

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	398
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	Sept 2024
Statement authorised by	Ian Hutchings
Pupil premium team	Ian Hutchings Jessica Russ Deborah Fossey
Governor lead	Harry Atkinson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,883
Recovery premium funding allocation this academic year	£27,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable) (* from previous financial year)	£17,477
<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	£250,740

## **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 ensure that our PPG pupils make accelerated progress and attain highly so that they have the best life chances possible.

Over 36% of our school population are PPG. 37% of our pupils are eligible for FSM. Furthermore, we have high mobility and welcome significant numbers of new arrivals who use English as an additional language. This means that substantial whole school wider support approaches to ensure pupils are ready to learn, and high quality first teaching, are crucial for our school.

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

## 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 at home due to disadvantage. These inequalities affect the level of cultural capital needed for the curriculum, sense of belonging and impact the progress and attainment of our disadvantaged pupils.</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. Due to the mobility of pupils, significant disadvantages and EAL profiles, we have assessed that these areas need to be a focus across all key stages in order to further improve reading and writing.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, than their peers. Our own assessments and observations and national studies indicate that progress of disadvantaged pupils in phonics 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 our disadvantaged pupils is below that of non-disadvantaged pupils nationally. Our analysis indicates that school closure has resulted in significant knowledge gaps leading to our PPG pupils falling further behind age-related expectations in maths.</p>

6	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. Many of our families, including those who are new to the school, were already experiencing significant inequalities leading to lack of wellbeing before the pandemic. These findings are supported by national studies.
7	Due to the context of our school, we have significant numbers of pupils who arrive mid-term. These pupils may use English as an Additional Language, and many are new to English. Others have experienced high mobility and/ or family challenges which means that they have significant gaps in their learning. Many of these families are eligible for FSM but have not yet applied. Due to the challenges this brings to our QFT, we have assessed that a robust programme of CPD focused on the complex needs of PPG and vulnerable pupils, particularly for our early career teachers, is vital.

## 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 for 2024
1. To improve and sustain excellent attendance for disadvantaged pupils, including those who are vulnerable but not in receipt of FSM	<p>Increasing and sustained high attendance from 2021/22 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance % for PPG and other vulnerable children of statutory school age is in line with national or above.</li> <li>the percentage of PPG and other vulnerable 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>

<p>2. To increase cultural capital for our PPG pupils leading to greater engagement with the curriculum, as well as a sense of belonging.</p>	<p>Through book looks, focus groups, pupil and parent voice, class events and observations, pupils demonstrate knowledge of key aspects of local, national and global cultural capital through the curriculum. They experience cultural capital through trips and activities and make links between these trips and activities and their class work and being able to talk about their experiences and how this links to their growing knowledge.</p>
<p>3. Improved oral language skills and vocabulary among disadvantaged pupils when leaving EYFS and maintain this throughout the key stages, in order to further improve reading and writing.</p>	<p>Assessments and observations indicate significantly improved oral language skills and vocabulary at the end of EYFS among disadvantaged pupils and throughout the key stages. This is evident when triangulated with other sources of evidence, including observation of lessons, pupil voice, teacher discussions and ongoing formative assessment.</p> <p>Greater comprehension in reading and higher levels of writing in KS1 and KS2 are evidenced in results including the % of PPG pupils gaining GD.</p>
<p>4. Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Year 6 maths outcomes show that the attainment of disadvantaged pupils is in line with or above the national standard.</p>
<p>5. Improved phonics attainment among disadvantaged pupils at the end of Year 1 Improved knowledge of phonics across the school at all stages.</p>	<p>Year 1 Phonics outcomes show that the % of disadvantaged pupils meeting the threshold is in line with or exceeding the national standard.</p> <p>Assessments and observations indicate significantly improved reading, spelling and writing as a result of greater confidence in using knowledge of phonics.</p>

<p>6. To improve and sustain wellbeing for PPG and other vulnerable pupils in our school.</p>	<p>Improved and sustained good levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys, teacher observations, evaluation of ELSA and other interventions</li> <li>• case studies showing how intervention and support has been effective</li> <li>• a significant increase in participation in enrichment activities among disadvantaged pupils, demonstrated by attendance and feedback (as above)</li> <li>• Analysis shows a reduction in incidents of emotional or behavioural need within the PPG cohort due to behaviour for learning approaches, and timely and appropriate intervention/ support</li> </ul>
<p>7. To ensure staff are supported to deliver high quality teaching for all in order to meet the complex needs of our PPG and other vulnerable pupils.</p>	<p>Evaluation of CPD delivered by middle leaders, learning walks, book looks, staff discussions and peer feedback demonstrates a high level of understanding of QFT strategies and ability to implement them to meet individual needs.</p>



