

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 - 1 November 2024

Detail	Data
School name	Oakfield Academy
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	22 November 2024
Date on which it will be reviewed	22 November 2025
Statement authorised by	Lucy Bray
Pupil premium lead	Lucy Bray
Governor / Trustee lead	Donna Gale-Page

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£63,000

Part A: Pupil premium strategy plan

Statement of intent

At Oakfield, we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to be as well prepared for the next stage of their education as their non-disadvantaged peers. We recognise that our disadvantaged children can face a wide range of barriers which may impact on their learning. Through the use of our Pupil Premium funding we aim to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Enable disadvantaged pupils to access a range of opportunities to develop their knowledge and understanding of the world

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge	% of chn with barrier 22-23	% of chn with barrier 23-24	% of chn with barrier 24-25
External Barriers & Challenges				
1	Emotional wellbeing / mental health	21%	36%	61%
2	Low aspirations	26%	47%	49%
3	Limited life experiences	26%	33%	29%
4	Poor attendance / health	18%	33%	17%
5	Low self esteem / confidence	37%	56%	46%
6	Financial hardship	89%	94%	73%
7	Parental engagement	37%	44%	29%
Internal Barriers & Challenges				
8	Memory / recall	24%	31%	29%
9	Narrow vocabulary	21%	31%	29%
10	Oracy / articulation	26%	33%	29%
11	Relationship with peers	21%	19%	27%
12	Organisational skills	32%	36%	37%
13	Specific difficulties in maths	18%	22%	22%
14	Specific difficulties in phonics / reading fluency	37%	33%	32%
15	Specific difficulties in spelling / writing transcription	32%	44%	44%

This means that...

- **When they start school, disadvantaged pupils sometimes have speech and language difficulties** which can particularly hinder their progress with phonics and communication.
- **23% of KS2 disadvantaged pupils have SEND** and/or have not developed reading, writing and maths skills in line with other pupils which slows their progress in subsequent years.
- **Disadvantaged pupils do not benefit from as many wider opportunities to develop their cultural capital as their peers.** This can hinder engagement with learning on the whole, along with reading comprehension and progress in foundation subjects for example.
- **A large proportion of disadvantaged pupils have or are experiencing difficult family relationships** or home issues which affect their attendance, emotional wellbeing and resilience which impact negatively on their behaviour and/or learning. This can be attributed to the rise in the number of children with emotional wellbeing/mental health.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Phonics <i>Every child is able to decode using phonics and their reading skills by the end of Year 1 to enable them to fully access the rest of the curriculum.</i></p>	<p>Year 1 pupils exceed the national average for reaching the expected standard in the phonics screening check (a minimum of 90%)</p> <p>2022 = 83% 2023 = 90% 2024=76%</p>
<p>Reading <i>Every child is able to read and understand texts that are appropriate for their age. They are able to access the rest of the curriculum and are ready for the challenges of secondary school.</i></p>	<p>Disadvantaged pupils achieve outcomes in-line with or above, national averages for all pupils by the end of KS2.</p> <p>2024 =50% vs 79%</p>
<p>Writing <i>Every child is able to write coherently and fluently. They are able to apply and demonstrate their understanding in other subjects through written approaches and these can be clearly understood. They are able to access the rest of the curriculum and are ready for the challenges of secondary school.</i></p>	<p>Disadvantaged pupils achieve outcomes in-line with or above, national averages for all pupils by the end of KS2.</p> <p>2024 = 50% vs 64%</p>
<p>Mathematics <i>Every child is able to fluently calculate appropriately, solve problems and reason to a good standard. They are able to access the rest of the curriculum and use mathematics in daily life. Children are ready for the challenges of secondary school.</i></p>	<p>Disadvantaged pupils achieve outcomes in-line with or above, national averages for all pupils by the end of KS2.</p> <p>2024 = 50% vs 57%</p>
<p>Reading, Writing & Mathematics Combined <i>Pupils are ready for their next steps in education and life. They have a good understanding in English and Mathematics and can communicate effectively.</i></p>	<p>Disadvantaged pupils achieve outcomes in-line with or above, national averages for all pupils by the end of KS2.</p> <p>2024 = 0% vs 43%</p>
<p>Personal Development <i>Disadvantaged pupils have experienced a wide range of activities, clubs and learning opportunities that inspire them, raise their aspirations and extend their cultural capital beyond their immediate experiences.</i></p>	<p>Disadvantaged pupils have been able to access the full range of clubs, enrichment experiences and opportunities.</p>
<p>Attendance <i>Pupils attend well and are given the maximum time possible to develop.</i></p>	<p>Attendance for disadvantaged pupils is at least 97%.</p> <p>2022/2023 = 94.8% vs 96.3% 2023/2024 = 94.2% vs 96.9%</p>

