



Pupil premium strategy statement

Oatlands Junior School: December 2021 – August 2024

This statement details Oatlands Junior School's use of pupil premium (and recovery premium for the 2021-22 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 last year's spending of pupil premium had within our school. This plan is a 3-year strategic plan to improve outcomes.

School overview

Detail	Data
School Name	Oatlands Junior School
Number of pupils in school	332
Proportion (%) of pupil premium	7.5%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Estelle Scarth Headteacher
Pupil premium lead	Wendy McNerney Assistant Headteacher & Inclusion Leader
Governor lead	Rai Shacklock Inclusion Governor

Funding overview

Detail	Data
Pupil premium funding allocation this academic year	£33,935.00
Recovery premium funding allocation this academic year	£3625.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools funding, state the amount available to your school this academic year	£37,560.00

Part A: Pupil premium strategy plan

Statement of Intent

'At Oatlands Junior School we believe that every child has the right to equality of outcome. We are a community where all children are empowered to unlock their full potential, and which celebrates independence, tolerance, success, and excellence. In order to achieve equity, we embrace the principles of fairness, social justice, inclusion, global citizenship and community cohesion.' (Oatlands Junior School Equalities Statement).

'We are a community where children are empowered to unlock their full potential, and which celebrates independence, tolerance, success and excellence.' (OJS Mission Statement)

At Oatlands Junior School, we are committed to ensuring that every child has the opportunity to succeed by maximising potential, overcoming all barriers, and closing gaps in achievement. 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 and non-disadvantaged. We therefore use pupil premium funding to make a difference to the lives of all our pupils by setting out a comprehensive strategy, whilst still targeting our disadvantaged.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or carers. This strategy is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is the heart of our approach at OJS, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that the non-disadvantaged pupils' attainment will be sustained and improved alongside progress for disadvantaged and vulnerable peers.

Our strategy is also integral to wider school plans for education recovery, notably its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and disadvantaged pupils in Year 6.

The approach at OJS will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will review all interventions, resources, and strategies through internal monitoring and external evaluation, to ensure the best impact on children's learning and closing the gap is being achieved. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged and vulnerable pupils are challenged in the work 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

'...the whole school has made sure that vulnerable pupils are fully included in the life of the school and can access everything that Oatlands Junior School has to offer.' Ofsted Report (April 2018)

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attainment</u> Education of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p> <p><u>Reading</u> Weaker comprehension skills and phonics skills. Exposure to quality home reading books significantly lower for disadvantaged pupils.</p> <p><u>Writing</u> Writing stamina and presentation affected for disadvantaged pupils.</p> <p><u>Maths</u> Support needed for disadvantaged pupils in learning their Times Tables, in preparation for the Y4 MTC and to transfer to maths learning.</p>
2	<p><u>Underdeveloped oracy & vocabulary</u> Significant underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. More prevalent among our disadvantaged pupils than their peers.</p>
3	<p><u>SEMH & Well-being</u> Social and emotional issues for many pupils, notably due to friendship issues and lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and their attainment.</p>
4	<p><u>Attendance & Punctuality</u> Persistent lateness and attendance for some disadvantaged pupils has impacted on learning.</p>
5	<p><u>Home</u> Families in crisis and involvement of outside agencies e.g. Early Help and Social Services for some disadvantaged families.</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
Better progress in Reading	Achieve national average or better progress scores in KS2 Reading (0) through targeted interventions: phonics, chatterbooks and school led tutoring for years 5 & 6.
Better progress in Writing	Achieve national average or better progress scores in KS2 Writing (0) through targeted interventions: Read, Write Inc and school led tutoring for years 5 & 6.
Better progress in Maths	Achieve national average or better progress scores in KS2 Maths (0) through targeted interventions: Times Table Rockstars & Gaps in Maths.
Improved attendance for persistently absent pupils	Ensure attendance of persistently absent pupils (2.4%) is above 96.5% (National average) <ul style="list-style-type: none">• Daily monitoring and liaising between Learning Mentor & school office team• Learning Mentor liaising and working with families
Increased levels of SEMH and well-being	Ensure improved well-being of disadvantaged pupils, demonstrated by: <ul style="list-style-type: none">• qualitative data from pupil voice, pupil & parent surveys, and teacher observations• increase in participation in enrichment activities, particularly among disadvantaged pupils• pupils demonstrate increased resilience• positive behaviour and learning attitudes• increased confidence and engagement in learning• supporting personal development with whole-school PSHE scheme – Jigsaw• supporting individual and small groups of pupils with counselling sessions delivered by the Learning Mentor in the OJS Hub.

