

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium 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	Oldbury Park Primary School
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	26% 84 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date in which it was reviewed and updated	July 2022
Statement authorised by	Lee Card – <i>Principal</i>
Pupil premium lead	Sarah Davies – <i>Vice Principal</i>
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,861.15
Recovery premium funding allocation this academic year	£11,165.00
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	£115,026.15

Part A: Pupil premium strategy plan

Statement of intent

Oldbury Park's 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, including progress for those who are already high attainers.

24% of Oldbury Park is categorised as Free School Meals, a rise from 13% in 2018.

We will consider the challenges faced by vulnerable pupils and support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- ensure a disproportionate offer for Pupil Premium pupils.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1.	<p style="text-align: center;"><u>The % of disadvantaged pupils meeting ARE</u></p> <ul style="list-style-type: none"> ➤ The % of disadvantaged pupils meeting a Good Level of Development at end of Reception. ➤ The % of disadvantaged KS1 pupils meeting ARE in Reading ➤ The % of disadvantaged KS1 pupils working at ARE in Writing ➤ The % of disadvantaged KS1 pupils working at ARE in Maths ➤ The % of disadvantaged KS2 pupils meeting ARE in Reading ➤ The % of disadvantaged KS2 pupils working at ARE in Writing ➤ The % of disadvantaged KS2 pupils working at ARE in Maths ➤ The % of disadvantaged pupils working meeting the phonics threshold in year 1
2.	<p style="text-align: center;"><u>Oracy</u></p> <ul style="list-style-type: none"> ➤ Disadvantaged pupils not using age-appropriate vocabulary within peer discussion. ➤ Disadvantaged pupils not using appropriate conversational skills and sentence stems within peer discussion ➤ The % of Pupil Premium pupils leaving the EYFS having met their GLD in Communication and Language.
3.	<p style="text-align: center;"><u>Attendance for disadvantaged pupils</u></p> <ul style="list-style-type: none"> ➤ The % attendance for disadvantaged pupils
4.	<p style="text-align: center;"><u>Emotional Resilience and learning behaviours for disadvantaged pupils.</u></p>

	<ul style="list-style-type: none"> ➤ High numbers of pupils working at ‘emerging’ and ‘developing’ levels in whole class Thrive screenings. ➤ Identification of pupils requiring targeted mental health work. ➤ Learning behaviours across school linked to emotional resilience. ➤ Pupil and family understanding of mentally healthy lifestyles.
5.	<p><u>Progress of SEND + PP children</u></p> <ul style="list-style-type: none"> ➤ The % of SEND+PP pupils making good or better. ➤ The % of children achieving ARE in Reading, Writing and Maths. ➤ Highly effective inclusion, ensuring SEND+PP pupils access the curriculum within their mainstream lessons.

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
<p>Tier 1 Teaching and Learning cycle is embedded in all lessons to ensure consistently high quality learning across school.</p> <p><i>Challenge area link: 1</i> <i>The % of disadvantaged pupils meeting ARE</i></p>	<ul style="list-style-type: none"> - Staff in the Early Years setting and in any Y1-6 classroom can talk knowledgeably about provision and their children. - Pupils can articulate their progress & learning using high-quality outcomes in books to support - Lessons demonstrate a clear understanding and use of the T&L cycle/parts of a Reading lesson. - Evidence in books show clear sequences of learning that have been expertly planned and adapted for the individual needs of the child. - Feedback is having a positive impact on progress and outcomes. - Expert modelling is having an impact on learning for all pupils.
<p>Tier 1 Oracy is considered a strength across school.</p> <p><i>Challenge area link: 2</i> <i>Oracy</i></p>	<ul style="list-style-type: none"> - Pupils can articulate how they learn vocabulary. - Teaching of vocabulary is highly effective – children know more and remember more in relation to vocabulary. - The environment is communication friendly and focuses on developing vocabulary and age-appropriate discussion