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of RWI Phonics programme and leadership with weekly coaching sessions, monitoring and assessment to ensure consistent, quality delivery.	The EEF shows phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Pupils should practise their decoding skills through regular home reading, particularly with phonetically decodable books. The subscription to online books allows us to allocate the precise books to each pupil at the right time.	7, 8, 9, 10, 11, 14
Accelerated Reading Programme subscription	The EEF has strong evidence to support that developing approaches to reading comprehension improves outcomes (+6 months). Schools should also target teaching and support through accurate assessment which is provided within AR.	7, 8, 9, 10, 11, 14
Whole class copies of quality novels	With support from teachers, pupils can also read a breadth of novels that broaden vocabulary and cultural capital.	7, 8, 9, 10, 11, 14
Whole school online reading record	Online reading records support better communication between home and school. Rewards for completing reading challenges encourage children to read at home.	7, 8, 10, 9, 14, 15
Developing communication, language and writing through a whole-school approach - Talk 4 Writing	Talk for Writing schools, despite serving more challenging areas, attain significantly higher standards than the national average. The data ¹ demonstrates that since 2016, there has been an improving picture and the impact is not just in writing	5, 7, 8, 9, 10, 11, 14, 15
Implement approaches for improving fluency in maths - KIRFS, Times Table Rock Stars Support continued effective implementation of WRose scheme and any additional remote learning with WRose maths booklets. Subscription for Star Maths assessment & Third Space resources. Release for targeted staff CPD with Maths Hub	EEF report on Improving Maths states that schools need to ensure pupils develop a rich network of maths knowledge. These strategies support pupils in developing fluent recall of facts and procedures. Staff had CPD on breaking learning into small steps and CPA which has strengthened teaching. Further CPD on subject knowledge and underpinning concepts will help this further. Star Maths helps teachers target support through regular accurate assessment.	8, 12, 13

¹ <https://www.talk4writing.com/about/does-talk-for-writing-work/>

<p>Children will be skilled at self-regulation, securing strong learning behaviours.</p>	<p>Early years will place a high emphasis on self-regulation, through following a clear progression from co-regulating to self-regulation. Individual pupils are targeted and supported to develop self-regulation. Prime areas in the EYFS curriculum are a focus and children not on track are carefully monitored to ensure additional support/intervention/ELSA time is offered to further support their development. Staff will use a range of strategies to help co-regulate and support self-regulation of pupils in the school community.</p> <p>Children will be able to articulate how their behaviour has improved and how this makes them feel.</p>	<p>1,5,11</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers & Assistant Teachers trained to deliver paired reading interventions	The EEF states schools should use high quality interventions and have published evidence that TAs have been effective delivering these with training.	8, 9, 10, 14
Phonics interventions (cost of training and providing interventions)	The EEF shows phonics interventions have a positive impact overall (+5 months).	8, 9, 10, 14
Assistant Teachers support the delivery of high quality teaching alongside targeted intervention within the classroom	The EEF states that the input of TAs should supplement (rather than replace) high quality provision from the class teacher. TAs should support pupils to develop independent learning skills and manage their own learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	8, 12, 13,14, 15
Provide English & Mathematical learning packs to children prior to entry.	EEF guidance on parental engagement states that home learning activities, such as playing with letters and numbers, are also linked to improved outcomes.	2, 7, 13, 14
Purchase, Training and Delivery of Talk Boost programme to a targeted group of Reception and Year 1 pupils	Language development is accepted as being critical to learning, cognitive development and literacy.	8, 9, 10,