## Activity in this academic year (2023 – 2024)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £ [91,541]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver CPD for teachers and TAs on how to deliver using the 'in the moment' approach in EYFS</p> <p>Provide bespoke ongoing support and coaching for staff to ensure effective delivery and to address gaps in knowledge</p> <p>Identify how to make the 'in the moment' approach bespoke for the needs to meet individual needs for all PPG pupils, including those who also have EAL or with SEND</p>	<p>'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.</p> <p><a href="https://www.earlyyearseducator.co.uk/features/article/inspection-intent-implementation-impact">https://www.earlyyearseducator.co.uk/features/article/inspection-intent-implementation-impact</a></p>	3, 7

<p>Deliver CPD for teachers and TAs on how to teach the Close Reading approach</p> <p>Provide bespoke ongoing support and coaching for staff to ensure effective delivery and to address areas for development</p> <p>Identify how to make the programme bespoke to meet individual needs, including those PPG pupils who also use EAL or with SEND</p>	<p>We teach using Close Reading which is a proven approach that has worked in narrowing this gap, leading to improved outcomes for disadvantaged children. The focus of this approach is on the development of vocabulary and comprehension through discussion and re-reading of texts.</p> <p><a href="https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1238&amp;context=education_ETD_masters">https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1238&amp;context=education_ETD_masters</a></p> <p><a href="https://teachlikeachampion.org/blog/close-reading-definition-close-reading/">https://teachlikeachampion.org/blog/close-reading-definition-close-reading/</a></p> <p><a href="https://www.readingrockets.org/articles/researchbytopic/4862">https://www.readingrockets.org/articles/researchbytopic/4862</a>.</p> <p><a href="http://literacy-matters.pcsstn.com/why-close-reading">http://literacy-matters.pcsstn.com/why-close-reading</a></p>	<p>3, 7</p>
<p>Deliver CPD for teachers and TAs on how to deliver Talk4Writing and the effective use of talk in their teaching across the curriculum</p> <p>Provide bespoke ongoing support and coaching for staff to ensure effective delivery and to address gaps</p> <p>Ongoing CPD for teachers and TAs on how to deliver 'Re-igniting Writing' approach. This includes box planning and editing</p>	<p>We are embedding the Talk4Writing approach which research shows to have a positive impact on developing vocabulary and language in children's writing, particularly if this has been developed lower down in the school and for those who are struggling. Talk for writing is proven to be effective for EAL learners.</p> <p><a href="#">Talk for Writing: Review of related research</a></p> <p><a href="#">Talk for Writing</a></p> <p><a href="#">Speaking and Writing Frames - The Bell Foundation</a></p> <p><a href="https://researchschool.org.uk/aspirer/news/maximising-the-editing-stage-of-the-writing-process">https://researchschool.org.uk/aspirer/news/maximising-the-editing-stage-of-the-writing-process</a></p> <p><a href="https://jamesdurran.blog/">https://jamesdurran.blog/</a></p>	<p>3, 7</p>

stations to make the teaching of writing more systematic.		
<p>All teaching staff receive Sound~Write phonics training and follow up CPD</p> <p>Provide bespoke ongoing support and coaching for staff to ensure effective delivery and to address gaps</p> <p>Identify how to make the Sounds~Write approach to meet individual needs for all PPG pupils, including those who also use EAL or with SEND</p>	<p>The Sounds Write phonics approach is found to be effective 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>).</p>	4

<p>Staff to take part in the local Maths Hub Teacher Research Group and associated projects</p> <p>Implement the Mastering Number Scheme from Year R to Year 2</p> <p>Implement Mastering Number Scheme for Year 4 and 5</p> <p>Deliver CPD for teachers and TAs on how to deliver using the mastery approach</p> <p>Provide ongoing bespoke support and coaching for staff to ensure effective delivery and to address areas of need</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/</a></p>	5
<p>Deliver CPD for teachers and TAs on how to develop Behaviour for Learning</p> <p>Provide ongoing support and coaching for staff to ensure effective delivery and to address misconceptions</p>	<p>Evidence shows that when used and implemented correctly, alongside the good teaching of content and skills, explicit teaching of ‘learning behaviours’ improves pupils’ motivation, engagement and determination to succeed. These approaches provide powerful ways to raise pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a></p>	6

<p>Deliver CPD for Early Career Teachers to develop high quality teaching and assessment and ensure the appropriate delivery of a curriculum which responds to the needs of our PPG and vulnerable pupils, including those who use EAL or have SEND. This includes evidence-based approaches including feedback, metacognition and working/long term memory.</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 provide the best possible support for new teachers to enable them to support all pupils with a focus on vulnerable pupils through QFT.</p>	<p>7</p>
<p>Ongoing CPD and support for middle leaders to ensure the delivery of a reading based non-core curriculum to bridge the gap and make it curriculum more inclusive for all students, especially PPG. This includes the purchase of a spine of quality non-fiction texts to support and enhance children's knowledge across the non-core curriculum.</p> <p>Ensure that middle leaders attend local authority networks and training which helps to improve the delivery of the PPG strategy. Staff then disseminate the training to colleagues through school CPD, mentoring and peer</p>	<p>EEF strategy – importance of coordinated approach and focus on training for QFT.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://theteacherscollection.com/">https://theteacherscollection.com/</a></p> <p><a href="https://films.myattandco.com/programs/the-teachers-collection-karl-duke-a-curriculum-based-on-books">https://films.myattandco.com/programs/the-teachers-collection-karl-duke-a-curriculum-based-on-books</a></p>	<p>2, 3, 4, 5, 7</p>

