



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	Oaklands Infant School
Number of pupils in school	166
Proportion (%) of pupil premium eligible pupils	2.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	18.11.21
Date on which it will be reviewed	July 2022
Statement authorised by	Hannah O'Neill Headteacher
Pupil premium lead	Hannah O'Neill and Ellen Weston
Governor / Trustee lead	Chris Rossiter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7032 (till March '22)
Recovery premium funding allocation this academic year	£1780
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	£8812



Part A: Pupil premium strategy plan

Statement of intent

At Oaklands Infant School our intention is to ensure all our children make the best possible progress and reach their full potential. Our aim is to reduce all barriers to learning and ensure full access to the curriculum.

The goals of our ambitious and challenging curriculum are to create learners who are:

- Happy
- Respectful
- Resilient
- Articulate
- Independent
- Curious
- Creative

To support children's academic learning, early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We also use the grant to ensure our children make at least good progress from their starting points, in literacy and mathematics, and other areas of the curriculum. We aim to support our disadvantage children by ensuring high-quality first teaching with a focus on areas in which our children require the most, improving and sustaining parent involvement and ensuring our children are challenged in their learning. Our approach will be based on common challenges and individual needs.

We will use data to measure the impact of the Pupil Premium Grant on our children's learning. We will review the effectiveness of interventions we are using and adapt them to meet needs when and where required. We believe that the enrichment activities we provide through the Pupil Premium Grant will help our children become increasingly confident in all aspects of their learning and development.

Challenges

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

Challenge number	Detail of challenge
1	Reading outcome of disadvantaged children from 2019-2021 is below non-disadvantaged children.
2	Writing skills were not applied across all curriculum areas with a lack of consistency.
3	Lack of number fluency and deepening understanding.
4	Through lesson-drop-ins, pupil voice and progress meetings, staff have identified a lack of independent skills and resilience in activities.

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
Improved reading attainment among disadvantage children.	The attainment gap will have reduced between disadvantaged children and non-disadvantaged children.
Increased writing opportunities across the curriculum.	Through book looks, pupil voice, drop-ins and subject monitoring there will be clear evidence of cross-curriculum writing opportunities. Children will apply their writing skills and knowledge at every opportunity.
Maths Mastery approach will be embedded.	Through book looks, pupil voice, drop-ins and Maths monitoring Maths mastery will be evident.
Improve independence skills and resilience.	Through observations and pupil voice children's independence and resilience will have increased. This will be evident in their books and engagement of the curriculum.

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: **£4000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics training for all staff Training in PM Benchmark Reading assessment Training in use of Pawsome Gang to develop reading comprehension Parent workshop in early reading and writing Purchase of home readers Reading interventions (60 second reads) Purchase of reading shed and outside reading books Reading Dog targeted to support bottom 20%</p>	<p>The attainment gap will have reduced between disadvantaged children and non-disadvantaged children.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of fine motor resources Training staff in delivering Penpals handwriting scheme Release time for English Leads to embed and train staff in new phonics scheme High quality books purchased and used across the curriculum to embed a range of writing skills</p>	<p>Lesson drop-ins and reports from staff show that skills are developing.</p>	<p>2</p>
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction</p>	<p>3</p>

<p>planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Staff training in Maths Mastery, White Rose, NCETM and Deepening Understanding and Primary Stars.</p> <p>Maths parent workshop</p>	<p>with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS1 pdf (publishing.service.gov.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£2812**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group intervention and Quality first teaching	Data shows that PPG progress is in line with non-PPG in reading, writing and maths	1, 2, 3, 4

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

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional family support:</p> <ul style="list-style-type: none"> • Paying for school trips • Supplying/paying for uniform • Paying for extra-curricular activities or events 	PPG parents have accessed and continue to access this provision.	4
Nurture and Safeguarding support	Targeted support 1:1 or in small groups improves emotional wellbeing and engagement.	4

Total budgeted cost: £8812



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.

Aims - Teaching	Outcome
Teachers and teaching assistants to support children with social interactions and building positive relationships with their peers (in and out of the classroom, either 1:1 or within a small group or Nurture group)	Through pupil voice children felt happy, safe and supported in school life. Through lesson drop-ins pupils demonstrated positive relationships with each other.
Targeted support where the school has identified gaps in learning in reading writing and maths. Children supported either 1:1 or in a small group.	PPG progress in-line with non-PPG.
Nurture group led by Family Support Advisor (FSA) or Support Assistant to increase confidence and self-esteem.	Children vocalised their thoughts and feelings. Evidence of increased self-esteem and confidence.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We implemented all the above teaching for all service pupils (2 children).
What was the impact of that spending on service pupil premium eligible pupils?	See above.