

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	Oldfield Primary School
Number of pupils in school	421
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21, 2021/22, 2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	
Pupil premium lead	David Toynton
Governor / Trustee lead	Cathy Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52520
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£54550

Part A: Pupil premium strategy plan

Statement of intent

Oldfield School has grown from a single form entry to a fully subscribed two form entry school in the last decade. This has resulted in a widening of the catchment area, while also accommodating more families living in smaller homes, due to the increase in high rise buildings in the surrounding area.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most 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. It is therefore also the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

It is our intention at Oldfield to ensure all children are given every opportunity to reach their potential. Through targeted interventions, broadening of resources and specialist knowledge of both internal and external staff members, we strive for children eligible for Pupil Premium Funding to achieve in line with their peers. It will be the responsibility of all staff members to contribute to this shared goal and raise the expectations for disadvantaged children of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Reduced understanding of arithmetic and mental calculation skills.
2	Limited creativity and imagination in their writing.
3	Shortage of correctly modelled grammar at home can result in errors in writing.
4	Children in Lower Key Stage 2 and Year 2 have missed out on valuable learning opportunities for Phonics.

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 the children in Year 6 who are eligible for funding to progress in line with the rest of their class.	Children on funding in Year 6 to have progressed from their Year 2 SAT's in line with their peers.
For children across the school to achieve in line with those not eligible for funding.	When dividing into cohorts of Early Years and KS1; KS2, the percentage of students achieving Expected Standard to compare positively with the rest of the phase.
To provide appropriate enrichment activities that will improve self-esteem and social skills.	Positive participation in extra-curricular activities; notably improved social skills and positive attitude to learning; loaning of laptops and I-pads to appropriate families across the school.

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: £27790 from PP budget; the rest is from Covid catch up fund

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Intervention teacher	<p>In September 2022, an intervention teacher for PP children joined the school. Their role is predominantly to support disadvantaged children in closing the gaps to their peers, as well as delivering phonics interventions to children across the school. A proportion of their salary is paid from the PP budget.</p> <p>This teacher also, on occasions, covers classes when other staff members are on curriculum leadership time or attending CPD related meetings.</p>	1,2 ,3, 4
New teaching resources	<p>In March 2021, on their return to school, all children on Pupil Premium Funding were issued with CGP study guides for at least two of the key areas of their core subject teaching. These books were sometimes used in school, while at other times used as a supportive resource to help with their home learning, or just for extra practice with a parent or carer. The feedback from parents and carers was very positive when these were issued.</p> <p>This, however, was funded by the Catch Up funding.</p>	1, 4

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

Budgeted cost: £15690

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions during	Children on PP, along with carefully	1, 2, 3

lesson time	<p>selected peers, are given support with their learning in smaller groups, mostly by support staff. The opportunities to address misconceptions and develop confidence in smaller settings are of great value to the children's progress in Reading, Writing and Maths.</p> <p>In addition to this, support staff have recently received training on precision teaching.</p>	
Phonics Interventions	Children on PP, along with carefully selected peers, are given regular and impactful Phonics interventions, based on assessments of those who did not pass the KS1 screening at the first attempt. This will provide a valuable opportunity to close the gap on lost learning due to the impact of the pandemic, thus bringing these children in line with their peers in spelling and writing.	1, 2, 3
Online resources	<p>A subscription to 'Word shark' is being used to engage and support children on PP and with SEN develop their reading, writing and phonics, especially in Key Stage 1.</p> <p>The whole school has access to TT Rockstars. Children of all ages and abilities are set challenges on here to support and engage with learning of times tables.</p> <p>Further resources have been requested to support the teaching of children eligible for PP in Early Years.</p>	1, 3, 4

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

Budgeted cost: £11070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular clubs	All children eligible for PP funding have one club per week per term paid for out of the budget. These clubs include sports, forestry, foreign languages and drama related activities. By attending these clubs, the children have increased	2

	opportunities to explore a hobby and develop their social skills. These extra experiences should give the children more imagination and creativity, which can be used in their learning.	
School Trips	School trips allow children a wider experience of the world. This can be especially important for those on Pupil Premium Funding, as their home background may make these experiences less common than for their peers.	2

Total budgeted cost: £54550

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.

In May 2022, 100% of children eligible for Pupil Premium Funding achieved the Expected Standard in their KS2 SAT's. In KS1, the attainment was much lower, due in part to the impact of school closures and remote learning when these children were in Early Years and Year 1. Less than 50% of children eligible for PP funding achieved the Expected Standard in the Reading KS1 SAT.

Across most year groups, assessment data showed the gap to be widening between disadvantaged children and their peers. This was particularly evident in Key Stage 1.

Externally provided programmes

This section was not applicable to Oldfield.

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

Service pupil premium funding (optional)

This section was not applicable to Oldfield.

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)

From the 2019/20 year onwards, the targets were set with the intention of them lasting three years. Each year, they are reviewed and their progress evaluated. Unless there are unforeseen circumstances which result in significant changes, the targets continue. The exception here will be the Year 2 and Year 6 attainment targets, as there are different numbers of children eligible for funding in each year. Some adjustments have been made, however, due to the school closures in March 2020 and January 2021.

Of the expenditure from 2021-22, £21450 was spent on direct interventions (this includes resources, costs of educational trips, proportion of salaries of support staff assigned to work with children eligible for Pupil Premium Funding during lessons for core subjects), £15690 on extracurricular activities and £3073 on specialist music lessons. The remaining expenditure was the proportion of the salary for ELSA staff for time spent with children eligible for Pupil Premium Funding.

In April 2022, the school welcomed its first Ukrainian family. More arrivals have followed, with potentially more yet to join. The circumstances of their unforeseen relocation make these families likely to be eligible for Pupil Premium Funding, with personal trauma and EAL key barriers to learning.

Low levels of self esteem and confidence can often be present in a child on Pupil Premium. When appropriate, children are given support from staff members with specialist training to help them through the school day and give them the encouragement required to tackle their academic challenges. This can take place individually or in small groups.

Children in Years 1 and 2, including those not on PP, are taught a new instrument by a staff member with specialist knowledge and skills. This occurs for 45 minutes per week, in classes.

Research has shown that learning an instrument at a young age provides stimulation to a child's brain as they build motor skills, as well as allowing them to practise self-expression. It can also strengthen memory skills, which are helpful for retention of knowledge in other subjects.

The number of children eligible for PP has risen significantly since the pandemic began.