

Oak Hill First School Pupil Premium Strategy Statement

2024-25

This statement details our school's use of Pupil 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	Oak Hill First School
Number of pupils in school	405 excluding Nursery
Proportion (%) of Pupil Premium eligible pupils	22% excluding Nursery
Academic year/years that our current Pupil Premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lynn Kelly (Principal)
Pupil premium lead	Kate Thomas (Vice Principal)
Governor / Trustee lead	Zoe Gilmour

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (7/12 2024-2025 and 5/12 2025-2026 Budgets)	7/12 £70,793 5/12 £50,567 Total £121,360
Recovery premium funding allocation this academic year	£0
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	£121,360
Additional subsidiary from GAG	£13,194.17

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.

The causes and consequences of disadvantage affect all pupils differently and as such our interventions are bespoke and targeted depending on year group and context. All stakeholders at Oak Hill, including the Governors, are committed to ensuring the Pupil Premium funding is targeted to provide the best possible outcomes to pupils that may be at a disadvantage. We use the EEF tiered approach. EEF's pupil premium guide:

1. High Quality Teaching
2. Targeted Academic Support
3. Wider Strategies relating to significant non-academic barriers including attendance, behaviour and Social and Emotional Learning/support.

Our priority is to support and progress our Pupil Premium pupils through high quality and effective classroom teaching.

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

Challenges

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

Challenge number	Detail of challenge
1	<p>Writing</p> <p>For children to succeed in school they must be good writers, therefore this must be strong focus in school. Disadvantaged pupils generally have greater difficulties in improving their writing stamina and fluency than their peers. This negatively impacts their development as writers through school and they find it harder to narrow the gap in attainment between themselves and their peers.</p>
2	<p>Oracy/vocabulary</p> <p>Some children enter EYFS with language and communication and oracy skills lower than their chronological age. We know that this enhances vulnerabilities and their ability to be able to access a rich curriculum due to limited vocabulary and understanding of basic language is impacted.</p>
3	<p>Phonics</p> <p>Some Children enter EYFS without a secure knowledge of Phase 1 phonics. They enter significantly lower on entry and need time to consolidate their knowledge of Phase 1 before moving on. This “catching up” means that some pupils do not secure phase 2 and phase 3 as quickly as their peers.</p>
4	<p>Gaps in knowledge and understanding the curriculum.</p> <p>Some of our pupils have a lack of resilience and low self-esteem preventing a number of them from fully engaging in their learning. This is linked to variable starting points in terms of gaps in background knowledge. Such gaps can lead to some pupils falling behind age related expectations if not addressed through high quality teaching or interventions.</p>

5	<p>Year 3 maths</p> <p>Some pupils are not secure and fluent enough in mathematical concepts and fact fluency when they leave KS1. Some children enter KS2 lacking in confidence in applying mathematical strategies covered throughout the MNP scheme. As a result, they struggle to reach expected standards and the gap between PP attainment at expected at national is significant (23%).</p>
6	<p>Multiple needs</p> <p>Many of our Pupil Premium pupils also fit into another vulnerable group such as having an additional special educational need or EAL</p>
7	<p>Lack of opportunity</p> <p>Participation and involvement in wider opportunities can be more limited for our pupil premium pupils as a result of difficulties of accessibility or cost. This can mean knowledge of the world and vocabulary acquisition is more limited for this group of pupils.</p>
8	<p>Attendance</p> <p>Some of our families have multiple barriers leading to the outcome of poor attendance and some struggle to keep up a good level of attendance. There needs to be a consistent approach to engaging with families and incentives and actions to improve attendance for these groups. This results in development being delayed and academic achievement impeded. Many of our Pupil Premium families require additional family support from school and local authority (Supporting Families, Reach 4 wellbeing)</p>
9	<p>Mental Well Being</p> <p>Some of our Pupil Premium pupils require higher levels of pastoral support to manage and self-regulate their emotions and behaviours.</p>
10	<p>Community work</p> <p>Some of our families have lived through or have endured trauma which requires additional support in order for them to fully engage in school, build strong relationships with school and achieve success academically.</p>
<p>It should be noted that we aim to improve both behaviour and attendance as part of our Pupil Premium Strategy, but we view these as outcomes and symptoms of the challenges listed above and not the root causes.</p>	

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
Improve the quality of the teaching of core subjects to ensure that the needs of the vulnerable learners are met.	Outcomes in 2025 show a higher proportion of PP pupils achieving the