support. For example, evidenced based QFT approaches for PPG pupils, curriculum appropriately for PPG pupils, how to maximise cultural capital for PPG pupils.		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [45, 613]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the Beanstalk Programme to work with reluctant PPG readers for extra reading throughout the school	We use the Beanstalk Programme throughout Years 1 to 6 to foster a love of reading with reluctant readers who are disadvantaged. Research shows that this programme impacts children's attitude and engagement with reading. <a href="https://www.beanstalkcharity.org.uk/Handlers/Download.ashx?IDMF=903f772a-b973-4e2a-a738-9c78ea799948">https://www.beanstalkcharity.org.uk/Handlers/Download.ashx?IDMF=903f772a-b973-4e2a-a738-9c78ea799948</a>	3, 4
Provide flexible short term one to one and small group tuition to children with gaps in phonics, throughout the school	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. We want to ensure that our pupils keep up with the phonics programme and that gaps are addressed swiftly. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4

Read 1:1 at least three times a week with PPG readers who are working below age related expectations and those who are not read with at home of any reading level	Staff hear PPG readers 1:1 at least three times a week throughout the school. Research shows that children who read daily perform better at school. <a href="https://www.acc.edu.au/blog/reading-comprehension-student-performance/">https://www.acc.edu.au/blog/reading-comprehension-student-performance/</a>	3, 4
Provide flexible small group tuition for PPG children in LKS2 to learn times tables and multiplication facts.	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. We want to ensure that our pupils keep up with learning their times tables and that gaps are addressed swiftly. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	5
Provide flexible small group tuition for PPG children in UKS2 for writing	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. We want to ensure that any gaps in pupils' writing skills are addressed swiftly. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	

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

Budgeted cost: £ [113, 586]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide financial support for disadvantaged pupils to attend Year 6 residential (Thames Young Mariners)	<a href="https://culturallearningalliance.org.uk/what-is-cultural-capital/">https://culturallearningalliance.org.uk/what-is-cultural-capital/</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 age. This included reading books and going on educational outings.	2, 6
Provide financial support for extra-curricular activities – after school enrichment clubs – for disadvantaged children (sports and drama clubs)		2, 6
Provide financial support so that disadvantaged children can go on trips linked to the curriculum, arts and culture.		2, 6
Provide financial support for extracurricular activities – lunchtime clubs – for disadvantaged children (sports clubs)		6
Provide 1:1 staff support to allow identified children to engage in after school enrichment clubs		2, 6



Provide financial support for disadvantaged children to attend after-school and breakfast clubs (wraparound care).		6
Provide financial support for extracurricular activities – 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> 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, 6
Provide financial support for Individual music tuition for identified PPG pupils		2, 6
Support vulnerable families with wider pastoral needs, including CP by employing a full time Child Protection Officer	Ability to support vulnerable families with CP and wider pastoral needs.	1, 6
Support attendance of vulnerable children by buying in the services of the Education Welfare Officer, a half day a week	<a href="https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp">https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp</a> Direct impact of attendance on attainment and need to sustain relationships with vulnerable families to keep them engaged with education.	1, 6
Support attendance by the Attendance Lead monitoring and communicating with families and by employing attendance administrative support		1, 6

Support children's social, emotional and behavioural needs through the use of a play therapist	<p>Play therapy is a form of therapy primarily geared toward children. The play therapist encourages a child to explore life events that may have an effect on current circumstances, in a manner and pace of the child's choosing, primarily through play but also through language.</p> <p>It is widely viewed as an important, effective, and developmentally appropriate mental health treatment.</p> <p><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></p>	6
Support children's social, emotional and behavioural needs through a mental health lead.	<p>Research shows that children with higher levels of wellbeing make more progress and have higher levels of academic achievement and are more engaged in school.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</a></p> <p>Research shows that disadvantaged children are at a greater risk of poor mental health because of covid-19.</p> <p><a href="https://www.cypnow.co.uk/news/article/disadvantaged-children-at-greater-risk-of-poor-mental-health-due-to-covid-19">https://www.cypnow.co.uk/news/article/disadvantaged-children-at-greater-risk-of-poor-mental-health-due-to-covid-19</a></p>	6
Support children's social, emotional and behavioural needs by the provision of ELSA support for targeted pupils and their supervision	<p>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 positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. The positive well-being changes experienced by the pupils occurred not only through identified strategies, but also by talking, and forming a close relationship with the teaching assistant.</p>	6

Support children's social, emotional and behavioural needs by offering Forest School as part of the Year 3 curriculum	<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 encouraged to learn how to assess and take risks depending on their environment.	6
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**Total budgeted cost: £ [250,740]**