



The Oaktree School

Pupil Premium Strategy Statement 2021-2024

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	The Oaktree School
Number of pupils in school	260 (inc nursery)
Proportion (%) of pupil premium eligible pupils	16% N – 6 children/ 19% R – 14 children/ 16% 1 – 11 children/ 16% 2 - 12 children/ 14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 3 of 3 years
Date this statement was published	1/10/21
Date on which it will be reviewed	Spring term 2024
Statement authorised by	Clare Spires
Pupil Premium lead	Rachel Harrison
Governor / Trustee lead	Mary Martin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,380 + 1 LAC £2,350
Recovery premium funding allocation this academic year	
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	£54,730

Part A: Pupil Premium strategy plan

Statement of intent

We aim for all disadvantaged pupils to;

- make better than expected progress annually, meeting at least that of non-disadvantaged peers nationally.
- attend school regular
- receive support both in school and at home daily through targeted interventions and parental support.
- have access to all educational and extra-curricular opportunities in line with peers by decreasing financial barriers.
- feel safe, happy and believe in their own abilities, fostering a love of learning.

How does your current pupil premium strategy plan work towards achieving those objectives?

Historically staff have had a good understanding of who this group of children are and their individual needs. They have demonstrated good learning behaviours in class, following models and expectations where complex needs are not evident. Attendance for this group continues to be a priority and the support for parents in helping their children at home is ongoing. Many of the children in this group continue to under perform and the pandemic of 2020 and 2021 has not aided catch up. Home learning was challenging for most. The children however have been attending clubs funded by the school when requested and this has provided equality of opportunity to an extent. The children have presented well, happy and have been safe but aspirations are low and self-esteem continues to need supporting.

What are the key principles of your strategy plan?

- Accurately identifying and diagnosing children's individual challenges and needs.
- The three-year pupil premium plan will be reviewed and adjusted annually.
- The school leaders will focus on a small number of priorities to ensure effective implementation and impact.
- Approaches adopted by the school will be based on strong educational evidence.
- Support attendance at school to boost attainment where necessary.
- Implement, monitor and evaluate the impact of actions taken.

Challenges

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

Number	Detail of challenge
1	Low attainment /limited progress
2	Complex needs (SEND, EAL, medical needs, young carer, safeguarding concerns) in addition to low income household.
3	Limited 'life' opportunities.
4	Poor attendance (missing interventions and lessons) and parental engagement.
5	Emotional literacy and overall wellbeing, as well as mental health issues affecting resilience and being ready to learn.
6	Ensuring more able reach greater depth.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To raise awareness and develop teacher knowledge, understanding and expectations of Pupil Premium within school.	Children will be identified quickly and support targeted swiftly. Staff able to verbalise what is in place and how funding is being spent. Children meeting targets.

To improve the quality of learning for pupil premium pupils by developing teaching and interventions to maximise impact on attainment, progress and data.	Improved teaching for all impacting positively on the children in receipt of pupil premium funding. Effective interventions continually matched to pupils needs and tracked, resulting in positive progress and outcomes for all.
To ensure equal access to all learning opportunities and full engagement and participation.	Children in receipt of pupil premium funding have access to all opportunities and engage fully along with their peers.
All pupil premium pupils feel safe, secure and happy and believe in their own abilities.	Pupil questionnaire results evidence pupils feeling safe and happy in school. Less pastoral support and ELSA required as a result of successful interventions.
Barriers to be diminished through planned and well targeted intervention and support	Greater numbers of pupil premium children will reach age related expectations year on year with the gap between them and their peers diminishing.
Children receipt of PP funding attain and make progress in line with non PP children nationally.	Attainment and progress measures show the gap is closing.

Activity in this academic year 2023-24

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: £1,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve quality first teaching. Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.	Improving the educational environment and experience for all pupils through teacher training impacts positively on PP children. 35.4% a popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' - Gov document.	1
Continue to identify barriers for learning and set aspirational targets for children.	Creating individual learning plans for each child with targets - 39.4% a popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' - Gov document.	1, 2
To continue to strengthen whole school ethos and vision for disadvantaged.	Raising the PP profile in teaching/ through training sessions was a popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' - Gov document 44.4%	1,6

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

Budgeted cost: £33,472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal interventions – additional reading, phonics and/ or maths using comprehension materials.	EEF - +6 mths Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves	1,6
Partnering for performance – mentors providing feedback	EEF - +6mths Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,5,6

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

Budgeted cost: £5,178

Budgeted trips and clubs: £1,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pastoral support through ELSA to PP pupils, where needed.	Providing emotional support intervention on a 1:1 or group intervention basis. A popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' - Gov document 78.8% popularity.	2,5
Provide Talking and Drawing Therapy to PP pupils, where needed.	A trained member delivering Drawing and Talking therapy – 1:1 therapy sessions delivered over a 12-week block. PP pupils prioritised.	2,5
Provide pastoral support through HSLW to PP families, where needed.	55.5% of the families the HSLW supports are PP. Support provided for in school and out of school needs.	2,5
Inclusion Officer supporting school and working with vulnerable families to improve attendance	EEF - Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4
Supporting families' financially – voucher scheme	£25 per term to provide financial support for trips, clubs, uniform etc. Subsidising trips has been a popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils'	3