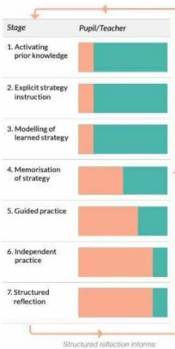
	<ul style="list-style-type: none"> - Pupils are using age-appropriate vocabulary within discussion. - Pupils who have low starting points make rapid progress.
<p>Tier 2 For a significantly higher proportion of SEND+PP/DV pupils in KS1 and 2 to make good or better progress in Reading, Writing and Maths</p> <p><i>Challenge area link: 5</i> <i>Progress of SEND + PP children</i></p>	<p>Focus: SEND+PP pupils</p> <ul style="list-style-type: none"> - Pupil books show progress over time. - Pupils can articulate their progress & learning using high-quality outcomes in books to support - Data targets for this group will be achieved
<p>Tier 2 For a significantly higher proportion of PP/disadvantaged pupils in KS2 to reach ARE in Maths</p> <p><i>Challenge area link: 1</i> <i>The % of disadvantaged pupils meeting ARE</i></p>	<ul style="list-style-type: none"> - Data shows accelerated progress for pupils targeted for intervention. - Pupils can articulate their progress & learning using high-quality outcomes in books to support. - Books show clear progress over time. - Staff in any Y3-6 classroom can talk knowledgeably about provision and their pupils
<p>Tier 2 For a significantly higher proportion of PP/disadvantaged pupil from Year 2 to Year 6 are meeting ARE in Reading.</p> <p><i>Challenge area link: 1</i> <i>The % of disadvantaged pupils meeting ARE</i></p>	<ul style="list-style-type: none"> - Increase in the % of pupils (years 2-6) achieving ARE in Reading. - Accelerated Reader reading ages show improved reading age at each data capture. - PiXL data show improved reading age at each data capture. - NFER data show improved reading age at each data capture.
<p>Tier 3 To support the personal development of PP/disadvantaged children across school.</p> <p><i>Challenge area link: 4</i> <i>Emotional Resilience and learning behaviours for disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> - Thrive data shows an increase in the amount of pupils achieving 'Secure'. - Pupils are aware of how to self-regulate. - Pupil voice shows a clear and increased understanding of Well-Being and Mental Health. - Progress is recorded within Thrive whole class and individual screenings. - Decrease in the amount of significant de-regulation across school including fixed term exclusions.

	<ul style="list-style-type: none"> - Increased opportunity to explore Mental Health – evident through parent and pupil voice.
<p>Tier 3 Increase in attendance for PP pupils</p> <p>Challenge area link: 3 Attendance for disadvantaged pupils</p>	<ul style="list-style-type: none"> - Improve attendance level for PP pupils.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tier 1</p> <p>Embed the structure of lessons using the T & L cycle: focus area:</p> <ul style="list-style-type: none"> - CPD to improve expert modelling practices (component 3) - CPD to improve quality of purposeful feedback (component 9) - Embed rehearsal and revisit practices (component 4) 	<p>Central Trust Teaching and Learning Cycle</p> <p>https://alastairsmithlearning.com/wp-content/uploads/2016/01/Implementation-Long-Version.pdf</p> <p>EEF guidance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>EEF: Modelling Independence – ‘The Seven-step model’ planning tool</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool?utm_source=/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool&utm_medium=search&utm_campaign=site_searchh&search_term</p>  <p>The diagram illustrates the 'Seven-step model' planning tool. It consists of seven horizontal bars, each representing a stage. The top bar is labeled 'Pupil/Teacher' and has a legend with a green square for 'Pupil' and an orange square for 'Teacher'. The stages are: 1. Activating prior knowledge (Teacher), 2. Explicit strategy instruction (Teacher), 3. Modelling of learned strategy (Teacher), 4. Memorisation of strategy (Teacher), 5. Guided practice (Pupil/Teacher), 6. Independent practice (Pupil), and 7. Structured reflection (Pupil/Teacher). A feedback loop arrow connects stage 7 back to stage 1. Below the diagram, it says 'Structured reflection informs planning of future tests.'</p>	1
<p>Tier 1</p> <p>Develop pupil discussion skills by:</p>	<p>Collaborative learning with joint outcomes – EEF -</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	2

