# Old Oak Primary School - Pupil premium strategy statement

## 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 for 2023-2024, 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

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| Detail | Data |
| School name | Old Oak Primary School |
| Number of pupils in school | 228 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 01.09.23 |
| Date on which it will be reviewed | 01.09.24 |
| Statement authorised by | Governing Board Curriculum and Achievement Committee |
| Pupil premium lead | J Brown/K Beardsworth |
| Governor / Trustee lead | Dr. G Welch |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £117,790 |
| Recovery premium funding allocation this academic year | £ 6500.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  |
| **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 | £124,790 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| We intend for all of our pupils from a disadvantaged background to leave Old Oak as confident individuals who are the best person they can possible be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Socio-economic gap- the socio economic gap may not be the only barrier to learning. It may also be a social emotional gap, a maturity gap or a language gap. |
| 2 | Mobility: This group of pupils are more mobile than others. A clear understanding of prior learning needs to be understood on entry to ensure pupils keep up and don’t fall behind during transition between schools. |
| 3 | Catch-up: Levels of engagement in remote/on school education varied during the pandemic. As a result there are some pupils who need to catch-up so that they are working at age-related expectations. |
| 4 | Multiple barriers to learning: Some disadvantaged pupils also have a SEND or CIN/CP need. |
| 5 | Communication and interaction: Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception. |
| 6 | Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For Persistent absence to be reduced to below 5% and for attendance to be in line with all pupils |

## 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.

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| Intended outcome | Success criteria |
| For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check | 75% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in RWM and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points. |
| To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.  A multi-agency approach to barriers to children’s learning that involve the range of academic and pastoral support in the school. | There will be systematic approach to the case studying of individual pupils who:  • have a SEN/D  • are LAC  • are subject to a CIN/CP plan  and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, LAC and other disadvantage barriers”  This could include  • Access to West London Zone  • Access to family group or the school counsellor  Personalised learning plans if appropriate |

**Activity in this academic year**

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and language strategies for Language in Early Years | Nuffield foundation, closing the language gap  • Early years interventions EEF T&L toolkit | 1, 3, 5 |
| Maths: Fluency in Number(Years R, 1 and 2) | • Teachers to engage with the most up to date thinking from the Maths hub, and follow the NCETM and lessons for years R,1 and 2  • EEF T& L toolkit, teacher subject knowledge  • EEF T &L toolkit, mastery teaching | 1, 3 |
| Writing – rainbow semantics and CPD for staff | Speech and language communication and language approaches (ELKAN)  Fox Training school hub training in writing in key stage 2 | 1.3,5 |
| Year R and Key stage 1 transition support | Support from TK and the new transition procedures | 1,2,3,4 |

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

Budgeted cost: £54,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Specialist teaching assistants with targeted speech and language, phonics, maths mastery support* | Targeted support is effective as a way of reducing the gaps in learning and providing an effective catch up curriculum.  EEF research – Making best Use of Teaching Assistants  Precision teaching and rainbow semantics | 1, 3, 4, 5 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *27,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *School counsellor* | To support children’s mental health and well-being with children who are finding life difficult at the moment. Four children are seen a week over a period of time. 1 day a week. Previous report from the CCA demonstrate impact. | 1, 4 |
| *Engaging with West London Zone* | Funding of the work alongside the West London Zone. Report of impact available from school.  20 families will be supported by WLZ over 2 years and 10 families in Early Years. | 1, 3, 4, |
| *Residential school trips subsidy* | School to allow all children can access the school journey Year 6 | 1 |

**Total budgeted cost: £116,000**

**Monitoring and Implementation:**

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| **Area** | **Challenge** | **Action** |
| Teaching | Ensuring staff time is prioritised to focus on the things that have the most impact, driven by professional research and in-house expertise (while balancing workload) | Flexible Professional Growth programme focused on development of subject knowledge. Drive up subject expertise & knowledge through Curriculum Teams model, all staff to be a member one of the following Curriculum Team:  • English incl. Early Reading  Mathematics  • International Primary Curriculum  Build ‘impact cycles’ into appraisal process assessment points with pupil premium |
| Targeted support | Ensuring the pupils who need the additional targeted support receive it in a timely manner. | Focus on individual pupils, through use of names on appraisal documents, ensure no pupil is left out through top down, bottom up approach. Termly discussions, involving the whole phase team and HT/DHT. |
| Wider strategies | Engaging families who are typical hard to reach. | Engage families through a personalised contact with senior leaders  Music teacher and sports teachers to talent spot  West London Zone |

# 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.

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| West London Zone | 25 children who receive support to achieve their full potential academically, socially and emotionally. Report available on request |  |
| Specialist teaching with targeted speech and language, phonics, | Individual programmes for the targeted children set and reviewed by a specialist alongside the SENCo and ELKAN specialist. Additional days support were additionally bought in at £500 a day – x 35 weeks |
| *Specialist teaching assistants with targeted speech and language, phonics, maths mastery support* | Progress of students in either S&L., phonics and/or maths for disadvantaged children increased in 68% of children. |
| School counsellor | The counsellor worked with 8 children across the year. Though the work is confidential, a report for the school is produced each academic year. Further information is available on request. |
| Pupil premium resources |  |

## Externally provided programmes

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| Programme | Provider |
| **WEST LONDON ZONE:** | West London Zone |

# Further information (optional)

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| **CONTEXT:**  The numbers of children who qualify for the pupil premium is falling at the school year on year. There is an associated fall in funding. This does not however accurately reflect the circumstances or the needs of the children entering the school, and particularly the nursery, where the needs are quite complex. There are very few children receiving the PPG in the nursery.  **CURRENT ATTAINMENT AND PROGRESS OF CHILDREN IN RECEIPT OF THE PPG:**  At the end of Key Stage 2, the children who receive the PPG have historically achieved in line with those not in receipt of it in the combined score, individual reading, writing and maths. This is a positive trend and has occurred for the last 5 years. This would suggest the use of the funding thus far has had the desired impact in terms of children’s attainment and progress. As the number of children receiving the PPG falls, it presents the school with a challenge as the need is not falling in line with this reduction in funding. |