



Pupil Premium Strategy Statement: Oatlands Junior School

review of 2023-24

This statement details Oatlands Junior 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 last year's spending of pupil premium had within our school.

School overview

Detail	Data
School Name	Oatlands Junior School
Number of pupils in school	354
Proportion (%) of pupil premium	7%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£51, 767.00
Recovery premium funding allocation this academic year	£4060.00
National Tutor Programme funding allocation for this academic year	£1890.00
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	£57,717.00

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.

'...Leaders and staff have very high expectations of everyone in school, including themselves...They help every pupil, including those with SEND, to be the very best that they can be...Staff know pupils well and provide what each one needs to be successful.' Ofsted Report (July 2023)

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>Spelling</u> Support needed for disadvantaged pupils in embedding spelling rules/phonics knowledge and transferring into independent writing.</p> <p><u>Maths</u> Support needed for disadvantaged pupils in learning their Times Tables and having a sound understanding of number. Preparing for the Y4 MTC and end of KS2 SATs in addressing gaps in knowledge.</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> Increased pupil and parent anxiety impacting on attendance, punctuality and attainment. 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	<u>Home</u> Families in crisis and involvement of outside agencies e.g. Early Help and Social Services for some disadvantaged families.
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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, school led tutoring for years 5 & 6 and The Reading Fluency Project 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, school led tutoring for years 5 & 6 and Fresh Start.
Better progress in Maths	Achieve national average or better progress scores in KS2 Maths (0) through targeted interventions: Times Table Rockstars & Numbots, Sport Numeracy for years 5 & 6 & My Maths.
Improved attendance for persistently absent pupils	Ensure attendance of persistently absent pupils (2.5%) is above 95% (National average) <ul style="list-style-type: none"> • Daily monitoring and liaising between Learning Mentor and school office team. • Half-termly attendance monitoring meetings with Headteacher, Inclusion Leader, Learning Mentor & Year Leaders. • 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. • accessing the services provided by Harrogate Cluster Support Partnership e.g.

	counselling and consulting Educational Psychologist.
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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)

21-22 Budgeted cost: £13,664.00 (37%)

22-23 Budgeted cost: £15,411.20 (36%)

23-24 Budgeted cost: £32,973.00 (53%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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.	Purchase of Read, Write, Inc phonics intervention and whole school spelling programme to continue providing early and rapid intervention across the school. (£143.00) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
<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.	We have purchased the White Rose premium teaching resources subscription. (£220.00) 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. (£5,250.00) <u>23-24 additions:</u> My Maths Primary online subscription for whole school to support and extend learning in the classroom and at home. (£1176.00)	1

	<p>Purchase of 15 iPads to support and extend maths skills (daily TTRS practice & access to My Maths). (£4,342.00)</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> <p>https://www.mymaths.co.uk/</p>	
<p>High Quality Teaching 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 as Senior Mental Health Lead.</p>	<p>Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Referrals to Play Therapy specialist teacher. (£1,260.00)</p> <p>Referrals to Harrogate Cluster Support Partnership. (£2,000.00)</p> <p>Learning Mentor & OJS Hub to accommodate 1:1 and small group SEMH interventions. (£10,487.00)</p> <p>Supply cover for CF to plan and deliver Senior Mental Health Lead priorities. (£1,062.00)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-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</p>	1,2,3
<p>Inclusion Leader release time (1/2 day per week) to lead, facilitate and monitor the impact of</p>	<p>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 RKLT.</p>	1,2,3,4,5

catch-up interventions and support. Staff CPD, as identified from school audit.	(£7,033.00) https://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	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

21-22 Budgeted cost: £20,686.00 (55%)

22-23 Budgeted cost: £21,606.00 (51%)

23-24 Budgeted cost: £25,316.00 (44%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Reading</u> Purchase of home reading books to broaden reading experiences at home.</p> <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>More books available to support and extend the wide range of reading materials and genres for each pupil to access at home. 22-21 (£350.00)</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. (£13,113.00)</p>	1, 2

