditure

When deciding how to spend the PPG, we look at best practice for pupil premium learners in the context of our school, to develop and implement strategies to ensure the best outcomes for those pupils. We have strategies in place to:

- support Quality First teaching and learning
- provide targeted academic interventions
- improve oral language, attention and listening skills
- improve the ability to reason, explain, infer and compose
- broaden access to wider learning, recreational and enrichment opportunities within and beyond the curriculum
- support families to engage in their children’s learning
- ensure high levels of attendance and punctuality
- support families who may be experiencing challenges due to complex situations

We have chosen to focus on attainment in phonics/reading, writing and maths for PPG children based on our analysis of previous data and what we know about the current pupil cohort in different year groups.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473976/DFE-RS411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils\\_-\\_briefing\\_for\\_school\\_leaders.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf)

## Challenges

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

Challenge number	Detail of challenge
1	<p>The benefit of positive attendance of vulnerable pupils during lockdown has highlighted the importance of maintaining high levels of attendance going forward.</p> <p>A greater proportion of disadvantaged pupils are ‘persistently absent’ compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
2	<p>Our assessments (including parent surveys) and discussions with pupils and families have identified a lack of enrichment opportunities</p>

	<p>including cultural and educational trips, after school clubs, lunchtime clubs, wrap around clubs, Forest School, educational workshops. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The school's commitment to supporting greater opportunities to develop cultural capital within school (foundation subjects) has aligned with the school's wider strategy in narrowing the gap for disadvantaged students.</p>
3	<p>On arrival in EYFS, assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading and writing than their peers. Our own assessments and observations and national studies indicate that the education of disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils.</p>
5	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. School closure has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths.</p>
6	<p>Our assessments (including parent surveys), observations and discussions with pupils and families have identified wellbeing, behaviour and social and emotional issues for many pupils during school closure. Many of our disadvantaged pupils have been impacted by this to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Teacher referrals for emotional support have markedly increased during the pandemic.</p>

## 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> <li>the overall attendance % for children of statutory school age is in line with national or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is being reduced year on year.</li> <li>the percentage of all pupils who are persistently absent is in line with or below national average and for disadvantaged pupils it is in line with their peers.</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>Analysis shows a reduction in incidents of emotional or behavioural need within the PPG cohort</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils in EYFS.	Assessments and observations indicate significantly improved oral language in EYFS among disadvantaged pupils by 2022/23. This is evident when triangulated with other sources of evidence, including engagement in lessons, teacher discussions and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	Year 2 and Year 6 maths outcomes in 2022/23 show that the attainment of disadvantaged pupils is in line with or above the national standard.
Improved phonics attainment among disadvantaged pupils at the end of Year 1 Improved reading attainment among disadvantaged pupils by the end of KS1 and KS2 Improved writing attainment among disadvantaged pupils by the end of KS1 and KS2	Year 1 Phonics outcomes in 2022/23 show that the % of disadvantaged pupils meeting the threshold is in line with or exceeding the national standard.  Year 2 and Year 6 reading outcomes in 2022/23 show that the attainment of disadvantaged pupils is in line with or above the national standard.  Year 2 and Year 6 writing outcomes in 2022/23 show that the attainment of disadvantaged pupils is in line with or above the national standard.

## 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

Rationale: Quality First Teaching (QFT) is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom, highlighting the need for a personalised learning experience and inclusion. In Quality First Teaching if a student isn't able to grasp a certain teaching concept or idea, the teacher should have alternative ways of teaching the same concept. It's a teacher's duty to personalise their teaching to suit the needs of their pupils. Quality teaching includes professional development and support for early career teachers.

According to the Education Endowment Fund 'great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them

(<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>). <https://thirdspacelearning.com/blog/quality-first-teaching/>

Budgeted cost: £ [74, 280.45]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Leads to monitor and support the provision for PPG children in Sounds Write phonics program across the school.	We have implemented the Sounds Write phonics approach based on the two most recent reports from the DfE and an in-depth statistical analysis of Sounds Write impact ( <a href="https://www.sounds-write.co.uk/page-71-why-sounds-write-.aspx">https://www.sounds-write.co.uk/page-71-why-sounds-write-.aspx</a> ).	4
English Lead to monitor and support the provision for PPG children in reading fluency, comprehension and vocabulary acquisition through the Close Reading approach to from Year 2 upwards.	<a href="https://teachlikeachampion.com/about/story/">https://teachlikeachampion.com/about/story/</a> We have implemented the Close Reading approach based on Doug Lemov's rigorous literacy instruction (Reading Reconsidered) which is proven to have made a positive impact on disadvantaged children in urban schools in the US. Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils	4

