

Pupil Premium Strategy Statement 2021-2022

OULTON C.E. FIRST SCHOOL

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	OULTON FIRST
Number of pupils in school	68*
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	4/1/22
Date on which it will be reviewed	July 2022
Statement authorised by	A Graham
Pupil premium lead	A Graham
Governor / Trustee lead	M James

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,070
Recovery premium funding allocation this academic year	£2,000
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	£10,070

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

We aim to provide high quality education for all children. We are crucially aware that our most vulnerable children may require additional support in school both academically as well as socially and pastorally. We aim for all children to be included in all activities whether they be in school, extra-curricular or enrichment activities. We want no child to be overlooked, forgotten or left behind. Ultimately, we want all children to achieve to the very best of their ability and will take action to support this goal. This may mean academic support but may also require support with health and wellbeing as well as wider support for families through signposting and collaboration with outside agencies.

How does your current Pupil Premium strategy plan work towards achieving these objectives?

We aim to provide this in a number of ways:

- Access to high quality intervention, either 1:1 or in small groups in areas where we identify need
- Where needed, children have access to Nessy to support phonic and reading development
- Children are supported with access to technology either through loaning a computer or by school purchasing one for the child, dependent on need
- Access to school trips either without cost or at a significantly reduced rate
- Priority access to extra-curricular activities
- Signposting parents to support and advice
- Collaboration with local support networks, such as the Food Bank to ensure families in need never have to struggle
- Open door policy so that parents can seek advice without having to wait

What are the key principles of your strategy plan?

- To try to provide whatever children/families require at the point of need
- To support children to achieve their full potential regardless of background
- To ensure that children have access to the same experiences as all other children
- To try to ensure that no child feels or looks different to their peers solely based on deprivation

Challenges

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

Challenge number	Detail of challenge
1	Lost learning due to missed schooling through COVID
2	Lack of parental support with home learning
3	Lack of aspiration or self-belief

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
To encourage a desire to learn through Growth Mindsets work and skilled teaching techniques	Children will have greater self-confidence as measured by Pupil voice
To identify gaps in pupil knowledge through missed schooling.	Assessment for Learning will address gaps and data will demonstrate good progress and attainment for these pupils
To encourage parents to be more involved in pupils' learning through parent consultation evenings, special information evenings, newsletters, letters home, phone calls home and celebration events.	Pupils will have greater support at home for their home learning which will have a positive impact on their progress and attainment. Engagement in home learning through apps will be monitored and there will be an increase in home learning activity.

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: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to Subject Lead updates</i>	Research in to effective teaching and learning & staff subject development	1

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

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention teacher</i>	EEF small group tuition Dylan Wiliam class sizes research	1 / 2
<i>TA support in class</i>	EEF TA guidance/interventions EEF oral language interventions	1 / 3

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to curriculum enrichment activities	Allowing children to access the full offer of the school encourages improved attendance and a greater sense of belonging, which is essential to wellbeing. Evidence from LOTC.	2/3
Updated reading resources to engage reluctant readers	EEF Coping with COVID – reading key to closing learning gap	1/3
Wellbeing support	EEF social and emotional learning	2/3

Total budgeted cost: £ 11,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Externally provided programmes

Programme	Provider
Nessy Reading & Spelling	Nessy Learning Ltd
Little Wandle	https://www.littlewandlelettersandsounds.org.uk