<p>23/24: Chatterbooks intervention for selected reluctant readers to increase their motivation to read and increase their experience of book talk.</p> <p>Y5/6 Reading Fluency Project to increase reading comprehension and fluency.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p><u>23/24 additions:</u> More copies of Reading Passports books purchased to increase stock for each year group. (£250.00)</p> <p>Chatterbooks intervention additional books purchased for each year group. (£100.00)</p> <p>https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-reading-fluency-in-the-primary-classroom</p> <p>Staffing, purchase of resources and books and supply cover. (£840.00)</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-reading-fluency-in-the-primary-classroom?</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. (£10,487.00)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-</p>	<p>1,2,3,4,5</p>

	learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
<u>Maths</u> Times Table Rockstars annual subscription.	An effective and an essential part of learning and engagement, for disadvantaged and non-disadvantaged pupils. Data shows drop in number of disadvantaged pupils performing lower on MTC for past three years. (£176.00) 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	1

Wider strategies (for example, related to attendance, behaviour, well-being)

21-22 Budgeted cost: £3,069.00 (8%)

22-23 Budgeted cost: £5,484.00 (13%)

23-24 Budgeted cost: £4,002.15 (7%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>SEMH/Well-being</u> Employ internally promoted Learning Mentor to work with vulnerable pupils and families to ensure they can access learning.	More frequent behaviour difficulties meaning disadvantaged pupils are more likely to have their learning affected. Learning Mentor to liaise with families and outside agencies in supporting and addressing family needs. OJS Hub timetabled to support SEMH needs during lunchtimes.	2,3,4,5

<p><u>Attendance & Punctuality</u> Daily response by school office staff to follow up lateness and absences.</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-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>It is essential that all disadvantaged pupils experience a full and broad curriculum, including outdoor adventurous activities on their residentials:</p> <p>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>21-22: (£1762.80) Y6 residential (£707.20) Y4 residential</p> <p>22-23: (£4280.00) Y6 residential (£634.00) Y4 residential</p> <p>23-24: (£2,334.15) Y6 residential (£1,368.00) Y4 residential</p>	<p>1,2,3,5</p>

	https://www.educationaltourism.org/why-us.html	
<u>After school clubs and enrichment activities.</u> Ensure disadvantaged pupils are able to access after-school clubs and enrichment activities.	It is important that our disadvantaged pupils have access and are not restricted if there is a financial barrier to enrichment activities. School to fund costs for after school trips and enrichment activities for disadvantaged pupils. (£300.00) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	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 2023 academic years.

High Quality Teaching & Targeted Interventions	<p><u>20-21:</u></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 EXS+ 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.
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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.

- 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%.

21-22:

- Y4 2022 MTC = 58% scoring 25/25, 1% disadvantaged pupils. 95% scored over 16+, 6% disadvantaged pupils.
- Sport Numeracy intervention for Y6 disadvantaged & non-disadvantaged pupils: 24 pupils in total, 3 were disadvantaged = 3/3 100% disadvantaged pupils achieved EXS or above for ARE.
- Y6 School Led Tutoring = Writing 20% achieved EXS, 0% disadvantaged.
 Reading 87% achieved EXS, 8% disadvantaged.
 Maths 100% achieved EXS, 10% disadvantaged.
- End of year KS2 SATs (21-22) test results:
 Year 6 = Reading 89% achieved EXS+ 5.6% disadvantaged pupils.
 Year 6 = Writing 52% achieved EXS+ 7.6% disadvantaged pupils.
 Year 6 = Maths 86% achieved EXS+ 3.5% disadvantaged pupils.
- Year 5 = Reading 82% achieved EXS+ 10% disadvantaged pupils.
 Year 5 = Writing 41% achieved EXS+ 9% disadvantaged pupils.
 Year 5 = Maths 72% achieved EXS+ 5% disadvantaged pupils.

