



Pupil premium strategy statement

This statement details our school's use of pupil premium 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	158
Proportion (%) of pupil premium eligible pupils	5% (8 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ellen Weston Acting Headteacher
Pupil premium lead	Ellen Weston
Governor / Trustee lead	Harriet McAuley / Natalie Moffatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,180 (April '23) £6,882 (March '24)
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	£13,062



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 disadvantaged 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	A new systematic synthetic phonics scheme adopted and implemented effectively including interventions. Now school focus is on further development of the fluency in reading.
2	Embed high quality writing opportunities across the whole school curriculum throughout the school including the development of oracy.
3	Pupils to be active listeners and engage in their learning.
4	Pupils to show respect to the whole school community.
5	Resources – ensuring all disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience (such as support with school trips, taking part in after-school clubs).

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
A new systematic synthetic phonic scheme adopted and implemented effectively including interventions.	All staff will be trained in the new SSP. Interventions will be implemented and embedded where necessary. The approach to early reading will be consistent. There will be increased fluency for learners.
Embed high quality writing opportunities across the whole school curriculum throughout the school.	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. Developing Oracy will further positively impact writing.
Pupils to be active listeners and engage in their learning.	Through observations and subject monitoring, children will be active listeners and engaged in learning. This will be evident in their books and engagement of the curriculum. Positive pupil surveys in summer term.
Pupils to show respect to the whole school community.	Through observations and subject monitoring, it will be evident that children are showing respect through the use of our school character values. Positive pupil surveys in summer term plus comments from external visitors.

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: **£11,180**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write phonics training for all staff</p> <p>Parent workshop in early reading and writing</p> <p>Purchase of phonetical home readers</p> <p>Reading/Phonic interventions</p> <p>Reading Dog targeted to support bottom 20%</p> <p>Release time for English Leads to embed and support staff in new phonics scheme</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>Phonics observations by English Leads/Primary Development Team</p> <p>Sounds Write certificates</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>	1
<p>Release time for English Leads to support staff in delivering high quality writing lessons</p> <p>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>Book looks.</p>	2
<p>Pupil progress meetings held after each Data Drop throughout the year using PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress].</p>	<p>Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and planned actions/interventions evaluated and adapted.</p>	1, 2

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

Budgeted cost: **£1024**

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
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: **£1980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To arrange a series of workshops to help parents develop greater knowledge of how to support their children's learning in early reading and writing. Involve Parents in supporting children to learn phonics.	To increase parents' knowledge of what their children are learning. To increase parents' ability to support their child's learning.	1,2
Additional family support: <ul style="list-style-type: none"> • Paying for school trips • Supplying/paying for uniform • Paying for extra-curricular activities or events • Medical treatment 	PPG parents have accessed and continue to access this provision.	3, 4
Nurture and Safeguarding support	Targeted support 1:1 or in small groups improves emotional well-being and engagement.	3, 4

Total budgeted cost: £14,184

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 2022 to 2023 academic year.

Aims - Teaching	Outcome
Improved, consistent phonics teaching for all	Lesson observations and learning walks show the approach is consistent and there is fidelity to the Sounds Write scheme. All pupils are engaged in their learning and supported.
Increased writing opportunities across the curriculum.	Monitoring pupils' books showed evidence of writing skills being applied across the curriculum.
Maths Mastery approach will be embedded.	Through book looks, pupil voice, drop-ins and Maths monitoring Maths mastery was evident.
Improve independence skills and resilience.	Through observations and pupil voice children's independence and resilience increased. This was evident in books and engagement of the curriculum.

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.
What was the impact of that spending on service pupil premium eligible pupils?	See above.