<ul style="list-style-type: none"> -Embedding a structure for teaching new vocabulary. -Providing a language rich environment. -Providing high quality early intervention within EYFS and KS1. -Embedding sentence stems within peer discussion. -Providing CPD on developing opportunities for discussion rich provision. 	<p>Oral Language Interventions – EEF - https://educationendowmentfoundation.org.uk/education- Language Link Impact Report - https://speechandlanguage.info/resources/p erch/pdf/impact-report-1.pdf evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Teaching Vocabulary – Word Aware - http://thinkingtalking.co.uk/word-aware/</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Tier 2</p> <p>Provide highly effective Maths intervention across KS2:</p> <ul style="list-style-type: none"> - Evidenced based intervention - Gap analysis interventions (PiXL therapy) 	<p>First Class at Number https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-maths-teaching</p> <p>Success @ Arithmetic https://www.schoolimprovementliverpool.co.uk/Training-Details/2323</p>	1
<p>Tier 2</p> <p>Introduce Accelerated Reader to ensure a higher % of children (Years 2-6) achieve ARE in Reading.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p> <p>AR was very well received by the vast majority of teachers, teaching assistants, and librarians who</p>	1

	perceived positive impacts on pupil reading ability, reading stamina, and attitudes.	
Tier 2 Small group tuition for SENCo+PP children, with highly skilled staff.	<p>Small group tuition - EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group</p> <p>SEND in Mainstream schools https://rsaacademy.sharepoint.com/sites/CRSTDisadvantagedVulnerablePPCo-DesignTeam/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FCRSTDisadvantagedVulnerablePPCo%2DDesignTeam%2FShared%20Documents%2FTiered%20Sources%20for%20Evidence%20and%20Research%2FTier%201%20EEF%20research%20%2D%20QFT%20for%20pupils%20with%20SEND</p>	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><u>Tier 3</u></p> <p>Provide highly effective SME provision</p> <ul style="list-style-type: none"> - Embed the use of Thrive screenings as gap analysis for effective whole school provision. - Embed flexible Thrive support for children in crisis. -Introduce mental health provision mapping for pupils. -Introduce mental health provision mapping for families. - Embed “Happy Lunchtimes” 	<p>EEF Thrive</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://www.thriveapproach.com/about-thrive/impact-of-thrive/our-stories/</p> <p>THRIVE Testimonials</p> <p>The impact the thrive approach has on children has been evidenced in a number of studies: Thrive helps develop resilience in young people (Hart and Heaver 2015); Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self confidence and attendance (McGuire-Snieckus et all 2015)</p> <p>EEF (News) Building Social, Emotional learning into classrooms</p> <p>https://educationendowmentfoundation.org.uk/news/building-social-and-emotional-learning-into-the-classroom?utm_source=/news/building-social-and-emotional-learning-into-the-classroom&utm_medium=search&utm_campaign=site_searchh&search_term</p>	4
<p><u>Tier 3</u></p> <p>Improve attendance</p> <ul style="list-style-type: none"> - Set up a clear, hierarchical system for supporting disadvantaged pupils and their families. - Engage outside agencies to support families at earlier starting points (EWO, School nurse, Educational Psychologist etc) 	<p>Rapid evidence assessment on attendance interventions for school-aged pupils Protocol for a rapid evidence assessment - EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	3

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.

Our internal assessments during the 2021/22 academic year suggested that the performance of Pupil Premium (PP) pupils has improved compared to previous years (2019). When comparing internal progress this year, from baseline, attainment for disadvantaged pupils is an improving picture.