- Year 4 = Reading 91% achieved EXS+ 7% disadvantaged pupils.
Year 4 = Writing 55% achieved EXS+ 2% disadvantaged pupils.
Year 4 = Maths 81% achieved EXS+ 5% disadvantaged pupils.
- Year 3 = Reading 94% achieved EXS+ 3% disadvantaged pupils.
Year 3 = Writing 63% achieved EXS+ 0% disadvantaged pupils.
Year 3 = Maths 79% achieved EXS+ 4% disadvantaged pupils.

22-23:

- Y4 2023 MTC = 54.4% scoring 25/25, 1% disadvantaged pupils. 88% scored over 16+, 8% disadvantaged pupils.
- Sport Numeracy intervention for Y6 pupils: 12 pupils in total, 3 were PP eligible (33%) 1/3 disadvantaged pupils achieved EXS+ in KS2 SATs maths.
- Year 6 School Led Tutoring = Writing: 18 pupils in total, 3 were PP eligible (3/3) 100% disadvantaged pupils achieved EXS+ in KS2 SATs SPaG.
- Year 6 School Led Tutoring = Maths: 24 pupils in total, 5 were PP eligible (3/5) 60% disadvantaged pupils achieved EXS+ in KS2 SATs Maths.
- Year 6 School Led Tutoring = Reading: 18 pupils in total, 3 were PP eligible (1/3) 33% disadvantaged pupils achieved EXS+ in KS2 SATs reading.
- End of year KS2 SATs (22-23) test results:
Year 6 = Reading 80.2% (73/91) 57.1% (8/14) eligible PP pupils achieved EXS+.
Year 6 = Writing 63.7% (58/91) 42.8% (6/14) eligible PP pupils achieved EXS+.
Year 6 = Maths 76.9% (70/91) 80.5% (11/14) eligible PP pupils achieved EXS+.
- Year 5 = Reading 85.9% (76/89) 60% (3/5) eligible PP pupils achieved EXS+.
- Year 5 = Writing 62.3% (55/89) 80% (4/5) eligible PP pupils achieved EXS+.
- Year 5 = Maths 71.1% (63/89) 60% (3/5) eligible PP pupils achieved EXS+.
- Year 4 = Reading 76.5% (65/85) 50% (3/6) eligible PP pupils achieved EXS+.

Year 4 = Writing 65.9% (56/85) 16.7% (1/6) eligible PP pupils achieved EXS+.
 Year 4 = Maths 70.9% (60/85) 50% (3/6) eligible PP pupils achieved EXS+.

Year 3 = Reading 60% (54/90) 50% (3/6) eligible PP pupils achieved EXS+.
 Year 3 = Writing 51.1% (46/90) 50% (3/6) eligible PP pupils achieved EXS+.
 Year 3 = Maths 66.7% (60/90) 50% (3/6) eligible PP pupils achieved EXS+.

23-24:

- Y4 2023 MTC = 37.4% scoring 25/25, 6% were disadvantaged pupils. 84.4% scored over 16+, 6% disadvantaged pupils.
- Sport Numeracy intervention for Y6 pupils: 23 pupils in total, 5 were PP eligible (100%) 1/1 disadvantaged pupils achieved EXS+ in KS2 SATs maths.

Year 6 School Led Tutoring = Writing: 24 pupils in total, 2 were PP eligible (1/2) 50% disadvantaged pupils achieved EXS+ in KS2 SATs SPaG.

Year 6 School Led Tutoring = Maths: 26 pupils in total, 1 were PP eligible (1/1) 100% disadvantaged pupils achieved EXS+ in KS2 SATs Maths.

- End of year KS2 SATs (23-24) test results:
 Year 6 = Reading 91.1% (81/89) 87.5% (7/8) eligible PP pupils achieved EXS+.
 Year 6 = Writing 72% (64/89) 37.5% (3/8) eligible PP pupils achieved EXS+.
 Year 6 = Maths 92.1% (82/89) 62.5% (5/8) eligible PP pupils achieved EXS+.

Year 5 = Reading 84% (74/88) 71% (5/7) eligible PP pupils achieved EXS+.
 Year 5 = Writing 54% (48/88) 29% (2/7) eligible PP pupils achieved EXS+.
 Year 5 = Maths 69% (61/88) 43% (3/7) eligible PP pupils achieved EXS+.