<p>Continued use of CUSP or other external programmes e.g. MNP to support core subject outcomes. Engaging lessons to be developed by teachers when using this tool.</p> <p>Curriculum and programmes of study e.g. CUSP and MNP are well and effectively utilised in for to ensure regular practise is given to improve stamina and fluency.</p> <p>English/maths lead will rigorously monitor the quality of writing across the school to improve outcomes.</p>	<p>expected standard in core subjects in comparison to the to the previous year's gaps.</p>
<p>Improved oral and language skills and vocabulary among Pupil Premium pupils in the Early Years.</p>	<p>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.</p>
<p>Increase attendance for Pupil Premium pupils</p>	<p>The number of Pupil Premium pupils who are in PA (attendance less than 90%) is reduced in comparison the end of the previous year.</p> <p>Attendance rates of pupils within the PP category increase from the previous year and are inline with or as near to national levels as possible.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Provide enrichment opportunities for all children and enhance the wider curriculum. Review and audit current offer through use of enrichment tracker.</p>	<p>Sustained high levels of wellbeing in 2024/25 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Positive outcomes for well-being / Mental Health interventions.</p> <p>Enrichment offer for Pupil Premium pupils is audited and reviewed. The opportunities provided for our PP pupils are tracked and increased opportunities identified following the use of the enrichment tracker.</p>

Pupil Premium 2024-25

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£62,313.34**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality support for staff in identifying next steps for provision and support to increase pupils' attainment in core subjects - increased proportion of PP children move from 'Developing' to 'Secure' (CPD) through:</p> <p>Rigorous Pupil Progress Meeting on a half termly basis PPA support from SENDCo for identified pupils to support their independence Individual, Year Group or cohort CPD action plans written and implemented effectively Rigorous moderation 2/half term to identify next steps for target pupils and ensure these meet the pupil's needs.</p>	<p>Research evidence suggest that high quality inclusive learning environments have a positive effect on pupils achievements and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Research suggest the developing good learning behaviours and developing a strong class culture can have beneficial effects on children's learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Writing4pleasure Evidence-based recommendations for teaching writing – The Writing For Pleasure Centre</p> <p>Mastery maths approach evidences the importance of high levels of expectation and curriculum approach for all pupils: Home NCETM</p>	<p>1 4 5</p>
<p>Oracy CPD: implementation of the programme across school for teachers and Teaching Assistants through:</p> <p>Sustained and regular CPD on the development of language in young pupils and the importance of Oracy. Development of long term progression document to guide implementation of Oracy in the EY Regular review and monitoring of Oracy from lead to review impact and plan appropriate and timely next steps</p>	<p><u>Oral Language Interventions (EEF)</u></p> <p>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 high-quality classroom discussion, are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2</p>

	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation</p> <p>EEFhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	
<p>Ensuring Teaching Assistants are used effectively to support learning as part of Quality First Teaching</p> <p><i>Partial funding through PPG (22%)</i></p>	<p>When deployed effectively to maximise their impact, evidence shows that the impact on pupil outcomes is significant:</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>1 3 4 5</p>
<p>A strong professional dialogue will be kept open between all vulnerable group leads and Assistant Headteachers through:</p> <p>Information sharing in a timely manner and robust systems to ensure next steps are well-thought through and meet the children's needs.</p> <p>Monthly access and inclusion meetings/cause for concern meeting and attendance reviews to identify and addressed support for identified pupils and families</p>	<p>Evidence shows that collaboration in peer support is necessary, but is not sufficient on its own. Where collaboration is the only focus, learning is limited.</p> <p>APPENDIX 2.5: Definitions of CPD review-specific keywords</p>	<p>6 9</p>
<p>High quality support for Data, its analysis and identifying next steps for provision and support (CPD), through:</p> <p>Regular and moderated data drops. Data analysis at class, cohort and key stage level and reviewed at half termly Pupil progress meetings. Clear and robust action plans both at key stage and individual level (IPMS) to identify next steps based on previous analysis of data.</p>	<p>When done so effectively and appropriately, the analysis of pupil data is shown to have significant impact on pupil outcomes:</p> <p>The Effective use of data for improvement in education</p>	<p>1 3 4 5</p>

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

Budgeted cost: **£47,932.26**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Leadership capacity for small groups and in class support- focus on securing a higher proportion of pupils have progressed from “Developing” to “Secure”.</p>	<p>Outstanding teachers: Small Group Tuition (EEF) 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 3 4 5</p>
<p>Structured intervention programme, including phonics and catch up maths. Following pupil progress meetings, pupils are identified, and a structured programme is put into place. <i>Partial funding through PPG</i></p>	<p>Teaching Assistant interventions (EEF) 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Phonics (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Teaching Assistant interventions (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/tea</p>	<p>1 3 4 5</p>

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

Budgeted cost: **£11,114.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review enrichment opportunities for all children through after school clubs, class trips, enrichment days and residential experiences. Establish use of enrichment tracker to tracker enrichment</p>	<p>Lots of examples on the STEM website of how extracurricular and curriculum enrichment activities can enhance the educational wellbeing of students. https://www.stem.org.uk/news-and-views/view-all?page=5</p>	<p>7</p>
<p>Senior Leadership Pastoral support for targeted Pupil Premium pupils and their families</p>	<p>Social and Emotional Learning (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Parental Engagement (EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>9</p>