There have been significant gains in progress from baselines this academic year. For example, disadvantaged pupils in year 6 making, on average, an improvement of 20 marks in their arithmetic papers across the year. In addition to this, disadvantaged pupils in Year 6, within a targeted disadvantaged + SEND group, made 3.32 points progress from baseline, compared to non-disadvantaged pupils who made 2.30 points.

Progress from baseline is also evident across upper key stage 2, for example, Maths PiXL data evidenced good progress for disadvantaged pupils in year 5: A.K. Autumn Pixl 5/40 and 4/35 compared to Spring Pixl 19/40 and 16/35.

Clear progress is evident in the books of disadvantaged pupils, for example, *“Books show that staff are following the Oldbury Writing Journey, and this is having a positive impact on progress within each sequence. Very clear disproportionate feedback for the PP children” (Book Look, June 22).*

Data (2021-22)

Good Level of Development (GLD)

Non-Pupil Premium children meeting expected standard in 2021-2022 was 67% compared to 31% of Pupil Premium children (this equates to 3 children in 10). The baseline for this cohort was 0% of Pupil Premium pupils being on track for GLD at Baseline, this assessment was verified by external School Improvement Partner.

The 31% GLD for PP pupils achieved this year far exceeds the 0% GLD data for PP pupils, achieved in 2019, showing that the gap is closing. Although there is an improvement here, this continues to be a focus on the 2022-23 School Improvement Plan and Pupil Premium Strategy.

End of KS1 data (SATs)

Reading - Non-Pupil Premium meeting expected standard is 76% compared to 63% of Pupil Premium children. This evidences the gap between PP and non-PP pupils is closing. The gap

narrowed to 13% in 2022; in 2019 the gap between PP pupils and Non-PP pupils achieving ARE in Reading was 24% 2022 .

Writing - Non-Pupil Premium meeting expected standard is 93% compared to 50% of Pupil Premium children. The % of PP pupils achieving ARE has increased from 38% in 2019 to 50% in 2022.

Maths - Non-Pupil Premium meeting expected standard is 80% compared to 63% of Pupil Premium children. This evidences the gap between PP and non-PP pupils is closing. In 2019 the gap between PP pupils and Non-PP pupils achieving ARE in Maths was 31% and in 2022 the gap narrowed to 17%.

End of KS2 data (SATs)

End of KS2 data (combined) for disadvantaged pupils was 47%. In 2019 only 29% of PP pupils reached ARE combined at the end of KS2, narrowing the gap by 18%.

Reading - Non-Pupil Premium meeting expected standard is 75% compared to 58% of Pupil Premium children. This evidences the gap between PP and non-PP pupils is closing. In 2019 the gap between PP pupils and Non-PP pupils achieving ARE in Reading was 26% and in 2022 the gap narrowed to 17%.

Writing- Non-Pupil Premium meeting expected standard is 80% compared to 63% of Pupil Premium children. This evidences the gap between PP and non-PP pupils is closing. In 2019 the gap between PP pupils and Non-PP pupils achieving ARE in Writing was 26% and in 2022 the gap narrowed to 17%.

Maths - Non-Pupil Premium meeting expected standard is 75% compared to 53% of Pupil Premium children. This evidences the gap between PP and non-PP pupils is closing. In 2019 the gap between PP pupils and Non-PP pupils achieving ARE in Maths was 42% and in 2022 the gap narrowed to 22%.

Year 1 Phonics screening check

“The focus on reading is making a difference. Children are demonstrating the impact of the work on oracy and children are using their phonic knowledge in their reading and writing.”
(School Improvement Advisor: May 2022)

Year 1

When starting the year 0/10 PP pupils were on track to meet age related standards in phonics. Non-Pupil Premium pupils meeting expected standard in 2021-22 was 88% compared to 30% of Pupil Premium children (3/10 children). Out of the 10 pupils, the 7 pupils who did not meet threshold have additional Special Educational Needs, and internal progress is evident.

