



# Pupil premium strategy statement – Oak Grange Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	45 plus 21 nursery children
Proportion (%) of pupil premium eligible pupils	5 children = 11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024- 2027
Date this statement was published	29.11.24
Date on which it will be reviewed	26.11.24
Statement authorised by	Sarah Coleman
Pupil premium lead	Sarah Coleman
Governor / Trustee lead	All governing board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£4,415</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is allocated to schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress.

**The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.**

### Principle

Leaders are committed to using the Pupil Premium to powerfully address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Each pupil attracts £1320, which is additional to the school's budget, for schools to utilise in ways that they think will best support the focus on raising of the attainment and aspirations of the most vulnerable pupils.

Schools recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support. Support will be allocated following a needs analysis which will identify priority classes, groups or individuals. Due to limited funding and resources not all children receiving free school meals will be in receipt of pupil premium interventions at all times.

Schools will :

- Diagnostic assessments of well-being and learning needs
- Ensure appropriate provision is made for vulnerable pupils
- Prioritise the use of Pupil Premium funds for maximum impact
- Perform regular reviews and monitoring
- Focus provision on the development of the whole child
- Support staff with focussed CPD

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills among many disadvantaged pupils.

2	Our observations, assessments (PP calculator) and discussions with pupils and staff show social and emotional issues for many of our disadvantaged children.
3	Internal assessments indicate that attainment in reading among disadvantage pupils is lower than that of non-disadvantaged

## 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 language skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when 4 triangulated with other sources of evidence, including engagement in lessons, and ongoing formative assessment.
Internal assessments indicate that attainment in reading among disadvantage pupils is lower than that of non-disadvantaged	Reading attainment at the end of the academic year shows a reduction in the gap between PP and non PP
PP pupils better understand emotions and how to use strategies to manage these emotions both individually and part of a social group.	Identified PP children have access to a variety of social and emotional interventions throughout school. This will allow them to access learning successfully in the school day.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1432

Activity	Evidence that supports this approach	Challenge number(s) addressed
Makaton- all staff trained in Makaton to	<a href="#">EEF Communication and Language development</a> Communication and language approaches emphasise the importance of	1

help improve universal communication	spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	
Purchase of standardised diagnostic assessments <b>Welcomm</b> and training for staff to ensure assessments are interpreted and administered correctly	<a href="#">EEF TA Interventions</a> Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1
Undertake training via the Voice 21 project to develop oracy.	<a href="#">EEF Communication and Language development</a> Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.	1

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

Budgeted cost: £ 1365

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide additional TA support to deliver 1:1 or small group phonic sessions in year R, 1	<a href="#">EEF TA Interventions</a> 'Making best use of teaching assistants' states that we should use teaching assistants to deliver high quality one to one or small group support using structured interventions.' Our new phonics programme is a structured intervention. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	3

	regular sessions over a period up to 12 weeks:	

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

Budgeted cost: £ 1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking support across school. Pastoral Support Asst 1hour per week	<a href="#">EEF</a> Social and emotional learning +4 Social and learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning	2
Provide breakfast/afterschool club to identified children who require this support to allow for individual support time.	<a href="#">EEF Parental -engagement</a> We define parental engagement as the involvement of parents in supporting their children's academic learning. This includes: - supporting regular attendance encouraging positive relationships and , communication between home and school	2

**Total budgeted cost: £ 4,397**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

NA .
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### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

### Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

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