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: £13,664.00 (37%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>High quality phonics interventions in Years 3 & 4</u> Identifying and embedding stronger phonics teaching for pupils who did not pass the Y1 phonics screening. Learning & Teaching assistant training required.</p>	<p>Purchase of Read, Write, Inc phonics intervention and whole school spelling programme to provide early and rapid intervention in Year 3 & 4. (£257)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2
<p><u>Maths</u> Enhancement of our maths teaching & the curriculum planning. Maths leader and identified teacher release time following outcomes of monitoring to embed key elements of guidance in school and to access White Rose and Maths Hub resources and CPD.</p>	<p>We have purchased the White Rose premium teaching resources subscription. (£120) Monitoring by maths lead alongside Inclusion Leader to ensure high quality teaching and adjustments for SEND/disadvantaged are consistent across year groups and school and provide internal school evidence. Sport Numeracy intervention for years 5 & 6. (£4550)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>https://whiterosemaths.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1
<p><u>High Quality Teaching</u> Improve the quality of social and emotional learning. These will be embedded into quality first teaching and through bespoke support with the Learning Mentor. School to facilitate CPD and release time for CF to complete the Carnegie Mental Health Award and Senior</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Referrals to Play Leader specialist teacher and Learning Mentor. New designated OJS Hub to accommodate 1:1 and small group SEMH interventions. (£800) (£1000)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	1,2,3

Mental Health Lead training.	learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social	
Inclusion Leader release time (1/2 day per week) to lead, facilitate and monitor the impact of catch-up interventions and support. Staff CPD, as identified from school audit.	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, twilight sessions and INSET. We are part of the RKLK. £6782 £275 educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development?utm_source=/education-evidence/evidence-reviews/teachers-continuing-professional-development&utm_medium=search&utm_campaign=site_search&search_term=teacher%20professional	1,2,3,4,5

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

Budgeted cost: [£20,686.00 \(55%\)](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Reading</u> Purchase of home reading books to broaden reading experiences at home.	More books available to support and extend the wide range of reading materials and genres for each pupil to access at home. (£350)	1, 2

<p>Book band assessment audit conducted to ensure correct banding for children in Years 3 & 4.</p> <p>Reading passports introduced to provide enrichment reading opportunities and exposure to quality texts.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading</p> <p>LTA to complete book band audit for Y3 & 4 pupils. EEF toolkit evidence for effective interventions.</p> <p>LTA to support 1:1 or small group of disadvantaged pupils in Y6. (£9,650)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Learning Mentor to support nurture and behaviour, preventing issues before they start.</p>	<p>With the additional increase in Early Help and Social Service involvement, it is essential that we know our pupils and can spot triggers which will affect learning. OJS Hub timetabled to support SEMH needs during lunchtimes. (£10,510)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,3,4,5
<p>Maths Times Table Rockstars annual subscription.</p>	<p>An effective and an essential part of learning and engagement, for disadvantaged and non-disadvantaged</p>	1

	<p>pupils. Data shows disadvantaged pupils performed lower on MTC for 2021. (£176)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3?utm_source=/education-evidence/evidence-reviews/mathematics-in-key-stages-2-and-3&utm_medium=search&utm_campaign=site_search&search_term=maths</p>	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £3069.00 (8%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>SEMH/Well-being</u> Employ internally promoted Learning Mentor to work with vulnerable pupils and families to ensure they can access learning.</p> <p><u>Attendance & Punctuality</u> Daily response by school office staff to follow up lateness and absences.</p>	<p>More frequent behaviour difficulties meaning disadvantaged pupils are more likely to have their learning affected.</p> <p>Learning Mentor to liaise with families and outside agencies in supporting and addressing family needs.</p> <p>OJS Hub timetabled to support SEMH needs during lunchtimes.</p> <p>Attendance figures are currently good for disadvantaged pupils, and we would like to maintain this. A higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • Learning Mentor to liaise with school office team • Learning mentor to liaise and support families <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-</p>	2,3,4,5