Year 2 phonics re-take = 75% of PP pupils met the expected standard by the end of Year 2. Of the 25% that didn't make the expected standard, all has specific SEND needs and are receiving tailored support.

As evidenced in schools across the country, Covid-19 related staffing implications had a detrimental impact on progress and attainment as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum. Children's books have shown high expectations and clear progression of skills over time. During pupil discussions, Pupil Premium children could voice the sequence of their own learning and how and why they are learning, what they are learning and when they are learning it (Why this? Why now?). Our curriculum now has a far greater balance of knowledge and skills acquisition, so that it is progressive, meaning that our pupils build on prior learning. Pupil Premium children know more and remember more as a result.

Oracy

There have been tangible improvements regarding children's oracy skills across school. Children's oral confidence and competence was noted as a strength in the external SIP review *"Children demonstrate very high levels of children's confidence and engagement. House Captains - outstanding example of pupil leaders when speaking in assembly"* (May 2022).

Vocabulary has been a focus and Pupil Premium exercise books consistently show an increase in age-appropriate vocabulary being used. Knowledge organisers and vocabulary lists are provided as a disproportionate offer for disadvantaged pupils. Monitoring shows pupils using technical and age-appropriate language within lessons both verbally and written. During a pupil voice conversation, a disadvantaged pupil stated *"I like knowing these words, it makes me feel like an artist"* (January 2022).

In the Early Years, pupils can talk about how they learn language, due to staff expertly planning for language development within their focused and enhanced provision. This provision has a clear, progressive rationale. *"Language development is high profile across EYFS and the continuous provision – this is developing"*. (ECERS – External review, May 2022). Pupils in Reception have also been targeted through specific intervention, Language Link, where specific language need was identified. 75% of the Pupil Premium children targeted have made significant progress and are now assessed as having age-appropriate language skills through the use of this scheme. The other 25% have made significant progress compared to their baseline. Overall 68% of children in this cohort made GLD in Communication and Language. 50% of Pupil Premium pupils have made GLD in Communication and Language. This will remain a focus on the EYFS action plan and Pupil Premium Strategy in 2022-23.

Attendance

We had some success with attendance in 2021/22 for PP pupils, ending the year at 91.38% - this was higher than the national average for PP pupils.

We have, and continue to, work with families to support them with their child's attendance. This includes the introduction of an attendance policy and systems as well as targeted Team Around the Child meetings for these who are persistently absent.

Working closely with families in this way has led to individual cases of success. For example, the implementation of a daily check in with parents and sticker chart led to a significant increase in attendance for one child. The same child had a dramatic improvement in punctuality when school provided the family with additional, free uniform from the uniform swap shop, enabling them to come straight into school without the worry of drying one set of uniform each morning.

Provide highly effective SME provision

Our assessments and observations indicated that pupil wellbeing and mental health have been impacted, long term by the effects of COVID-19-related issues, these continue to be mitigated by our investment in pastoral and SEMH work including Thrive and Trauma Informed Schools.

Our investment in the training of more licensed practitioners who can provide wellbeing support for all pupils, and targeted interventions where required, has had a positive impact on pupil wellbeing outcomes and this can be evidenced through individual and whole class Thrive data.

The Thrive approach is observed to be evident across phases and during non-structured times, such as lunchtime, this is supporting the emotional development of children during times of possible dysregulation. Staff show increased ownership and accountability for the social and emotional development of the children in their class, with one Year 6 pupil stating, *"I feel as though adults are now more willing to listen to what we have to say."* Children show an increased awareness of strategies they can use for their own mental health and emotional resilience and can talk about these articulately.

The September 2021 opening of a school 'Family Room', in which parents can access daily support from each other and our pastoral team has begun to develop a culture of openness when discussing the mental health, of adults and children within the family dynamic. School are continuing to develop mechanisms to support families with wider reaching mental health needs and this continues to be a focus for 2022-23.

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
Language Link	Speech Link

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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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.