

Pupil Premium Strategy Statement 2022-2023

OULTON C.E. FIRST 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	OULTON FIRST
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15/9/21
Date on which it will be reviewed	September 2023 September 2024
Statement authorised by	A Graham
Pupil premium lead	A Graham
Governor / Trustee lead	M James

Funding overview

Detail	Amount 21-22	Amount 22-23
Pupil premium funding allocation this academic year	£8,070	£9,695
Recovery premium funding allocation this academic year	£2,000	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£643	£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	£10,713	£11,695

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 will require additional support in school both academically as well as socially and pastorally. We strive to make all children feel part of our school family and no child should ever stand out as being different based purely on a level of deprivation. 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
- Vulnerable children are heard reading every day by the class teacher or TA and additional support is put in place where needed – this may be in the form of in-class support or intervention as detailed above
- Children have access to Nessy to support phonic and reading development, where needed
- 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
- 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

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	Assessment data indicates that the children in KS 1 have suffered most from the time away from school due to Covid. This is apparent in the oral language skills and vocabulary gaps among many disadvantaged pupils. This is more so for the disadvantaged pupils in the class than for their peers.
2	Assessment data indicates that the children in KS 1 have suffered most from the time away from school due to Covid. This is apparent in the phonic knowledge and progress in reading and writing among many disadvantaged pupils. This is more so for the disadvantaged pupils in the class than for their peers.
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 improve outcomes in phonics learning by swift identification of 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 improve outcomes in reading and writing for all disadvantaged pupils as they move through the school to ensure their progress is in line with their peers.	Data analysis will identify progress of all pupils compared to that of the disadvantaged pupils – the gap will narrow.
To ensure that we remove barriers to learning by reviewing the curriculum to ensure it is fit for purpose and removing any financial barriers which may prevent pupils from engaging fully – such as access to uniform, support for trips or enrichment activities.	Analysis of the number of parents who engage with school to seek support. All pupils participate in trips and enrichment activities. All children have current school uniform.

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: £ 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to online CPD</i>	Staff and subject development research	1,2
<i>Access to Subject Lead updates</i>	Research in to effective teaching and learning & staff subject development	1,2

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Intervention teacher</i>	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2
<i>TA support in class</i>	Research indicates that oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1,3

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

Budgeted cost: £ 2,000

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.	2,3

	Using pupil premium EEF (educationendowmentfoundation.org.uk) Evidence from LOTC. Research-Evidence-Supporting-the-Benefits-of-LOtC-July-2016.doc (live.com)	
Access to school uniform, ICT support, other school-related resources	The Effects of Material Deprivation on Education – ReviseSociology	2,3
Updated reading resources to engage reluctant readers	We have noticed a marked difference in attainment data since covid. This is more apparent for our PPG pupils and we using research to help us to address this Impact of COVID-19 disruptions in primary schools: attainment... EEF (educationendowmentfoundation.org.uk)	1,3
Wellbeing support	EEF social and emotional learning There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)	2,3

Total budgeted cost: £ 10,800

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 2021 to 2022 academic year.

While data across all year groups was strong, there is still a group of children who are finding it more difficult to retain information and therefore progress is slower than we would normally expect. These children are targeted for small group or 1:1 intervention sessions, they are taught in smaller groups for maths and receive phonic keep up and catch up sessions. This is having a positive impact on their learning but it is still slower than their peers.

Our curriculum has been reviewed in all subject areas and staff have started to look at different ways of delivering the curriculum to ensure that it meets the needs of all children, especially our most vulnerable, Examples include research into published schemes of work for foundation subjects to ensure we are teaching the skills as well as the content.

The introduction of Little Wandle phonics scheme has had a positive impact on early reading and acquisition of phonic sounds. This will have a positive impact on the pupils as they move through the school.

Externally provided programmes

Programme	Provider
Nessy Reading & Spelling	Nessy Learning Ltd
Little Wandle	https://www.littlewandlelettersandsounds.org.uk
White Rose Maths	CPD Training Free maths resources White Rose Maths
Key Stage History	Keystage History - Advice for teaching history, lessons, planning and resources for Key Stage history at KS1, KS2, KS3 and GCSE
Purple Mash	Purple Mash by 2Simple

Further information (optional)

There is very little deprivation at Oulton but that does not mean that there are not children who require additional support or families who require our assistance. We do our best to cater for the needs of the whole school community, using the limited resources available to ensure no child is left behind or in need.