Year 4 = Reading 69% (63/91) 83% (5/6) eligible PP pupils achieved EXS+.
 Year 4 = Writing 58% (53/91) 50% (3/6) eligible PP pupils achieved EXS+.
 Year 4 = Maths 49% (45/91) 33% (2/6) eligible PP pupils achieved EXS+.

	<p>Year 3 = Reading 71% (64/90) 0% (0/4) eligible PP pupils achieved EXS+.</p> <p>Year 3 = Writing 59% (53/90) 25% (1/4) eligible PP pupils achieved EXS+.</p> <p>Year 3 = Maths 81% (73/90) 25% (1/4) eligible PP pupils achieved EXS+.</p>
Mental Health & Emotional Wellbeing	<p><u>20-21:</u></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 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. 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. <p><u>21-22:</u></p> <ul style="list-style-type: none"> Learning Mentor to support nurture and behaviour, preventing issues before they start. Records of pre/post interventions show progress and how well-being has improved. OJS Community Hub established as a learning and support safe space for pupils and a space for multi-agencies and parents to meet. <p><u>22-23:</u></p> <ul style="list-style-type: none"> Learning Mentor continues to support the nurture and behaviour for identified pupils, preventing issues before they start. 22.4% (80 pupils) were supported by TMM. 16% (13 pupils) were PP eligible. Out of the total PP eligible, 42% (13 pupils) were supported. 2.2% (8 pupils) were referred to the Harrogate Cluster Support Partnership (school counsellor). 50% (4 pupils) were PP eligible. Out of the total PP eligible, 12% (4 pupils) were supported. <p><u>23-24:</u></p> <ul style="list-style-type: none"> Learning Mentor focusses on pupil's well-being mental health. 23.5% (84 pupils) were supported by our Learning Mentor in the hub. 13% (11 pupils) were PP eligible. 1 pupil who was eligible for PP was referred to the Harrogate cluster support Partnership (school counsellor).

	<ul style="list-style-type: none"> 1 pupil who was eligible for PP had 6 weeks of Clay Therapy with our trained Art Teacher.
Attendance	<p><u>20-21:</u></p> <ul style="list-style-type: none"> Since appointment of Learning Mentor in 2021, attendance measures part of her role alongside the school admin team and the headteacher. Overall, for the year, attendance for disadvantaged pupils 21-22 was 95.8%. <p><u>21-22:</u></p> <ul style="list-style-type: none"> 6.5% of the whole school overall were Persistent absentees (338) 5.8% of all Persistent absentees (6.5% overall) were NOT PP ELIGIBLE (308) 0.7% of all Persistent absentees (6.5% overall) were PP ELIGIBLE (30) Further that 13.3% out of the total PP Eligible children (30) were Persistent absentees. <p><u>22-23:</u></p> <ul style="list-style-type: none"> 2.5% of the whole school overall were Persistent absentees (9 pupils) 5.8% of all Persistent absentees (2.5% overall) were NOT PP ELIGIBLE (8 pupils) 11% of all Persistent absentees (2.5% overall) were PP ELIGIBLE (1 pupil) Further to that 3.2% (1 pupil) out of the total PP Eligible children (31) were Persistent absentees. <p><u>23-24:</u></p> <ul style="list-style-type: none"> 3.6% of the whole school overall were Persistent absentees (13 pupils) 61.5% of all Persistent absentees (2.2% overall) were NOT PP ELIGIBLE (8 pupils) 38% of all Persistent absentees (1.4% overall) were PP ELIGIBLE (5 pupil) Further to that 20.8% (5 pupils) out of the total PP Eligible children (24) were Persistent absentees.

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?	<u>20-21:</u> 2 x Y6 residential = £705.12 1 x Y4 residential = £176.78 <u>21-22:</u> 1 x Y6 residential = £320.00 1 x Y4 residential = £210.00 <u>22-23:</u> 1 x Y6 residential = £333.45 <u>23-24:</u> Support from Learning Mentor throughout the academic year - £700.
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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