# Oak Hill First School Pupil Premium Strategy Statement 2023-2024

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 | Oak Hill First School |
| Number of pupils in school | 407 excluding Nursery |
| Proportion (%) of Pupil Premium eligible pupils | 21% excluding Nursery |
| Academic year/years that our current Pupil Premium strategy plan covers **(3 year plans are recommended)** | 2021 - 2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Lynn Kelly (Headteacher) |
| Pupil premium lead | Zoe Gilmour (Deputy Headteacher) |
| Governor / Trustee lead | Sue Stokes |

## Funding overview

| Detail | Amount |
|---|---|

| | |
|---|---|
| Pupil Premium funding allocation this academic year (7/12 2023-2024 and 5/12 2024-2025 Budgets) | 7/12 £90,308.75<br>5/12 £55,122.92<br>Total £145,431.67 |
| Recovery premium funding allocation this academic year | £14,210 |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £159,641.67 |

## Part A: Pupil Premium Strategy Plan. Statement of Intent

Our aim is to ensure that every child is given the best possible chance of achieving their potential in line with national age related expectations and progress expectations. Pupil Premium is carefully managed to enable us to offer personalised support for children in a range of ways. We aim to raise attainment through providing excellent teaching, timely and effective interventions and quality experiences in a supportive, nurturing and happy environment. Working closely with our families is also key to our strategy.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:
- To continue to secure rapid progress for disadvantaged pupils.
- Close the gap in the attainment of disadvantaged pupils so that they are in line with others nationally.
- To support our children's health and wellbeing to enable them to access learning.
- Raise outcomes for disadvantaged pupils across all areas of the curriculum.
- Raise aspirations through embedding effective Cultural Capital in the curriculum and by the delivery of our wider curriculum provision.

We aim to do this through:
• Ensuring that teaching and learning opportunities meet the needs of all the pupils
• Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
• When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
• We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified to be socially disadvantaged.
• Pupil Premium funding will be allocated following the identification of priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives
The range of provision includes:
• Ensuring all teaching is good and outstanding thus ensuring that the quality of teaching experienced by all children is improved through effective CPD
• To allocate excellent practitioners to provide small group work focussed on overcoming gaps in learning or pre-teaching.
• All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
• Resources are to be used to target children to achieve Age Related Expectations

• Additional learning support is strategically planned.
• Free activities enable children to have first-hand experiences in the classroom and beyond.
• Mental Health support for targeted children is measured for impact.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | On entry to school, **Language and Communication** is weak  (Language Link evidence).  These assessments plus observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to Year 4 and in general are more prevalent among our disadvantaged pupils than their peers. |
| 2 | **Historically Year 1 Phonics Outcomes** for Pupil Premium pupils is below National ALL |
| 3 | The historical **attainment gap** between pupil premium pupils and national outcomes in Year 2 for  **reading, writing and maths** is significant. (Impact Report) |
| 4 | Historically the **% of  Pupil Premium Pupils attaining  GDS** in Writing and /Maths compared to National ALL. (Impact Report) |
| 5 | Many of our Pupil Premium pupils also fit into another vulnerable group such as having an additional special educational need, EAL or vulnerable. |
| 6 | Many of our Pupil Premium pupils do not have rich and varied experiences as some of our non-pupil premium pupils seem to have, which means knowledge of the world and vocabulary acquisition is limited. |
| 7 | The **attendance** of our Pupil Premium pupils as a group is lower than that of the whole school.  (Attendance Data)<br><br>Our attendance data over the last 4 years indicates that attendance amongst our Pupil Premium pupils has been between 91.9%-93.1% which is lower than for non-Pupil Premium pupils and the whole school . However the % gap between PP and Non PP is less than that evidenced nationally (2018-19 last data set) |
| 8 | Education and Well-Being of disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These finding are supported by national studies. |

