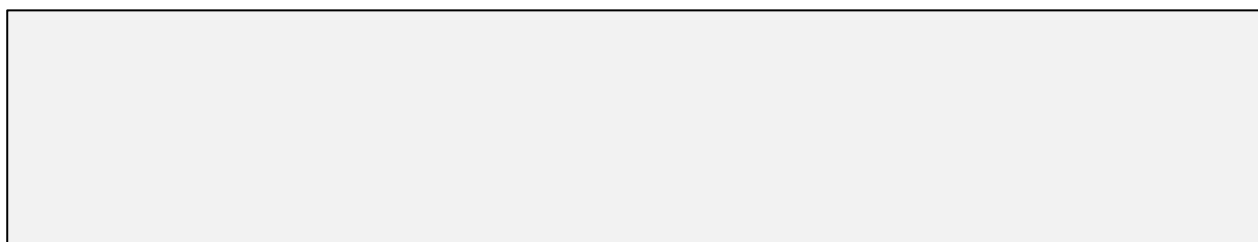


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Lodge Primary
Number of pupils in school	564
Proportion (%) of pupil premium eligible pupils	9.95
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	April 2019 – April 2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Elsa Thompson
Governor / Trustee lead	Rev Hazel O'Sullivan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,224
Recovery premium funding allocation this academic year	£8175
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	£83,399

Part A: Pupil premium strategy plan

Statement of intent

It is our intention is that all pupils, irrespective of the challenges they face or their backgrounds, 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. We recognize the importance of children’s mental health and we will ensure that the mental wellbeing of all pupils is supported.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The heart of our approach is high-quality teaching. 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.

We will use robust diagnostic assessments (PiXL) to support our approach. We have adopted a number of approaches that we believe will help the pupils excel.

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 and supported in equal measure in the work that they’re set
- act early to intervene at the point need is identified
- 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
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1	Lost learning due to lockdown widening the gap
2	Low attendance
3	Gaps in knowledge
4	Reduced opportunities for reading and limited access to a wide range of texts.
5	

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
Children's wellbeing and mental health is monitored and additional targeted support is given where a need is seen.	Children are supported where a need is identified and the support given is having a positive impact on their wellbeing. Children who are identified as needing additional targeted support will receive the option of accessing Listening Ear. PSHE sessions will take place in class and assemblies will also cover wellbeing. Listening Ear support is available to all children and the number of children accessing it at the beginning of the year compared to the end of the year will be tracked. There has been Mental Health Leader training of a number of the teachers and they will be monitoring the number of children who have accessed support. The number of children needing referrals to CAMHS and Bromley Wellbeing will be monitored.
The majority of children make accelerated progress to at least achieve their targeted outcomes by the end of the academic year.	Children achieve their targeted outcomes by the end of the academic year. The children will be baselined at the beginning of the year, to enable any gaps to be identified. Support tailored to any difficulties seen will be put in place. Regular testing will happen throughout the year and if progress is not seen, difficulties will be identified, using specific checks, such as dyslexia screening, ASD and ADHD screening.
Improve attendance of disadvantaged children and vulnerable pupils to at or above national average.	Attendance of disadvantaged and vulnerable pupils is at or above national average. Rigorous weekly breakdown of the attendance figures takes place. Those families whose children who have attendance figures below 90%, with no medical verification, receive letters regarding the issue. Improvement is seen, with only one day off in four weeks (equating to 95%). Referral is made to the

	Education Welfare Office, if insufficient improvement is seen. First day calling is in place.
The gap between attendance of disadvantaged and vulnerable and other pupils is narrowed.	Attendance records show that the gap between attendance of disadvantaged and vulnerable and other pupils has narrowed. Rigorous weekly breakdown of the attendance figures takes place. Those families whose children who have attendance figures below 90%, with no medical verification, receive letters regarding the issue. Improvement is seen, with only one day off in four weeks (equating to 95%). Referral is made to the Education Welfare Office, if insufficient improvement is seen. First day calling is in place.
Children are given the opportunity to read regularly and have access to a wide range of books.	CPD in Reciprocal reading has been undertaken. Staff are ensuring reciprocal reading is happening at least three times a week. Children are more focused during the reading sessions. Children's reading speeds are checked termly and an increase in this is seen. Children's vocabulary increases and their comprehension skills improve.

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: £4,399

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA recruitment	Learning targets met. Release of class teacher to work with their children in small groups enables for targeted and very specific teaching.	1,3
CPD – Reciprocal Reading	Evidence from EEF and PiXL. The children demonstrate more enjoyment in reading and greater understanding of the text. Their vocabulary knowledge is seen to increase. Their comprehension skills improve.	1,3,4

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in groups of up to three children	National Tutoring programme. Working in small groups on targeted areas of the curriculum has narrowed the gaps of the children involved. The children's confidence in their ability has increased.	1,3
Small group work - class teachers given release time to support, in small groups, children from their classes.	Children are taught by their teacher, who knows their needs best. Release of class teacher to work with their children in small groups enables for targeted and very specific teaching.	1,3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close monitoring of attendance – Family worker produces detailed reports	Close analysis of attendance enables children to be identified and supported. Rigorous weekly breakdown of the attendance figures takes place. Those families whose children who have attendance figures below ... receive letters regarding the issue. First day calling is in place.	2
Support of wellbeing – use of family worker and strategies designed to support children e.g. Listening Ear. PSHE sessions will take place in class and assemblies will also cover wellbeing. Listening Ear support is available to all children. There has been Mental Health Leader training of a number of the teachers.	Reports from parents and class teachers. Children are supported where a need is identified and the support given is having a positive impact on their wellbeing. As a proactive measure, regular PSHE sessions will take place in class and assemblies will also cover wellbeing. Listening Ear support is available to all children and the number of children accessing it at the beginning of the year compared to the end of the year will be tracked. There has been Mental Health Leader training of a number of the	2

Referrals to CAMHS and Bromley Wellbeing will be monitored.	teachers and they will be monitoring the number of children who have accessed support. The number of children needing referrals to CAMHS and Bromley Wellbeing will be monitored.	
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Total budgeted cost: £83,399

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 2020 to 2021 academic year.

As there was another national lockdown last academic year, performance measures have not been published for 2020 to 2021.

PiXL tests were used in December 2020, March 2021 and July 2021. The percentage of the scores from A1 to B1 were collected. The combined scores from December and July were looked at and the difference between the two was compared.

Year 6 December 88% July 94% Increase 6% Pupil Premium

Year 5 December 86% July 90% Increase 4% Pupil Premium 15 children

Year 4 December 92% July 92% Stayed the same Pupil Premium 7 children

Year 3 December 93% July 91% Decrease 2% Pupil Premium 15 children

Year 2 December 94% July 94% Stayed the same Pupil Premium 6 children

Year 1 December 81% July 85% Increase 4% Pupil Premium 9 children

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
Speech and Language therapy	Love to Communicate
Dyslexia support	Nessy

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?	

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.

We have introduced Reciprocal Reading throughout the school. This is designed to support children with their comprehension and fluency.