

Pupil premium strategy statement – Oakridge Junior 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 Junior School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	85 children – 24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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	£139,053
Recovery premium funding allocation this academic year	£22,097
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	£161,150

Part A: Pupil premium strategy plan

Statement of intent

At Oakridge Junior 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	In reading, writing and maths there is a higher proportion of disadvantaged children who are not on track compared to their non-disadvantaged peers.
2	In reading, writing and maths there is a lower proportion of disadvantaged children achieving GDS compared to their non-disadvantaged peers
3	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
4	Pupils achieve well by the end of KS2 but fail to convert to a greater depth standard due to gaps in prior knowledge.
5	Pupils' attendance is not in line with national and persistent absence is above national data for disadvantaged children
6	Some of our disadvantaged parents and carers need access to emotional and practical support post Covid-19

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
Disadvantaged children to show improved attainment in reading, writing, and maths to support future opportunities	Each child will show progress in their area of need. This means that there will be an increase in their standardised scores for reading and math as well as sustained improvement in their writing.
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: £100,000

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	1,2,3,4
Improve use of overlearning/retrieval practice opportunities	Use of over-learning and retrieval practice strategies help to place learning into long term memory	1,2,3,4

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 appropriate training for staff	Staff able to deliver high quality phonics lessons with children retaining the knowledge helping them to read fluently and with confidence.	1,2,3
Purchase of books	Children exposed to high quality, enjoyable texts to support their reading and writing	1,2,3
PUMA maths assessment and Shine	Pupils make good progress Gaps identified and intervention set up Pupils in line with other disadvantaged children nationally and the gap closing between them and non-disadvantaged children	1,2, 4
PIRA reading assessment and Shine	Pupils make good progress Gaps identified and intervention set up Pupils in line with other disadvantaged children nationally and the gap closing between them and non-disadvantaged children	1,2, 4

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pastoral support and social support sessions for vulnerable children.</p> <p>Vulnerable children are given support to manage their worries, emotional well-being and mental health.</p> <p>They are better equipped to engage in social activities too.</p> <p>The pastoral team receives regular , up-to-date training</p>	<p>From Government Review</p> <ul style="list-style-type: none"> • Pupils with better health and wellbeing are likely to achieve better academically • Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement • The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn 	5,6
<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>From Government Review</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>	5,6
<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>	5,6
<p>Monitor attendance/punctuality and support parents in understanding the importance of being at school.</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances</p>	1,2,3,4,5,6

Total budgeted cost: £ 165,000

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.

- Attendance for disadvantaged pupils ended on 94.8% for academic year 2022/2023 which is better than national
- Phonics programme implemented in lower school and staff appropriately trained
- Discretionary grant used to support families in need
- Access to pastoral support for families to ensure mental health issues are supported (increase in number of families requesting or needing 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	Play.ttrockstars.com
Bug club	www.activelearnprimary.co.uk

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