



Pupil premium strategy statement 2024-5

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	Oldfield Primary
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	September
Date on which it will be reviewed	Annually
Statement authorised by	JKTRAVERS
Pupil premium lead	James Travers
Governor / Trustee lead	Denise Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13500
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	£13500

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- **In terms of PP funding and any additional monies is to equalise opportunity for all pupils to the very highest level within our capabilities**
- ***By using researched back tested methods the school aims to ensure academic, social, well being and emotional opportunities' and support are the highest level for all***
- ***We fully support researched back intervention and quality first teaching***

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

Challenge number	Detail of challenge
1	<i>Differing pandemic experiences both, academic, social and emotional</i>
2	Difference of opportunity within cohorts
3	Differing levels of support with learning away from the classroom of at home.

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
Progress in Reading	Achieve results in line with their peers for both achievement and progress in assessments at the end of the school Year.
Progress in Writing	Achieve results in line with their peers for both achievement and progress in assessments at the end of the school Year.
Progress in Mathematics	Achieve results in line with their peers for both achievement and progress in assessments at the end of the school Year
Other	Improve attendance of disadvantaged pupils to bring in line with non-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)

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA Daily reading for early readers PP £3000	Targeted approach following the phonics programme and reading strategies additional for these children daily.	

<p>Teacher: reading intervention daily- Phonics</p> <p>£1000</p> <p>Daily reading for PP sen child</p> <p>£1000</p>	<p>Phonics and spelling groups - Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.</p>	
<p>TA support each afternoon.</p> <p>£5000</p>	<p>Targeted support through intervention provision in Reading, Writing and Maths Monitoring of LSA performance and progression for pupils in Reading, Writing and Maths will be the responsibility of the SENCo on a termly basis.</p>	

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 - Teaching assistants in class to facilitate Keep up for pupils who have gaps in their learning.</p>	<p>TAs will provide targeted support for these pupils. EEF states that feedback can affect pupils by +8 months if completed effectively.</p> <p>Regular training on teaching assistants will ensure that the pupils receive quality effective feedback and interventions, which are proven to work in having an impact on progress.</p>	

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1	Nurture team LB will provide regular mental health and well-being sessions. These will be with individual pupils and small groups. Social and emotional learning can impact on pupils by +4 months. Behaviour interventions have enabled pupils to be more ready for learning. £1200	Parental anxieties about returning to school following the COVID-19 period where schools were open to only a small number of pupils. Parents not being able to come into school as previously. Attendance and punctuality of pupils less than their peers. Families needing additional support due to the challenges they are facing during the pandemic.
Priority 2	Uniform assistance Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF). £200	
Total	£1500	

Total budgeted cost: £ 13500

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.

We have an LSA assigned to every class, who support our pupil premium children during morning sessions and also deliver intervention support, where progress has slowed, to these children in the afternoon. PP children, who are behind in their reading, receive the Reading additional teaching from a trained member of staff every week before moving the children onto daily reading. Children also receive pre-teaching and precision teaching.

Our residential trips are subsidised to ensure that PP children have the opportunity to attend.

We provide quality CPD to our teachers, with a specific focus on reading, to ensure that we have QFT across school.

We fund our Nurture Lead to provide additional support for PP children with additional SEMH needs. They provide daily opportunities across school, through group work, 1:1 support and play sessions.

Our SENDCo receives a full day of leadership time to ensure that those children who fall into the PP and SEND category receive the support they need in school and from external agencies.

Children will also have access to extra-curricular activities.

Early Years:

Early years also use pupil premium funding to provide the correct resources in the setting to be able to meet the children's needs e.g. outdoor equipment to develop motor skills. This then has a positive impact on writing.

Pupil premium children who are identified as having PSED needs access nurture provision. These impacts on children being able to manage their own feelings and strategies to be able to further support children's well-being in school.