# 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 |
|---|---|
| Improved oral and language skills and vocabulary among Pupil Premium pupils. | Assessments and observations indicate significantly improved oral language among Pupil Premium pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and ongoing formative assessments. |
| Improved phonics outcomes for Pupil Premium pupils | Year 1 Phonics outcomes for Pupil Premium pupils show closing of the gap between Pupil Premium pupils and National ALL. |
| Improved Reading, Writing and Maths attainment among Pupil Premium pupils in Year 2 | KS1 Reading, Writing and Maths outcomes in 2024 show a closing of the gap between Pupil Premium pupils and National ALL. |
| Increase GDS outcomes for Writing and Maths | Year 4 GDS outcomes in 2024 for Writing and Maths show an increased % and closing the gap between Pupil Premium pupils and National ALL. |
| Increase attendance for Pupil Premium pupils | Close the gap between the attendance of ALL pupils and Pupil Premium pupils by 2023-2024 |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:<br>● •Qualitative data from student voice, student and parent surveys and teacher observations<br>● Positive outcomes for well-being / Mental Health interventions |

# 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: £85,651.23

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Communication Driver: Implementation of the CUSP Curriculum for Reading, Writing, Science, History, Geography, Art, D&T, M.F.L. and Music<br><br>SLT to support CPD and professional practice in this area on an ongoing basis through coaching and in class CPD.. | Evidence informed approach. Vocabulary rich curriculum with tiered approach of explicitly teaching vocabulary.<br><br>CUSP Primary | CUSP (unity-curriculum.co.uk) | 1, 3, 4, 6, |
| Regular staff training and CPD opportunities throughout the year. Walkthrus | WalkThrus is a selection of evidence-informed teaching strategies curated in six series. https://www.walkthrus.co.uk/ | 3.4 |
| Ensuring Teaching Assistants are used effectively to support learning as part of Quality First Teaching<br><br>Partial funding through PPG | Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) | 1, 2, 3, 4 |

| | | |
|---|---|---|
| Ongoing CPD support with the implementation of the programme across school for teachers and Teaching Assistants. | **Phonics (EEF)** https://educationendowmentfoundation. org.uk/education-evidence/teaching-learning-toolkit/phonics | 2,3,4 |
| *Speech & Language Therapist employed to complete assessments, support with SALT needs in school and provide CPD for whole school Communication Plan* | **Oral Language Interventions (EEF)** Embedding dialogic activities across the school curriculum through SALT professional working with pupils and staff. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading. | 1,6 |
| *Partial funding through PPG* | https://educationendowmentfoundation. org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | |
| *Speech & Language Teaching Assistant to support the implementation of quality SALT interventions 1:1 and small groups.* *Partial funding through PPG* | **Oral Language Interventions (EEF)** https://educationendowmentfoundation. org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1, 6 |
| *Mental Health and Well-Being CPD and on-going support* *Spring / Summer 2024* *Partial funding through PPG* | **Social and Emotional Learning (EEF)** **https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning** | 2,3,4,7,8 |

| A strong professional dialogue will be kept open between all of the vulnerable group leads and Assistant Headteachers. | *Information sharing in a timely manner and robust systems to ensure next steps are well-thought through and meet the children's needs. Actions:*<br>● *Monthly Access and Inclusion Meetings to take place.*<br>● *Termly Meetings to be held with Assistant Headteachers*<br>● *Cause for Concern SEN Meetings*<br>● *CPD for individuals / year groups / Key Stages identified and implemented to ensure Quality First Teaching supports pupil progress.*<br>● *Regular attendance reviews with Attendance Officer and Assistant Headteachers / EAL/SENDCo lead.*<br>● *Support for pupil well-being identified and addressed.*<br>● *Support for parents identified and addressed.* | 2,3,4,5,7,8 |
|---|---|---|
| *High quality support for Data, its analysis and identifying next steps for provision and support (CPD)* | High quality CPD and continued professional development for staff on an ongoing basis:<br>● Moderated Data Drops<br>● Rigorous Pupil Progress Meeting on a half termly basis<br>● Data analysis at class, cohort and Key Stage level<br>● Provision Map writing and implementation<br>● Termly actions plans written for Key Stages<br>● Individual, Year Group or cohort CPD action plans written and implemented effectively | 1,2,3,4,5,7,8 |

