

Pupil premium strategy statement

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 Lodge Primary
Number of pupils in school	571
Proportion (%) of pupil premium eligible pupils	8.77
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 –2024/2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Updated on	June 2023
Statement authorised by	Local Governing Body
Pupil premium lead	Linda Allen
Governor / Trustee lead	Tom Burrill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,504
Recovery premium funding allocation this academic year	£7,468
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	£86,972

Part A: Pupil premium strategy plan

Statement of intent

It is our intention is that all pupils, irrespective of their backgrounds or the challenges they face, 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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 are 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
1	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a variety of reasons, including lack of enrichment during school closure and the cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>The number of children requiring additional support through our family worker has increased since the pandemic.</p>
2	<p>Our attendance data over the last two years indicates that attendance is lower among disadvantaged pupils. Our assessments and observations indicate absenteeism negatively impacts on pupils' progress.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	<p>Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulty with reading than their peers. Part of the issue seen is reduced opportunities for reading and limited access to a wide range of texts.</p>
5	<p>Assessments, observations and discussions with pupils indicate that there are underdeveloped oral language skills and vocabulary gaps among many pupils, and particularly among disadvantaged pupils.</p> <p>This has become more noticeable since the pandemic, particularly among the younger pupils.</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
<p>Children's wellbeing and mental health is monitored and additional targeted support is given where a need is seen.</p>	<p>Children will be 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 family worker support. PSHE sessions will take place in class and assemblies will also cover wellbeing. Family worker support will be 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. The Mental Health Leader will be monitoring the number of children who have accessed support. The number of children needing referrals to CAMHS and Bromley</p>

	Wellbeing will be monitored. There will be a significant increase in participation in enrichment activities, in particular the number of disadvantaged children taking part in will show a significant increase.
Improve attendance of disadvantaged children and vulnerable pupils to at or above national average and the gap between attendance of disadvantaged and vulnerable and other pupils is narrowed.	Attendance of disadvantaged and vulnerable pupils will be at or above national average. 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, are contacted 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 majority of children make accelerated progress to at least achieve their targeted outcomes by the end of the academic year.	Children will 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. KS2 outcomes in reading, writing and maths in 2021-22 show that the number of disadvantaged pupils who meet the expected standard is the same percentage as all pupils.
Children are given the opportunity to read regularly and have access to a wide range of books.	CPD in Reading will continue to be undertaken. Staff will ensure reading fluency is happening at least three times a week in KS2. Children are more focused during the reading sessions. Children's reading speeds will be checked termly and an increase in this will be sought. Children's vocabulary will increase and their comprehension skills will improve. The bottom 20% will be targeted for additional support and will have made progress.
Children are supported to develop their oral skills and to improve their vocabulary.	Reading fluency will support vocabulary growth. This will be seen in engagement in lessons, book scrutiny and ongoing assessment. Screening will take place across the new entrants to the EYFS. Advice from the screening will be acted upon. Referrals will be made to speech and language when a need is identified. Support will be provided

	by the SALT TA and by the SENCO Assistant.
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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: £1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD including SCARF training and Filling the Vocabulary gap for Disadvantaged children 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.	1,3,4,5

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

Budgeted cost: £58,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work HLTA support	Children are taught by their teacher, who knows their needs best. Class teachers are able to work with their children in small groups for targeted and very specific teaching. HLTAs provide targeted support of bottom 20% of readers. Maths TA supports small groups. Learning targets met. HLTA to release class teacher where possible to work with their children in small groups to enable targeted and very specific teaching.	1,3
SALT TA support for those children identified with difficulties.	Early speech and language identification and intervention for children. Early intervention enables swift intervention.	3,5

Structured interventions	Targeted support from TAs, and teachers based on PiXL tests to identify gaps in learning.	3,4,
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,104

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 90% are contacted regarding the issue. First day calling is in place.	2
Support of wellbeing – use of family worker and strategies designed to support children. PSHE sessions will take place in class and assemblies will also cover wellbeing. Family worker support is available to all children. There has been Mental Health Leader training of a number of the teachers. Referrals to CAMHS and Bromley Wellbeing will be monitored.	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. The family worker 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 staff 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.	2
Enrichment activities and opportunities broaden the range of life experiences for disadvantaged and PP children.	Children are exposed to cultural experiences which they might not otherwise get. Being invited to a wide range of clubs across all year groups, means that children mix and gain confidence. Opportunities to watch acting, live music enrich lives through theatre visits run with invited children who are offered free tickets. School trips are provided free of charge for children to enable all to participate and develop their understanding of school learning. School playgrounds are being developed with digging areas, gardening etc.increase mindfulness and interaction with nature. Children are invited to sporting events and tournaments which illustrates their	1

	<p>capabilities even to those with additional needs, boosting confidence.</p> <p>All PP children are monitored to ensure they can access at least 2 enrichment activities. PP children are invited first before others.</p>	
<p>Development of EDI to increase the well-being of BAME, LGBTQ+ or other minority children.</p>	<p>Children are invited to discussion groups and clubs to heighten their feelings of acceptance. A wide range of books have been purchased to reflect the lived experiences of our children. Children feel that their backgrounds are accepted. Culture week includes music, art, dance etc from a wide range of cultures with visiting groups which reflect our children's ethnicities, boosting self-esteem and feelings of acceptance. Staff have regular training updates which keeps EDI profile high.</p> <p>Emotional support is also available from Bromley Well-being.</p>	1,3
<p>Introduction of new programme to support children in the regulation of their own behaviour.</p> <p>Staff training</p>	<p>Children feel more able to understand their own emotions and use taught calming techniques to regain equilibrium and be more able to return to learning quickly. Children become more responsible for their own behaviour.</p>	1

Total budgeted cost: £86,972

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 2021 to 2022 academic year.

