

# Pupil premium strategy statement – Oakridge Infant and Nursery School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Oakridge Infant and Nursery School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	51 children - 15% (Infants)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Diane Charman Executive Headteacher
Pupil premium lead	Claire Cameron Deputy Headteacher
Governor / Trustee lead	Ian Hemstock Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,265
Recovery premium funding allocation this academic year	£10,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,105

# Part A: Pupil premium strategy plan

## Statement of intent

At Oakridge Infant and Nursery School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their academic ability.

We aim to:

- Remove barriers to learning created by known circumstances, which may include academic needs, family or 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 fluently and with good understanding to enable them to access the breadth of the curriculum
- Support families who may be vulnerable for a variety of reasons, in order to help the children
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Ensure all children attend school

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Provide opportunities for all pupils to participate in enrichment activities including sport and music and access to trips and residential trips
- Provide appropriate pastoral support to enable pupils to access learning within and beyond the classroom

## Challenges

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

Challenge number	Detail of challenge
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1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Therefore impacting on early reading and fluency.
2	Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently
3	Pupils' speech, language and communication skills are poor which impacts on all areas of learning
4	Some of our disadvantaged parents and carers need access to emotional and practical support
5	Pupils' attendance is not in line with national and persistent absence is above national data for PP children

## 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
Children leave EYFS with improved language skills and they are able to listen appropriately for their developmental age and stage	Children's language skills are in-line with age expectations and a significant improvement from their starting point
Improve oral and language skills and vocabulary among disadvantaged children	Each child will show improvement in their phonic knowledge and apply this to their reading and writing. Children will engage in lessons and book scrutiny will show improved use of vocabulary
Disadvantaged children to feel confident in sharing their feelings, having strategies to manage and regulate their internal world, and to believe that they can do	Children who struggle have access to high-quality, trained pastoral workers. It is evident that pastoral intervention has made a positive impact on their area of need (social, emotional and/or academic)
Parents to be able to access a variety of support (emotional and practical) and feel equipped to give their best to their children	Parents are aware of the pastoral support available at school. Demonstrate the positive support given through parent forums/workshops and the impact this has on the family life and the improved life chances of the children
Attendance for disadvantaged children improves and persistent absence reduces	Attendance data indicates that the gap to national closes year on year for persistent absences

## 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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a teacher and two support staff to deliver lessons for disadvantaged children	Pupils make good progress Pupils in line with other disadvantaged children nationally and the gap closing between them and non-disadvantaged children	1,2,3
Employment of Early Years Manager to support and deliver high quality training for EYFS and Nursery team	Pupils make good progress Pupils in line with other disadvantaged children nationally and the gap closing between them and non-disadvantaged children	1,2,3
Improve use of overlearning/retrieval practice opportunities	Use of over-learning and retrieval practice strategies help to place learning into long term memory	1,2,3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle catch-up programme and on-going training	Staff able to deliver high quality phonics lessons with children retaining the knowledge helping them to read fluently and with confidence. English Manager to coach and monitor the quality of provision in phonics and reading	1,2,3
Purchase of books and resources to deliver high quality phonics and reading lessons	Children exposed to high quality, decodable texts to support their learning to read	1,2,3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pastoral support and social support sessions for vulnerable children. Vulnerable children are given support to manage their worries, emotional well-being and mental health. They are better equipped to engage in social activities too. The pastoral team receives regular , up-to-date training</p>	<p><u><a href="#">From Government Review</a></u></p> <ul style="list-style-type: none"> <li>• Pupils with better health and wellbeing are likely to achieve better academically</li> <li>• Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement</li> <li>• The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn</li> </ul>	4,5
<p>Development of the pastoral team. This includes overseeing work with outside agencies and maintaining good relationships and communication between school and family.</p>	<p><u><a href="#">From Government Review</a></u></p> <p>Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003)</p>	4,5
<p>Provide a subsidy for disadvantaged children as needed towards trips, uniform, PE kit, etc</p>	<p>All children have the opportunity to participate in trips and visits and have the correct kit to take part in school activities</p>	4,5
<p>Monitor attendance/punctuality and support parents in understanding the importance of being at school. Monitor Covid-19 absence and provide support</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances</p>	1,2,3,4,5

**Total budgeted cost: £90,000**

## 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.

- All staff (including new staff) have received training on how to support their children including disadvantaged children
- Use of specific staff for catch up sessions to ensure children receive focused support – children received catch up until lockdown came into effect
- Before and after school clubs including those run by teachers – good attendance
- Phonics screening results better than national
- Access to pastoral support for parents with mental health concerns (increased demand for this support)

### 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
TTRockstars	<a href="http://www.Play.ttrockstars.com">www.Play.ttrockstars.com</a>
Bug club	<a href="http://www.activelearnprimary.co.uk">www.activelearnprimary.co.uk</a>
Widget	<a href="https://widgionline.com">https://widgionline.com</a>
Collins Ebooks	<a href="https://ebooks.collinsopenpage.com">https://ebooks.collinsopenpage.com</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?	Attendance at extra-curricular clubs
What was the impact of that spending on service pupil premium eligible pupils?	Access to extra-curricular clubs