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

Budgeted cost: £57,362.20

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|

| | | |
|---|---|---|
| Leadership capacity for small groups and interventions<br>Reading<br>Writing<br>Maths | **Outstanding teachers: Small Group Tuition (EEF)**<br>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,2,3,4 |
| *Structured intervention programme. Following pupil progress meetings, pupils are identified and a structured programme is put into place.* | *Teaching Assistant interventions (EEF)*<br>*Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.*<br><br>*https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions* | 1,2,3,4 |
| *Structured Phonics interventions* | **Phonics (EEF)**<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics<br><br>*Teaching Assistant interventions (EEF)*<br>*https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions* | 2,3,4 |

| | | |
|---|---|---|
| *School-Led Tutoring Autumn 2023*<br><br><br><br><br><br><br>*Funded by NTP* | **Small Group Tuition (EEF)**<br>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2,3,4 |
| *Speech & Language Interventions (Therapist & TA)*<br>1:1 and group therapy to ensure communication and language levels are improved<br><br>*Partial funding through PPG* | **Oral Language Interventions (EEF)**<br>Embedding dialogic activities across the school curriculum through SALT professional working with pupils and staff. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality classroom discussion, are inexpensive to implement with high impacts on reading.<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1,6 |

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

Budgeted cost: £33,912.98

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| | | |

| | | |
|---|---|---|
| *Senior Leadership Pastoral support for targeted Pupil Premium pupils and their families* | **Social and Emotional Learning (EEF)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning<br><br>**Parental Engagement (EEF)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 7.8 |
| *Attendance Officer*<br><br>*Strategies to promote good attendance are implemented. There is a clear monitoring procedure and staff are proactive in contacting families.*<br><br>*Partial funding through PPG* | Research shows that there is a direct correlation between attendance and success in schools.<br>**Government findings 2016;**<br>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances | 8,1,2,3,4 |
| *Mental Health, Well-Being and Behaviour*<br><br>*Whole School Implementation of a new system for Mental Health Support and Well-Being as well as Self-Regulation (Spring 2024)*<br><br>*Not funded through PPG* | **Social and Emotional Learning (EEF)** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 2,3,4,7,8 |

## Total budgeted cost: £176,926.41

**(£176,926.41 - £159,641.67 = £17,284.74 additional expenditure from school budget.)**

# Part B: Review of Outcomes in the Previous Academic Year

# Pupil Premium Strategy Outcomes 2022-2023

| Intended outcome | Success criteria | 2022-2023 Outcomes towards 2024 Targets |
|---|---|---|
| Improved oral and language skills and vocabulary among Pupil Premium pupils. | Assessments and observations indicate significantly improved oral language among Pupil Premium pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and ongoing formative assessments. | **ON TRACK TO ACHIEVE BY JULY 2024.**<br>Speech and Language Input<br>1. All school staff will have an understanding of how to support children's understanding and use of vocabulary within the classroom through whole school training in Word Aware<br>The therapist has done a number of things to support this target within school, including the following:<br>- Vocabulary resources have been modelled for various staff both in the classrooms, and those staff working 1:1 or in small groups with students in school<br>- 'Word of the week' has been supported by the therapist and staff have been invited and encouraged to liaise with the therapist regarding their chosen words for the week during their planning process.<br>- A vocabulary visuals in the classroom audit has been completed by the therapist on two occasions and feedback was given to the school SENCO regarding the visible visuals in classrooms.<br><br>Monitoring during 2022-2023 suggested that an ambitious and language rich structured programme of explicit teaching of vocabulary was required.<br>From September 2023, we will be implementing the CUSP Curriculum for identified subjects to ensure the further development of vocabulary among all pupils. |
| Improved phonics outcomes for Pupil Premium pupils | Year 1 Phonics outcomes for Pupil Premium pupils show closing of the gap between Pupil Premium pupils and National ALL. | **ON TRACK TO ACHIEVE BY JULY 2024.**<br>Year 1 Phonics Outcomes<br>Data over time indicates that the gap between School PP and National ALL is closing.<br>2023 outcomes were not as strong as previous years due to cohort specific needs.<br><u>2023 gap of 23%</u><br>School PP 56%<br>National ALL 79%<br><u>2022 gap of 8%</u><br>School PP 67%<br>National ALL 75% |