	Gov document - 80.9% popularity	
Purchasing learning packs to support learning at home (Letterbox)	EEF - +5mths. Homework has a positive impact on average (+5 months). Providing PP pupils with books, maths games, stationery and other high quality materials to support learning and spark a love of education in the family home.	3,4
Forest school for pupil premium children	EEF - +5mths. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.	2,3
Rock Steady extra-curricular Club in school.	One PP child accessing Rock Steady (free) per term, to increase extra-curricular experiences and opportunities.	3

Total budgeted cost: £54,730

Part B: Review of outcomes in the previous academic year 2022.23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Improve quality first teaching. Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.	Achieved and Ongoing Teachers have continued to access targeted CPD opportunities through internal and external training. This has enhanced knowledge and skills, impacting on quality first teaching across the school. Leaders are identifying gaps and next steps.
Continue to identify barriers for learning and set aspirational targets for children.	Achieved and Ongoing Teachers identify barriers and gaps in learning in an increasing timely fashion. This has a positive impact on pupils learning opportunities and access to interventions with tailored targets in order to improve outcomes overall.
To continue to strengthen whole school ethos and vision for disadvantaged.	Achieved and Ongoing Staff have a strong understanding of and show awareness of disadvantaged pupils and their needs.
National Tutoring programme - 1:1 tuition	Partially Met National Tutoring programme - 1:1 tuition, we had mixed outcomes for children undertaking tuition. See impact report for more detail. Not continuing this year due to funding cuts.
Internal interventions – additional reading, phonics using comprehension materials.	Achieved and Ongoing Interventions are reviewed and planned by YGLs after data analysis and Pupil Progress Meetings PP pupils are prioritised by SLT, YGLs and class teachers who recognise the importance of closing the gap. This early identification and prioritisation, ensures PP pupils have the best support to make academic progress.
Partnering for performance – mentors providing feedback	Achieved and Ongoing Partnering for performance across the school allows teachers to regularly review their teaching and development points. This has a positive impact on all pupils learning and progress in the classroom.
Embed Worry monsters in school practice to identify needs and support wellbeing	Achieved and Ongoing Worry Monsters are used across the school. Pupils are able to refer to them and talk about how they can be used to support them. This has a positive impact on pupils SEMH.
Provide support through ELSA where needed.	Achieved and Ongoing ELSA continues to provide tailored, personalised support via 1:1 sessions and in the classroom. Support also provided via parent call and resources sent home. This has a positive impact on pupils and families SEMH.
Inclusion Officer supporting school and working with vulnerable families to improve attendance	Achieved and Ongoing Inclusion Officer provides advice and guidance on specific cases or families where attendance to school is a concern. This provides support to staff.
Supporting families' financially – voucher scheme	Achieved and Ongoing PP families access the voucher scheme in order to support pupils to access extra-curricular events or trips. This impacts on pupils life-experiences and wider- learning opportunities.

Purchasing learning packs to support learning at home (Letterbox)	Unachieved 2023-2024 target.
Forest school and Commando Joes for pupil premium children	Achieved and Ongoing A newly qualified Forest School Teacher taking groups across the school. This has a positive impact on pupil's wider experiences and enhances life skills. Also promotes positive mental health and resilience.

Children in receipt of PP funding attain and make progress in line with non PP children nationally - Year R		Prime Areas			Specific Areas			GLD	
	Reception Emotional	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design	On Track
	Total (70)	88.57%	88.57%	94.29%	77.14%	87.14%	87.14%	94.29%	74.29%
	Pupil Premium (11)	90.91%	72.73%	90.91%	54.55%	81.82%	72.73%	90.91%	54.55%
	Non Pupil Premium (59)	88.14%	91.53%	94.92%	81.36%	88.14%	89.83%	94.92%	77.97%

Children in receipt of PP funding attain and make progress in line with non PP children nationally - Year 1 and 2	Year 1 (74)	Total	Pupil Premium	
			Yes	No
	Maths	16.3 (74)	16.1 (9)	16.3 (65)
		27 (36%)	4 (44%)	23 (35%)
	47 (64%)	5 (56%)	42 (65%)	

		5 (7%)	0 (0%)	5 (8%)
	Reading	16.3 (74)	16.0 (9)	16.3 (65)
		30 (41%)	5 (56%)	25 (38%)
		44 (59%)	4 (44%)	40 (62%)
		8 (11%)	1 (11%)	7 (11%)
	Writing	16.0 (74)	15.4 (9)	16.1 (65)
		40 (54%)	7 (78%)	33 (51%)
		34 (46%)	2 (22%)	32 (49%)
		5 (7%)	0 (0%)	5 (8%)

Year 2 (88)	Total	Pupil Premium	
		Yes	No
Maths	19.2 (88)	18.5 (15)	19.4 (73)
	31 (35%)	5 (33%)	26 (36%)
	57 (65%)	10 (67%)	47 (64%)
	7 (8%)	0 (0%)	7 (10%)
Reading	19.2 (88)	18.4 (15)	19.4 (73)
	33 (38%)	5 (33%)	28 (38%)
	55 (63%)	10 (67%)	45 (62%)
	11 (13%)	0 (0%)	11 (15%)
Writing	18.8 (88)	18.0 (15)	18.9 (73)
	49 (56%)	8 (53%)	41 (56%)
	39 (44%)	7 (47%)	32 (44%)
	1 (1%)	0 (0%)	1 (1%)

Externally provided programmes

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
N/A	
N/A	

Service pupil premium funding (optional)

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A