

Pupil premium strategy statement

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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	550
Proportion (%) of pupil premium eligible pupils	10%
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	July 2025
Updated on	July 2024
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	£81,901
Recovery premium funding allocation this academic year	£8,120
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	£90,021

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 recognise 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>Children or families with SEMH e.g. anxiety, low self-esteem</p> <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 has increased.</p>
2	<p>Ensure good levels of attendance and punctuality</p> <p>Attendance as a school is not as high as pre-pandemic levels and therefore a focus as we know that poor attendance impacts children both academically and socially.</p>
3	<p>Attainment to be in line with peers</p> <p>Academic data identified a gap in attainment in reading and writing in year 1 and Y2 between disadvantaged and non-disadvantaged pupils and a gap in maths across the school.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <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>
4	<p>Speech and language communication needs</p> <p>A greater number of children are entering the school with speech and language needs and this in turn is impacting on phonics, reading and writing.</p>
5	<p>Engage parents of disadvantaged children</p> <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. Fewer parents of disadvantaged children attend workshops.</p>
6	<p>Lower engagement of disadvantaged children with enrichment activities</p> <p>Fewer disadvantaged children take up enrichment opportunities including when offered.</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
Children's wellbeing and mental health is monitored and additional targeted support is given where a need is seen.	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

	<p>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 Wellbeing will be monitored.</p>
<p>Ensure good levels of attendance and punctuality</p> <p>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.</p>	<p>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 breakdown of the attendance figures takes place. Those families whose children who have attendance figures below 95%, 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.</p>
<p>Attainment to be in line with peers</p> <p>The majority of children make accelerated progress to at least achieve their targeted outcomes by the end of the academic year.</p>	<p>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 along with Quality first teaching. Book scrutiny shows disadvantaged children being stretched. Regular testing will happen throughout the year and if progress is not seen, difficulties will be identified, using specific checks and gaps will be targeted.</p>
<p>Speech and language communication needs</p> <p>Children are given the opportunity to read regularly and have access to a wide range of high quality, aspirational books.</p>	<p>Additional expertise in speech and language communication development will be bought in due to the increasing need. Further speech and language screening assessments will take place to find early need in EYFS and the related interventions to deal with this. Referrals will be made to speech and language when a need is identified. Additional CPD will continue to be undertaken. Early interventions from trained support staff increases levels of oracy reducing the level of referrals to speech and language service. Oral language and fluency of disadvantaged children will show significant improvement. This will be reflected in improvement in book looks and ongoing assessments. Children's</p>

	vocabulary will broaden due to focused teaching. Reading fluency will happen at least three times a week in KS2. There will be careful planning of high quality, ambitious texts. The bottom 20% readers will be monitored and will receive additional support towards their progress.
Engage parents of disadvantaged children	A named member of staff with a TLR for this responsibility will work on increasing parental engagement through a wide range of means. Questionnaires will be sent to parents, the findings of which will be used to plan suitable workshops. Attendance at parents' evening will be monitored to ensure we maintain our high level of attendance.
Lower engagement of disadvantaged children with enrichment activities	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. Disadvantaged children will be offered first choice of clubs to attend. Monitoring of extra-curricular enrichment activities will ensure that every PP child gets the opportunity to attend an extra-curricular school-run club in addition to any academic interventions from which they would benefit.

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: £3,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD including SCARF training. Filling the vocabulary gap for disadvantaged children Reading for pleasure strategies	Evidence from EEF, NPQs, current research and PiXL. The children demonstrate deep understanding and enjoyment of texts. Their vocabulary knowledge is seen to increase. Their comprehension skills improve.	1,3,4,5

<p>Ensuring high quality texts</p> <p>PiXL</p> <p>Walkthrus</p> <p>Teacher release to support strong curriculum by embedding key elements of Trust guidance</p> <p>Monitoring and developing the quality of PSHE and RSE teaching</p>	<p>PiXL analysis of gaps in learning and use of quality first teaching and interventions to fill these.</p> <p>Deeper understanding of pedagogy and teaching strategies through coaching.</p> <p>Subject leads ensure strong progression and effective planning.</p> <p>PSHE lead ensures strong planning, compliance and high-quality teaching of PSHE and RSE.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £59,130

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.	1,3,4
Small group interventions to support SEMH	More children have presented with anxiety or a need for support with mental well-being. Children feel supported and able to cope with daily challenges.	1,2,3,4
Small, structured group interventions in Reading, writing, maths	Targeted support from TAs, and teachers based on PiXL tests to identify gaps in learning.	1,3,4,
SALT TA support for those children identified with difficulties. Speech and language screening	Early speech and language identification and intervention for children. Early intervention enables swift intervention.	1,3,4,5