| | | 2021 gap of 10%<br>School PP 72%<br>National ALL 82%<br><br>2020 gap of 15%<br>School PP 67%<br>National ALL 82% |
|---|---|---|
| Improved Reading, Writing and Maths attainment among Pupil Premium pupils in Year 2 | KS1 Reading, Writing and Maths outcomes in 2024 show a closing of the gap between Pupil Premium pupils and National ALL | **ON TRACK TO ACHIEVE BY JULY 2024.**<br>Year 2 Outcomes July 2023:<br>Reading 47% National 68% (gap 21%)<br>Writing 47% National 58% (gap 11%)<br>Maths 53% National 68% (gap 15%)<br><br>Year 2 Outcomes July 2021:<br>Reading 32% National 75/% (gap 43%)<br>Writing 13% National 69% (gap 56%)<br>Maths 44% National 76% (gap 32%)<br><br>Although standards are below National, there is clear evidence that standards are rising and that the gap between the Pupil Premium pupils and National ALL in Reading, Writing and Maths is closing.<br><br>Standards have increased for the end of Key Stage 1 Outcomes since July 2021.<br>Standards for Year 2 in July 2021:<br>Reading 32% (+15% July 2023)<br>Writing 13% (+34% July 2023)<br>Maths 44% (+ 9% July 2023) |
| Increase GDS outcomes for Reading, Writing and Maths | Year 4 GDS outcomes in 2024 for Reading, Writing and Maths show an increased % and closing the gap between Pupil Premium pupils and National ALL. | **ON TRACK TO ACHIEVE BY JULY 2024.**<br>Outcomes for Year 4 PP GDS over time in Reading, Writing and Maths show an increased % for each cohort and a clear closing of the gap between Pupil Premium pupils and National ALL.<br><u>PP GDS School Vs National ALL outcomes:</u><br>Reading 2021 -15%   2022 +1%   2023  +3%<br>Writing gap 2021 +3%   2022 +14%   2023 +7%<br>Maths gap 2021 –1%    2022 +3%   2023 0%<br><br>GDS Outcomes for Year 4 Pupil Premium pupils is good. |

| Increase attendance for Pupil Premium pupils | Close the gap between the attendance of ALL pupils and Pupil Premium pupils by 2023-2024 | **ON TRACK TO ACHIEVE BY JULY 2024.**<br>Outcomes 2022-2023:<br>PP 91.92%   ALL 93.30% (gap 1.38%)<br>PP attendance is inline with school ALL.<br><br>Outcomes 2021-2022:<br>PP 92.79%   ALL 93.94% (gap 1.15%)<br>PP attendance is inline with school ALL.<br><br>Outcomes 2020-2021<br>PP (FSM) 93.3%   ALL 95.6% (gap 2.3%)<br><br>The gap between PP and ALL pupils has closed from 2020-2021 data (2.3% to 1.38%). |
|---|---|---|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by:<br><br>● •Qualitative data from student voice, student and parent surveys and teacher observations<br>● Positive outcomes for well-being / Mental Health interventions | **ON TRACK TO ACHIEVE BY JULY 2024.**<br>Quality First strategies implemented to support whole school mental health.<br>Monitoring suggests a positive impact of these strategies.<br>Mental Health Lead appointed.<br>Mental Health Leader trained.<br>Mental Health Team created.<br>Mental Health Action Plan created and agreed by all stakeholders.<br>Pupil Well-Being Ambassadors appointed. |

# 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 |
|---|---|
| Maths No Problem | Maths No Problem |
| Song of Sounds | Sue Reed and Liz Webster |
| PE scheme | Primary PE Planning |
| Times Table Rock Stars | Maths Circle Ltd |

| Numbots | Maths Circle Ltd |
|---------|------------------|
| CUSP | Curriculum with Unity Schools Partnership |