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ● Wellbeing and attendance support ● Mental well-being support groups ● Thrive Practitioner to deliver programmes for small groups of children and individuals ● Additional behaviour support & mentoring ● Attendance monitoring ● Uniform support ● Free milk ● Support for trips ● Ad hoc childcare support 	<p>NFER briefing for school leaders identifies addressing attendance and providing emotional support strategies as a key step.</p> <p>Attendance concerns, and reasons behind them, need to be followed up immediately.</p> <p>Pupils need regular opportunities to discuss their worries and be supported to address them more quickly.</p> <p>They need additional support in aspects such as behaviour, progress, attitude in class, attendance, completion of homework and opportunity to help identify underlying issues.</p> <p>EEF evidence shows moderate impact from behaviour interventions.</p> <p>Emotional wellbeing should be seen as everyone's responsibility and needs to be a continual consideration in day to day classroom.</p> <p>ELSA is recognised as an effective intervention for those who need additional support.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Peripatetic music lessons</p>	<p>Some disadvantaged pupils who need less academic support would benefit from wider enrichment opportunities.</p> <p>EEF evidence also suggests that pupils can make +3 months academic progress through arts participation.</p>	<p>3, 6</p>

Total budgeted cost: £63,000

Part B: Review of previous academic year

Outcomes for disadvantage pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that some disadvantaged children did not achieve in line with non-disadvantaged children, across all subjects.

The data demonstrated that absence for disadvantaged children is broadly in line with that of non-disadvantaged children.

Our evaluation of the approaches delivered last academic year indicates that the focus on an online reading record for home was having a positive impact with classes competing to see who has logged the most number of reads each week. An increased push on this for the next academic year will continue to increase reading outcomes for disadvantaged children.

Thrive support across school has had a positive impact along with the introduction of the wellbeing ambassadors to support children at playtimes.

The focus on the non-fiction element of Talk for Writing has ensured that staff are confident in the planning and delivery of this aspect which has resulted in a more consistent approach across school. Books have shown that children are engaged in non-fiction writing both through their writing lessons and the application of skills in foundation subjects such as History and Science.

While only a small number of disadvantaged pupils accessed phonics interventions, the child who did not pass made progress in their phonics knowledge.

66% of YR PP children accessed the newly purchased Talk Boost programme and all made good progress by the end. This will continue to be used as our YR intervention for language development.

Attainment

Narrative

EYFS Stat. Assessment	Pupil Premium (4)	Not Pupil Premium	Difference
GLD ²	50%	81%	-31%
Reading (word reading)	50%	86%	-36%
Writing	50%	86%	-36%
Number	50%	86%	+36%

EYFS Stat. Assessment	Pupil Premium	Not Pupil Premium	Difference
Phonics - Year 1	50%	56%	+6%

KS2 Stat. Ass	Pupil Premium (2)		Not Pupil Premium		Difference	
	% EXS+	Av. Scal. Scr	% EXS+	Av. Scal. Scr	% EXS+	Av. Scal. Scr
Reading	50%	100.0	79%	104.8	-29%	-4.8
Writing (TA)	50%	91.0	64%	100.8	-14%	-9.8
Maths	50%	98.5	57%	103.3	-7%	-4.8

Pupil Premium Attendance

	Pupil Premium	Not Pupil Premium	Difference
Attendance	94.7%	95.2%	-0.5%

FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
FSM6	42	School	94.7%	91.2%	92.1%	95.8%	91.9%	97.6%	95.8%	97.3%
		FFT National	91.8%	90.1%	91.3%	91.9%	92.2%	92.2%	92.0%	91.9%
		Difference	+2.9% ●	+1.1% ●	+0.8%	+3.9% ●	-0.2%	+5.4% ●	+3.9% ●	+5.4% ●
Not FSM6			All	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Not FSM6	122	School	95.4%	96.1%	92.0%	95.6%	96.3%	96.0%	96.3%	97.2%
		FFT National	95.2%	94.1%	95.0%	95.4%	95.6%	95.6%	95.5%	95.4%
		Difference	+0.2%	+2.0% ●	-2.9% ●	+0.3%	+0.7%	+0.4%	+0.8%	+1.9% ●

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance
White Rose Maths	
RWI phonics	Ruth Miskin
RWI spellings	Ruth Miskin