<p>Attendance Strategies to promote good attendance are implemented.</p> <p>Tiered approach (Inclusive attendance) continues to be embedded and all staff understand their roles and responsibilities.</p> <p>There is a clear focus on improved attendance with clear monitoring procedures and staff are proactive in contacting families.</p> <p>Robust monitoring of attendance data in conjunction with attendance lead.</p> <p>A strong professional dialogue will be kept open between Attendance Lead, Attendance Officer, AHTs and A&I Team in half termly 'team around the child' meetings</p> <p><i>Partial funding through PPG</i></p>	<p>Research shows that there is a direct correlation between attendance and success in schools.</p> <p><u>Government findings 2016:</u> https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p> <p>New attendance framework published in August 2024 demonstrates the importance of attendance on pupil outcomes, particularly those from disadvantaged groups Working together to improve school attendance (applies from 19 August 2024)</p> <p>EEF – supporting school attendance. Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation</p> <p>Other research demonstrates that attendance for the disadvantaged groups is of a particular concern nationally: Raising the attendance of disadvantaged pupils</p>	<p>8</p> <p>9</p> <p>10</p>
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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.

Aim	Outcome
<p>Improve language skills and vocabulary among Pupil Premium pupils.</p>	<p>Implementation of CUSP programme has provided opportunities for the development of rich and ambitious vocabulary, for pupil premium pupils. Pupils book studies (which have included a sample of Pupil Premium pupils) have been completed and feedback from subject leaders indicate that pupils understanding and acquisition of language is stronger.</p> <p>Early years outcomes for Communication and Language were strong in July 24 (88% reaching ELG). Our cohorts continue to come into school with growing communication needs therefore the focus next year will move to the development of communication skills through the implementation of Oracy framework.</p>
<p>Improved phonics outcomes for</p>	<p>At the end of the three-year plan there is no significant gap in the outcomes of Pupil Premium pupils in comparison to their peers and the national average for ALL:</p> <p><u>July 2021</u> School PP 72%</p>

Pupil Premium pupils	<p>National ALL 82% <i>Gap of 10%, PP below national expectations</i></p> <p>July 2024 School PP 75% National ALL 79% <i>Gap of 4% PP inline with national expectations</i></p> <p>Gap between attainment of PP and national ALL has been significantly reduced since the start of the plan.</p>																																																		
Increase GDS outcomes for Reading, Writing and Maths	<table border="1" data-bbox="365 388 1042 1031"> <thead> <tr> <th></th> <th>2024</th> <th>2023</th> <th>2022</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Writing School</td> <td>11%</td> <td>15%</td> <td>22%</td> <td>18%</td> </tr> <tr> <td>Writing National</td> <td>8%</td> <td>8%</td> <td>8%</td> <td>15%</td> </tr> <tr> <td>Gap to national</td> <td>+3%</td> <td>+7%</td> <td>+14%</td> <td>+3%</td> </tr> <tr> <td>Maths School</td> <td>22%</td> <td>15%</td> <td>18%</td> <td>21%</td> </tr> <tr> <td>Maths National</td> <td>16%</td> <td>16%</td> <td>15%</td> <td>22%</td> </tr> <tr> <td>Gap to national</td> <td>+6%</td> <td>-1%</td> <td>+3%</td> <td>-1%</td> </tr> <tr> <td>Reading School</td> <td>26%</td> <td>21%</td> <td>26%</td> <td>14%</td> </tr> <tr> <td>Reading National</td> <td>19%</td> <td>19%</td> <td>25%</td> <td>29%</td> </tr> <tr> <td>Gap to national</td> <td>+6%</td> <td>+2%</td> <td>+1%</td> <td>-15%</td> </tr> </tbody> </table> <p>GDS outcomes have increased in Maths and Reading. The gap between GDS and national has significantly improved since 2021 in maths and reading.</p>		2024	2023	2022	2021	Writing School	11%	15%	22%	18%	Writing National	8%	8%	8%	15%	Gap to national	+3%	+7%	+14%	+3%	Maths School	22%	15%	18%	21%	Maths National	16%	16%	15%	22%	Gap to national	+6%	-1%	+3%	-1%	Reading School	26%	21%	26%	14%	Reading National	19%	19%	25%	29%	Gap to national	+6%	+2%	+1%	-15%
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Increase attendance for Pupil Premium pupils	<p>July 2021 PP (FSM) 93.3% ALL 95.6% (gap 2.3%)</p> <p>July 2024 PP attendance 91.79% ALL attendance 93.94% (gap 2.15%)</p> <p>There has been a small decrease in the attendance gap of PP pupils vs, ALL since 2021. While the attendance rate gap has narrowed, the PAbsence of the PP at the end of 2024 is significantly higher than national expectations. This will form part of next years PP statement for 24/25</p>																																																		
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Mental Health Lead appointed. Mental Health Leader trained. Pupil Well-Being Ambassadors appointed.</p> <p>Above strategies continue to be embedded alongside a new restorative behaviour system which has a heavy focus on pupil mental health and well being. Pupil voice from each term is positive and pupils report they feel safe, feel listened too and have someone they can trust within school.</p>																																																		

Externally provided programmes

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
Attendance	Inclusive Attendance (Wayne Harris)

Service pupil premium funding (optional)

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?	NA