



The Oaktree School

Pupil Premium strategy statement 2021 - 2024

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	The Oaktree School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	12.5% (33 pupils) N – 4 children R – 6 children 1 – 15 children 2 - 8 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	1/10/21
Date on which it will be reviewed	1/4/22
Statement authorised by	Clare Spires
Pupil premium lead	Rachel Harrison (Clare Spires)
Governor / Trustee lead	Charlotte Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,660 (28)
Recovery premium funding allocation this academic year	£1,015 + £1460.34 unspent last year
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,668
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	£52,803.34

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 regularly.
- 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 families to improve attendance to school, boosting attainment.
- Implement, monitor and evaluate the impact of actions taken.
- Foster a love of learning, progress and opportunities.

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 (being a young carer, safeguarding concerns or SEND) in addition to low income household,.
3	Limited 'life' opportunities.
4	Poor attendance (missing interventions and lessons) and parental engagement enhanced by Covid 19.
5	Emotional literacy 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 strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	To ensure that children meet appropriately set individual targets and 'catch up' interventions are used where appropriate.	<ul style="list-style-type: none"> • 95% of children will meet their individual end of year attainment target. • 85% of children will show progress (good or better) throughout the year from their starting point. • Children will be selected appropriately for interventions and support by the Class teachers. • Children who are set targets by outside agencies, will make progress against these. • Staff will be able to share their views on how PP children are supported in the school in order to positively impact on their progress. • Teachers will talk knowledgeably about their PP children during PPMs • Teachers will make progress against their performance management targets. • 75% of children accessing tutoring will show accelerated progress in the areas targeted.
2	Ensure a positive view of reading and reading at home.	<ul style="list-style-type: none"> • Children will read at least 3 times a week at home. • Children will read a range of books from the school library. • Children will show progress in their reading assessments and personal targets. • 100% of Non SEND PP pupils of children will meet phonics screening. • 85% of children will show good or better progress in phonics throughout the year from their starting point.
3	To ensure that SENCo plans for appropriate interventions and identify children of concern to ensure pupils progress is maintained.	<ul style="list-style-type: none"> • 95% of children with SEND meet their individual end of year attainment target. • 85% of children with SEND will show good or better progress throughout the year from their starting point. • Children will be selected appropriately for interventions and support. • Impact from interventions will be logged and show progress of the children taking part- this will be done through our new Provision Map programme. • Children who are set targets by outside agencies, will make progress against these. • Teachers will be able to adjust and make changes to PP support if appropriate to do so. • Teachers will talk knowledgeably about their PP children during PPMs. • Teachers will make progress against their performance management targets.
4	To ensure that Pupil Premium children are treated as individuals, their academic progress tracked and their wellbeing is addressed.	<ul style="list-style-type: none"> • Quality first teaching enables all children to access learning. • Children's individual skills and barriers will be identified and a profile created in order to help increase progress rate. • At least 70% of Pupil Premium children across the whole school will achieve age related expectations and those that don't will have made expected or good progress from their starting points and/or met their end of year attainment target.

		<ul style="list-style-type: none"> Links with junior schools/other schools will be made to be able to broaden opportunities and work together on possible new strategies.
5	To ensure that families feel supported by the school and have access to remote learning and technology, while their child is in school or learning at home.	<ul style="list-style-type: none"> Families will approach us for support where needed and uptake from the voucher subsidies will show at least 70% of parents utilise it. Families will support their child to complete home learning tasks when required and will be supported with technology access if needed.
6	Increased emotional literacy and positive mental health, resulting in higher aspirations- children and families to be supported.	<ul style="list-style-type: none"> ELSA evaluations will show a positive change in 90% of cases. For those children where a positive change is not recorded, alternative support will be sought. The school values will have a positive effect on the personal development of children. Children will show an increase in positive playtimes and a decrease in behaviour incidents.
7	Decrease in financial barriers for families- more access to clubs, meals, uniform etc.	<ul style="list-style-type: none"> No child will not attend a trip/club due to financial restraints. If home learning is necessary, a device will be provided if needed.

Activity in this academic year 2021.22

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: 16 % of CPD budget £6500 = **£1040**

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 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: = £29,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme - 1:1 tuition	EEF - + 5mths Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact ideally with trained teacher. 30 pupils x 202 =£6,075 twice approx £12,120	1,6,
Internal interventions – additional reading, phonics 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 £1000 phonetic books £1000 comprehension resources	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. £15,000 support staff salary	1,5,6

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

Budgeted cost: £22,640.40.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Worry monsters in school practice to identify needs and support wellbeing	EEF +4 mths Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. £9.95 per classx12=£119.40	2,5
Provide support through ELSA where needed.	Providing emotional support programmes 78.7 % - a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document. ELSA Salary £5001	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	Arranging or subsidising trips has been a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document 80.9% popularity 32 pupils x £75 = £2400	3
Purchasing learning packs to support learning at home (Letterbox)	EEF - +5mths. Homework has a positive impact on average (+ 5 months). Providing the concrete resources to support learning at home. £135 x 32= £4,320	3,4
Forest school and Commando Joes 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. £10,800	2,3

Total budgeted cost: £ 52,800

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.

Due to COVID-19, performance measures were not been published for 2020 to 2021, and 2020 to 2021.

Other pupil evaluations undertaken during the 2020 to 2021

See sheet attached.

Now we have come to the end of the previous pupil premium strategy plan, here is the assessment of how successfully the intended outcomes of that plan for 2020.21 met?

To raise awareness and develop teacher understanding of Pupil Premium.

Although further research has not taken place, all staff are more aware of the targets that PP chn are working on and are able to identify their next steps. Further reading still needs to be shared with SLT and staff so that they can develop their practice in supporting PP chn further. Teachers continue to use the PP trackers to ensure that PP children are working towards SMART targets each day. The tracker has been combined with EAL and children are the lowest 20% of readers as these children sometimes over lapped and it gave more focus to teachers ensuring that all needs were supported across the class. Targets have been set by class teachers in July 2021 so that new teachers in Sep 2021 can work towards targets from the beginning of the academic year. These targets will be reviewed following the targets set for EHCPS.

To develop teacher, focus of Pupil Premium pupils within their class/ year group.

Achieved:

All interventions were monitored by class teachers and phonics focus was given priority supported in class and through further catch up lessons. Coaching by JL took place when identified. Children continued to work on their PP tracker targets in the summer term and following the summer data grab, pupil tracking meetings saw that nearly all PP children made better than expected progress. All children who were identified as need further catch up support were highlighted and new targets set by class teachers within the new combined EAL, PP and lowest 20% 'Whole Class Tracker'

Learning walks took place in the Summer term and all teachers and TAs were able to identify their PP children as well as be able to talk about their progress, next steps and barriers to learning.

To develop teacher subject knowledge and training in order to understand the emotional, social and pastoral support pupils may require.

Achieved: All children who were identified were supported through universal approach, in class intervention or catch up lessons.

To stream line and develop interventions across the school, to maximise impact on Pupil Premium attainment, progress and data.

Pupil tracking meetings did not take place in the Spring term as no data grab took place due to school closure. Through school closure PP children were offered places within school and all teachers report the progress that they made within the smaller class sizes.

To find effective, measurable methods (Provision Mapping) to manage Pupil Premium interventions across the school

Partially Achieved: Jackie Jones liaised with Emma Joyce in THS. This target will continue in the Autumn term 2021.

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	

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.