	<p>who read well, read more and those who don't read well, read less</p> <p><a href="https://www.readingrockets.org/articles/researchbytopic/4862">https://www.readingrockets.org/articles/researchbytopic/4862</a>. Close Reading is a proven approach that has worked in narrowing this gap, leading to improved outcomes for disadvantaged children.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	
<p>English Lead to monitor and support the provision for PPG children in writing through the Talk-Write approach EYFS to Year 3. (add here – 4, 5, 6)</p>	<p>We are embedding the Talk4Writing approach which research shows to have a positive impact on children's writing.</p> <p><a href="https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf">https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_TalkForWriting.pdf">https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_TalkForWriting.pdf</a></p>	4
<p>SLT Mentor/Support for Early Career Teachers</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/ECT_Support_Pilot_Report_-_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/ECT_Support_Pilot_Report_-_final.pdf</a></p> <p>Experienced mentors with dedicated time to support ECTs to provide the best possible support for new teachers to enable them to support all pupils with a focus on vulnerable pupils through QFT.</p>	4, 5
<p>Maths Leads to monitor and support the provision for PPG children 'teaching for mastery' in the maths curriculum to embed pupils' reasoning in maths across the school.</p>	<p>We are embedding the Maths mastery approach, of which the EEF states: 'mastery learning appears to be a promising strategy for narrowing the attainment gap' – evidence shows that there is up to 7 months additional progress for PPG children.</p> <p>We are also implementing the NCETM Mastering Number programme to be implemented throughout Years R, 1 and 2</p>	5

	Maths Leads to be involved in TRG (sustaining year) to continue to develop and share good practice and outcomes for all children.	
EYFS Lead to monitor and support the 'In the moment' approach in EYFS to ensure PPG children's next steps in learning maximise progress.	In the moment planning in EYFS – rationale: communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	3
PPG Leads to coordinate the implementation of the PPG Strategy	EEF strategy – importance of coordinated top down approach. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1, 2, 3, 4, 5, 6
Behaviour for Learning of PPG pupils is embedded	Evidence shows that in order to attain, children need to be taught specific learning behaviours such as team-work, communication etc. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>	6
Development of the wider curriculum to include greater opportunities to develop cultural capital	<a href="https://www.hereforschools.co.uk/Pages/Download/c7683b25-8c79-4f36-b61e-8471c528ef90/PageSectionDocuments">https://www.hereforschools.co.uk/Pages/Download/c7683b25-8c79-4f36-b61e-8471c528ef90/PageSectionDocuments</a> The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to achieve well in school if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young	2

	age. This included reading books and going on educational outings.	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Rationale: We know it is vital that gaps in children’s understanding are quickly identified and addressed through targeted intervention and support; this is especially true in the foundation stage and where speech and language barriers exist, so that the attainment gap is not exacerbated at the beginning of pupils’ school journeys.

According to the Education Endowment Fund ‘targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment’ and this has been verified by our own experiences. We recognise the impact that teaching assistants (EEF report on using teaching assistants effectively and our 2018 Ofsted report) can have on pupil progress, particularly when working in this context, as well as the need for parental engagement and positive collaboration.

Budgeted cost: £ [58,703.00]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reluctant PPG readers are targeted for extra reading through Beanstalk Reading Programme	We have used the Beanstalk programme to target disadvantaged reluctant readers who need additional support and to develop a love of reading. <a href="https://www.beanstalkcharity.org.uk/Handlers/Download.ashx?IDMF=800743b0-ec69-4aa8-b64d-e9cee4dd889f">https://www.beanstalkcharity.org.uk/Handlers/Download.ashx?IDMF=800743b0-ec69-4aa8-b64d-e9cee4dd889f</a>	4
Phonics intervention groups throughout the school target	Small Group Tutoring (+4) - EFF evidence shows that small group tuition (+4 months) is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.	4

PPG readers, working below age related expectations, read at least three times a week with a member of staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> Staff hear daily 1:1 readers and small group support to provide a boost for PPG readers.	4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [137, 315.88]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils are financially supported to attend PGL trip	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to achieve well in school if, in addition to a high quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings.	2
Funding for PPG to attend after school enrichment clubs		2
Funding for PPG children to go on trips		2
Funding for PPG to access lunchtime enrichment clubs (SCL – sports)		2
TA 1:1 support for identified pupils in after school enrichment clubs		2
Funding and support (by identified staff) so that identified pupils attend before and after school club		2
Music tuition for all PPG pupils in Years 2, 3 and 4	<a href="https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/">https://www.musicmark.org.uk/resources/the-impact-of-instrumental-learning-on-attainment/</a>	2
Individual music tuition for identified pupils	Data shows quite clearly that music students made more progress in their learning than their peers. This is significant: the data say that irrespective of their starting points, progress in learning was better for the students taking instrumental / vocal lessons.	2

