

# Old Oak Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium funding 2024-2025 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2024-2025, 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	Old Oak Primary School
Number of pupils in school	221- including Nursery
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	01.09.24
Date on which it will be reviewed	01.09.25
Statement authorised by	Governing Board Curriculum and Achievement Committee
Pupil premium lead	J Brown/K Beardsworth
Governor / Trustee lead	Dr. G Welch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,000
Recovery premium funding allocation this academic year	NA
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	£117,000

# Part A: Pupil premium strategy plan

## Statement of intent

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 possibly 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.

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.

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.

<p>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.</p> <p>A multi-agency approach to barriers to children's learning that involve the range of academic and pastoral support in the school.</p>	<p>There will be systematic approach to the case studying of individual pupils who:</p> <ul style="list-style-type: none"> <li>• have a SEN/D</li> <li>• are LAC</li> <li>• are subject to a CIN/CP plan</li> </ul> <p>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”</p> <p>This could include</p> <ul style="list-style-type: none"> <li>• Access to ALL child</li> <li>• Access to family group or the school counsellor</li> </ul> <p>Personalised learning plans if appropriate</p>
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## Activity in this academic year

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language strategies for Language in Early Years	<p>Nuffield foundation, closing the language gap</p> <ul style="list-style-type: none"> <li>• Early years interventions EEF T&amp;L toolkit</li> </ul>	1, 3, 5
Maths: Fluency in Number (Years R, 1 and 2)	<ul style="list-style-type: none"> <li>• 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</li> <li>• EEF T&amp; L toolkit, teacher subject knowledge</li> <li>• EEF T &amp; L toolkit, mastery teaching</li> </ul>	1, 3
Writing – rainbow semantics and CPD for staff	<p>Speech and language communication and language approaches (ELKAN)</p> <p>Fox Training school hub training in writing in key stage 2</p>	1,3,5
Setting up and running of additional room provision for early years children	Key provision to meet social and emotional needs and sensory needs for children	4,5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Specialist teaching assistants with targeted speech and language, phonics, maths mastery support</i>	<p>Targeted support is effective as a way of reducing the gaps in learning and providing an effective catch up curriculum.</p> <p>EEF research – Making best Use of Teaching Assistants</p> <p>Precision teaching and rainbow semantics</p>	1, 3, 4, 5

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School counsellor</i>	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
<i>Engaging with All child programme</i>	<p>Funding of the work alongside the West London Zone. Report of impact available from school.</p> <p>20 families will be supported by WLZ over 2 years and 10 families in Early Years.</p>	1, 3, 4,
<i>Residential school trips subsidy</i>	School to allow all children can access the school journey Yea 4-r 6	1
<i>ELSA- Emotional literacy support assistant</i>	Children receive 1:1 or small group intervention to manage feelings/emotions to develop learning attitudes and strategies to transition from home to school, increase attendance and well being in school.	1,4,5 and 6

**Total budgeted cost: £117,00**

## Monitoring and Implementation:

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)	<p>Flexible Professional Growth programme focused on development of subject knowledge. Drive up subject expertise &amp; knowledge through Curriculum Teams model, all staff to be a member one of the following Curriculum Team:</p> <ul style="list-style-type: none"> <li>• English incl. Early Reading</li> </ul> <p>Mathematics</p> <ul style="list-style-type: none"> <li>• International Primary Curriculum</li> </ul> <p>Build 'impact cycles' into appraisal process assessment points with pupil premium</p>
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.	<p>Engage families through a personalised contact with senior leaders</p> <p>Music teacher and sports teachers to talent spot</p> <p>All child programme</p>

## 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 2023 to 2024 academic year.

All child programme	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
<i>Specialist teaching assistants with targeted speech and language, phonics, maths mastery support</i>	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.

### Externally provided programmes

Programme	Provider
All child:	All child

### Further information (optional)

**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, or joining the school as in year admissions, where the needs are quite complex.

**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.