Cognitive assessment of strengths and barriers to learning by Educational Psychologist	Children will be observed by a specialist where agreed, in order to plan next steps and effective support plans. Teachers will have effective strategies.	3,4,5
Purchase top up phonics materials for interventions in Y3	Targeted intervention for children who have not passed the phonics resit in Y2. Whole staff training means a consistent approach is applied where needed, including interventions.	1,3,4

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

Budgeted cost: £27,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close monitoring of attendance – Attendance officer produces detailed reports EWO allocation	Close analysis of attendance enables children to be identified and supported. Rigorous breakdown of the attendance figures takes place. Those families whose children who have attendance figures below 95% are contacted regarding the issue. First day calling is in place. Reduction in holiday expectation during term time.	2,5
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. Life Education/ CORAM sessions in years R,2,4,6 are focused on mental health and 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 are 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. Research shows children who are settled and in a good state to learn are happier and do better in school.	1,2,3,4,6
Enrichment activities and opportunities broaden the range of	Children are exposed to cultural experiences which they might not otherwise get. Being invited to a wide range of clubs	1, 2, 3, 4, 5, 6

life experiences for disadvantaged and PP children.	<p>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 capabilities even to those with additional needs, boosting confidence.</p> <p>All PP children are monitored to ensure they can access at least 1 non-academic enrichment activity. PP children are invited first before others. Careers day to raise aspirations of PP children.</p>	
Parental engagement	The work of the engagement lead will highlight how to engage more hard-to-reach parents. As a result, our workshops and parent support ensure a high level of engagement from these hard-to-reach groups, having a beneficial impact on children.	1,2,3,5, 6
Continue to develop EDI to increase the well-being of BAME, LGBTQ+ or other minority children.	A range of books will be purchased to continually update opportunities 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. Parents of all backgrounds are invited into school to reflect success and high expectations for all.	1,3,5,6
Embed programme to support children in the regulation of their own behaviour and introduce to new children. Staff training	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 including learning behaviour.	1,3,4
Whole school training on SEND including regular input for all sections of the day.	Needs of staff are ascertained to ensure the correct training is provided for the needs of the children. Use of 1 full INSET day to increase staff knowledge which in turn will improve the outcomes for all pupils. Training for MDSs will include inclusive play, and updated resources as required. Children will	1,3,4,6

	have more active, social and involved lunchtimes.	
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Total budgeted cost: £90,021

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 (unvalidated).

For Year 6, the SATs results were used as an endpoint. No pupil premium children were required to resit the phonics in year 2

Number of PP children in Year 1 = 11

Phonics test % of PP children predicted to pass 54%
% of PP children who passed 55%

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	80%	14%	53%	7%
Reading	87%	40%	80%	33%
Writing	87%	7%	80%	7%
Maths	80%	27%	53%	33%

For the children in Year 1, 2, 3, 4 and 5 the teacher assessments were used.

Year 1

There were 11 pupil premium children in Y1

In Reading:

- In July 2024, 0% were working at greater depth, 36% were working at the expected level (Year Group – GD 18%, Exp 71%)

In Writing:

- In July 2024, 0% were working at greater depth and 27% were working at the expected level (Year Group – GD 9%, Exp 62%)

In Maths:

- In July 2024, 0% were working at greater depth, 55% were working at the expected level, (Year Group – GD 13%, Exp 78%)

Year 2

In Reading:

- In July 2024, 17% were working at greater depth, 50% were working at the expected level, (Year Group – GD 34%, Exp 75%)

In Writing:

- In July 2024, 17% were working at greater depth and 50% were working at the expected level (Year Group – GD 7%, Exp 62%)

In Maths:

- In July 2024, 17% were working at greater depth, 34% were working at the expected level, (Year Group – GD 13%, Exp 78%)

Year 3

The data for Year 3 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.

Year 4

There were six pupil premium children in Yr4. One child = 17%.

In Reading:

- In July 2024, 17% were working at greater depth, 50% were working at the expected level (Year Group – GD 25%, Exp 81%)

In Writing:

- In July 2024, 0% were working at greater depth and 67% were working at the expected level (Year Group – GD 10%, Exp 69%)

In Maths:

- In July 2024, 17% were working at greater depth, 50% were working at the expected level (Year Group – GD 17%, Exp 75%)

Year 5

There were five pupil premium children in Yr5. One child = 20%

In Reading:

- In July 2024, 40% were working at greater depth, 100% were working at the expected level (Year Group – GD 34%, Exp 81%)

In Writing:

- In July 2024, 40% were working at greater depth, 100% were working at the expected level (Year Group – GD 13%, Exp 77%)

In Maths:

- In July 2024, 40% were working at greater depth, 100% were working at the expected level (Year Group – GD 25%, Exp 78%)

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
Speech and Language EYFS language screening	Love to Communicate
Dyslexia support	Nessy
Music lessons	BYMT
Social Communication	Social Eyes, Paul Cabb
Educational Psychologist	Local Authority Ed Psychologists

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.