Full time Child Protection Officer and supervision to support the CPO	Ability to support vulnerable families with CP and wider pastoral needs.	1, 6
Education Welfare Officer	<a href="https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp">https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</a>	1, 6
Attendance Lead within school	Direct impact of attendance on attainment and need to sustain relationships with vulnerable families to keep them engaged with education.	1
Attendance admin support		1
Play therapist and supervision	<a href="https://www.a4pt.org/page/PTMakesADifference/Play-Therapy-Makes-a-Difference.htm">https://www.a4pt.org/page/PTMakesADifference/Play-Therapy-Makes-a-Difference.htm</a>	6
Full-time behaviour support	Pupils will be supported to make the best possible choices to have a positive effect on their learning and that of their peers. Behaviour support specialist will support staff and children and model the best possible methods and strategies to ensure that school rules are followed effectively and that play and learning times are positive and rewarding. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379249/Below_20the_20radar_20-_20low-level_20disruption_20in_20the_20country_E2_80_99s_20classrooms.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379249/Below_20the_20radar_20-_20low-level_20disruption_20in_20the_20country_E2_80_99s_20classrooms.pdf</a>	6
ELSA support for targeted pupils and their supervision	Research published by the <a href="#">EEF</a> in their <a href="#">Teaching and Learning Toolkit</a> provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived <b>positive impact</b> on multiple components of <b>pupil well-being</b> including <b>positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships</b> . The <b>positive well-being</b> changes experienced by the pupils <b>occurred not only through identified strategies</b> , but also by <b>talking, and forming a close relationship</b> with the teaching assistant.	6
Forest School run for 9 sessions for each Year 3 child over the academic year (18 year 3 sessions over the year).	<a href="https://findingnature.org.uk/2017/05/10/beyond-knowing-nature/">https://findingnature.org.uk/2017/05/10/beyond-knowing-nature/</a> Forest School can increase a child's confidence and self-esteem through exploration, problem solving and being	2

	encouraged to learn how to assess and take risks depending on their environment.	
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**Total budgeted cost: £ [270, 299.33]**

## 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.

PPG children are out-performing the cohort in Reception and Year 1 phonics and in line or above in Year 6 reading and writing. In Year 2, the percentage of PPG working at age related attainment in reading has more than doubled over the year (8% to 17% at S; 33% at 2w+). There has been accelerated progress across the board in reading in Year 6.

In maths in Year 2, the gap between PPG and non-PPG working at 2w+ is 6% compared to 26% in the Autumn term. In reading in Year 6, the percentage of PPG working at age related attainment in maths is above the whole cohort and exceeds national.

In EYFS, the attainment of disadvantaged pupils is in line with the cohort.

Reading and writing - Apart from Year 2 and Year 4, attainment of PPG children is in line with their peers and progress has been accelerated.

Maths - In most year groups, attainment of PPG children is in line with their peers and progress has been accelerated.

PPG children have all made accelerated progress and the gap has closed between them and their peers in many cases.

PPG children are achieving in line with their national peers in Reception and Year 6. They are not in Year 2.

Cusp teaching of phonics in Year 1 for PPG children has been successful. Cusp teaching for Year 6 has been successful.

10 PPG children 1:1 interventions after school for writing. Average points progress = 2.6; 4 children made accelerated progress.

Percentage of PPG children working below ARE has reduced in every year group

**All PPG children asked in pupil voice found PGL a very positive experience and would recommend it to Year 5. They felt they had learnt: teamwork, how to push themselves and independence.**

**All PPG children offered a free place on a weekly sports club after school. 10 children (from 6 families) took up the offer.**

**CPO - successful for many children - 86% of the children who the CPO works with now have good or improving attendance.**

**EWO and attendance admin: Successful, especially in the case of the 13 children above.**

**Music provision - All PPG children enjoyed learning different songs and felt they were better at drumming. Two thirds said they felt more confident with their learning in general. Some wanted the opportunity to continue to learn the drums or different instruments.**

**Forest School: All PPG children interviewed for pupil voice reported that they had enjoyed the experience. They felt it had improved their ability to work with people and get on with their friends and how to solve problems. They also feel that they are now better at listening to instructions. Teachers reported a growing confidence in key children who had lacked it in the past - particularly when it came to trying new things and being brave.**