	<p>sel&utm_medium=search&utm_campaign=site_search&search_term=social</p> <p>https://educationendowmentfoundation.org.uk/news/funding-round-to-understand-the-impact-of-different-approaches-to-improving-attendance?utm_source=/news/funding-round-to-understand-the-impact-of-different-approaches-to-improving-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	
<p><u>Residential costs</u> Ensure all disadvantaged pupils are able to attend the Year 6 residential to Castle Head.</p>	<p>Over 90% of our pupils only time away from home during the year is on a school residential. It is essential for their own wellbeing that they experience a full and broad curriculum. Year 6 – Castle Head, Grange-over-Sands – school to fund this residential apart from the deposit for all disadvantaged families in Year 6 & 4.</p> <ul style="list-style-type: none"> • Develop and experience: team building skills; real-life and practical problem-solving activities; managing and looking after themselves; learn to take and manage risks and develop resilience. <p>(£1762.80) (£707.12)</p> <p>https://www.educationaltourism.org/why-us.html</p>	1,2,3,5
<p><u>After school clubs and enrichment activities.</u> Ensure disadvantaged pupils are able to access after-school clubs and enrichment activities.</p>	<p>It is important that our disadvantaged pupils have access and are not restricted if there is a financial barrier to enrichments activities. School to fund costs for after school trips and enrichment activities for disadvantaged pupils.</p> <p>(£600)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	3,4,5

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.

<p>High Quality Teaching & Targeted Interventions</p>	<ul style="list-style-type: none"> • Y4 2021 MTC = 39% scoring 25/25, 7% disadvantaged pupils. 91% scored over 15+, 14% disadvantaged pupils. • Sport Numeracy intervention for Y6 disadvantaged & non-disadvantaged pupils = 12/24 50% pupils achieved EXS or above for ARE (4 PP). • End of year NFER (20-21) test results: Year 6 = Reading 87% achieved EXS+ 9.4% disadvantaged pupils Year 6 = Writing 60% achieved EXS+ 9.8% disadvantaged pupils. Year 6 = Maths 69% achieved ESX+ 10% disadvantaged pupils. Year 5 = Reading 56% achieved EXS+ 4% disadvantaged pupils. Year 5 = Writing 73% achieved EXS+ 1.3% disadvantaged pupils. Year 5 = Maths 76% achieved EXS+ 3.2% disadvantaged pupils. Year 4 = Reading 81% achieved EXS+ 9.5% disadvantaged pupils. Year 4 = Writing 44% achieved EXS+ 6% disadvantaged pupils. Year 4 = Maths 77% achieved EXS+ 8% disadvantaged pupils. Year 3 = Reading 81% achieved EXS+ 3% disadvantaged pupils. Year 3 = Writing 75% achieved EXS+ 1.3% disadvantaged pupils. Year 3 = Maths 79% achieved EXS+ 3% disadvantaged pupils. <ul style="list-style-type: none"> • All year groups showed progress in spelling scores from Autumn 1 to Summer 2: Average increase per year group: Year 6, 22%; Year 5, 8%; Year 4, 8%; Year 3, 8%. Children achieving EXS or above - Year 6, 42%; Year 5, 37%; Year 4, 23%; Year 3, 35%.
<p>Mental Health & Emotional Wellbeing</p>	<ul style="list-style-type: none"> • Jigsaw recovery package used in Autumn Term '20 & addressed issues from lockdown one and detachment from school and peers. Tackled understanding of the

	<p>impacts of COVID on their lives, family, and school. Allowed for a settled start for the majority of pupils in Autumn term. SRE curriculum been positively received by parents.</p> <ul style="list-style-type: none"> • Positive impact of Art/sculpture project. Sculpture unveiled in short ceremony with dignitaries in attendance. Pupils' confidence and enjoyment in contributing to this project evident from their interactions each week.
Attendance	<ul style="list-style-type: none"> • Despite the pandemic, attendance measures were very good as a result of the school office team and reviewed systems. • Overall, for the year, attendance for disadvantaged pupils 20-21 was 95.8%. • Engagement in home learning and taking up offers in school during lockdown was very high. • 99% of pupils engaged in home learning and 95.5% of disadvantaged pupils took up a school place offer.

Externally provided programmes

Programme	Provider
NA	
NA	

Service pupil premium funding

Measure	Details
How did we spend our service pupil premium allocation last academic year?	2 x Y6 residential = £705.12 1 x Y4 residential = £176.78
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have gained wider experiences, team building and mixing with peers in their year groups.

Further information

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