For Year 6 and Year 2 the SATs results were used as an endpoint. For Year 6 their Year 2 results were used as a baseline and for Year 2 they had been baselined when they started in Year 2. The Year 2 phonics results were also used.

Number of PP children in Year 2 = 10

Yr 2 Phonics test % of PP children predicted to pass 63%

% of PP children who passed 78%

Year 2 SATs

	Predicted % at Expected Level	Predicted % at Greater Depth	Percentage at Expected Level or Expected and above	Percentage at Greater Depth
Combined	38%	0%	33%	11%
Reading	38%	0%	33%	22%
Writing	38%	0%	44%	11%
Maths	38%	0%	33%	22%

Number of PP children in Year 6 = 15

	Predicted % at Expected Level	Predicted % at Greater Depth	Percentage at Expected Level	Percentage at Greater Depth
Combined score	53%	7%	80%	13%
Reading	73%	13%	87%	27%

Writing	60%	7%	87%	20%
Maths	53%	7%	80%	13%

For the children in Year 1, 3, 4 and 5 the PiXI results for the end of their previous year and the end of their current year were used. Both present achievement and progress made in the year have been used.

The data for Year 1 is not displayed as the number of Pupil Premium children is below 5% of the cohort and the children may be able to be identified.

There were five pupil premium children in Yr3. One child = 20%.

In Reading:

- In July 2022, 20% were working at greater depth, 60% were working at the expected level, and 20% were working at below age related (Year Group – GD 24.5%, Exp 52.5%, Below AR 23%)
- From July 2021 to July 2022, 20% made accelerated progress, 60% made expected progress, and 20% made less than expected progress (Year Group – Acc Prog 16.7%, Exp Prog 66.7%, Less than Exp 16.7%)

In Writing:

- In July 2022, 20% were working at greater depth and 80% were working at the expected level (Year Group – GD 19.5%, Exp 56.5%, Below AR 24%)
- 20% made accelerated progress and 80% made expected progress (Year Group – Acc Prog 16.7%, Exp Prog 61.7%, Less than Exp 21.7%)

In Maths:

- In July 2022, 40% were working at greater depth, 40% were working at the expected level, 20% were below age related (Year Group – GD 22.5%, Exp 56.5%, Below AR 21%)
- 80% made expected progress and 20% made less than expected progress (Year Group – Acc Prog 20%, Exp Prog 63.3%, Less than Exp 16.7%)

There were fifteen pupil premium children in Yr4. One child = 6.7%

In Reading:

- In July 2022, 26.7% were working at greater depth, 46.6% were working at the expected level and 26.7% were below age related (Year Group – GD 44.7%, Exp 39.3%, Below AR 16%)

- 20.1% made accelerated progress, 67% made expected progress, and 13.4% made less than expected progress (Year Group – Acc Prog 17.6%, Exp Prog 68.2%, Less than Exp 14.1%)

In Writing:

- In July 2022, 33.3% were working at greater depth, 33.3% were working at the expected level and 33.3% were below age related (Year Group – GD 31.3%, Exp 48.3%, Below AR 20.3%)
- 6.7% made accelerated progress, 87.1% made expected progress, and 6.7% made less than expected progress (Year Group – Acc Prog 9.4%, Exp Prog 85.9%, Less than Exp 4.7%)

In Maths:

- In July 2022, 20.1% were working at greater depth, 40.2% were working at the expected level and 40.2% were below age related (Year Group – GD 42.3%, Exp 46.3%, Below AR 11.3%)
- 20.1% made accelerated progress and 79.7% made expected progress (Year Group – Acc Prog 25.9%, Exp Prog 69.4%, Less than Exp 4.7%)

There were seven pupil premium children in Yr5. One child = 14.3%

In Reading:

- In July 2022, 28.6% were working at greater depth, 57.1% were working at the expected level and 14.3% were below age related (Year Group – GD 45.3%, Exp 39%, Below AR 15.7%)
- 57.1% made accelerated progress, 42.9% made expected progress (Year Group – Acc Prog 24.4%, Exp Prog 63.9%, Less than Exp 11.6%)

In Writing:

- In July 2022, 14.3% were working at greater depth, 42.9% were working at the expected level and 42.9% were below age related (Year Group – GD 26%, Exp 51.7%, Below AR 22.3%)
- 14.3% made accelerated progress, 85.7% made expected progress (Year Group – Acc Prog 6.9%, Exp Prog 67.4%, Less than Exp 25.6%)

In Maths:

- In July 2022, 28.6% were working at greater depth, 28.6% were working at the expected level and 42.9% were below age related (Year Group – GD 39.3%, Exp 43%, Below AR 17.7%)
- 14.3% made accelerated progress, 85.7% made expected progress (Year Group – Acc Prog 12.8%, Exp Prog 61.6%, Less than Exp 25.6%)

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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.