



## Pupil premium strategy statement: Oatlands Junior School

**2024-25**

### **DfE Guidance on Pupil Premium Funding**

The Pupil Premium was introduced in April 2011.

Schools can make decisions about how to spend the Pupil Premium funding to ensure that there is a narrowing of the attainment gap.

### **The Pupil Premium provides funding for pupils:**

- Pupils who qualify for free school meals, or have done at any time in the past six years (FSM EVER6) (£1,480 per child)
- Pupils who have a parent serving in the armed forces (£340 per child)
- Pupils who are in the care of, or provided with accommodation by an English local authority (LA) (looked after children LAC) (£2,570 per child)
- Pupils who were looked after by an English or Welsh local authority before being adopted, or who left care on a special guardianship order or child arrangements order (Post LAC) (£2,570 per child)

Schools are held accountable for the spending of these monies, and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

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 and how we intend to spend the funding in this academic year.

### **School overview**

Detail	Data
School Name	Oatlands Junior School
Number of pupils in school	361
Proportion (%) of pupil premium	6.7%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
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	£25,406.67
Recovery premium funding allocation this academic year	£0
National Tutor Programme funding allocation for this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools funding, state the amount available to your school this academic year	<b>£25,406.67</b>

## 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 historic 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> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Needs continue after fluency due to limited vocabulary and experience of some 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.</p>

	Preparing for the Y4 MTC and end of KS2 SATs in addressing gaps in knowledge.
2	<u>Underdeveloped oracy &amp; vocabulary</u> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Year 3 through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<u>SEMH &amp; 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.
4	<u>Attendance &amp; Punctuality</u> Persistent lateness and attendance for some disadvantaged pupils has impacted on learning.

## 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
<b>Challenge 1</b> Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<b>Challenge 2 – 3</b> Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers.
<b>Challenge 4</b> Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children	Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free wrap-around care at Fun Club, after school clubs, residentials and educational visits.

including those eligible for PP.	
<b>Challenge 5</b> Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys, Boxall profiles and teacher observations</li> <li>• a reduction of incidents on CPOMs linked to mental health</li> </ul>
<b>Challenge 6</b> Success for pupils with SEND	Individual assessment, where needed, using the MAPP tools, shows progress against personal targets. Observations and attainment monitoring shows decreasing Number of pupils working 'below' their year group ARE.

### 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)

24-25 Budgeted cost: £6,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>High quality phonics interventions in Years 3</u> Identifying and embedding stronger phonics teaching for pupils who did not pass the Y1 phonics screening. Learning & Teaching assistant training required.	Continue to supplement resources for the Read, Write, Inc phonics intervention and whole school spelling programme to continue to provide early and rapid intervention across the school.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	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	We have purchased the White Rose premium teaching resources subscription. Re-subscribed to MyMaths to provide learning support at home with parents.  Monitoring by maths lead alongside Inclusion Leader to ensure high quality teaching and adjustments for SEND/disadvantaged are consistent	1

<p>Rose and Maths Hub resources and CPD.</p>	<p>across year groups and school and provide internal school evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p> <p><a href="https://whiterosemaths.com/">https://whiterosemaths.com/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p>	
<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 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.</p> <p>Referrals to Harrogate Cluster Support Partnership.</p> <p>Learning Mentor &amp; OJS Hub to accommodate 1:1 and small group SEMH interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social</a></p>	<p>1,2,3</p>
<p>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.</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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-</a></p>	<p>1,2,3,4,5</p>



Y4/5/6 Reading Fluency Project to increase reading comprehension and fluency.	<a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a>  <a href="https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-reading-fluency-in-the-primary-classroom?">https://educationendowmentfoundation.org.uk/news/voices-from-the-classroom-reading-fluency-in-the-primary-classroom?</a>	
Learning Mentor to support nurture and behaviour, preventing issues before they start.	<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 before school, breaktimes and lunchtimes. (£10,487.00)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3,4,5
<u>Maths</u> Times Table Rockstars annual subscription.	<p>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)</p> <p><a href="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-">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-</a></p>	1



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

24-25 Budgeted cost: £4,000.00

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 &amp; 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"> <li>• Learning Mentor to liaise with school office team.</li> <li>• Learning mentor to liaise and support families.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social</a></p> <p><a href="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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">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&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p>	2,3,4,5

<u>Residential costs</u> Ensure all disadvantaged pupils are able to attend the Year 6 residential to Mount Cook & Y4 Robin Wood, Todmorden.	It is essential that all disadvantaged pupils experience a full and broad curriculum, including outdoor adventurous activities on their residential: Year 6 – Castle Head, Grange-over-Sands – school to fund this residential apart from the deposit for all disadvantaged families in Year 6 & 4. <ul style="list-style-type: none"> <li>• 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.</li> </ul> <a href="https://www.educationaltourism.org/why-us.html">https://www.educationaltourism.org/why-us.html</a>	1,2,3,5
<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 enrichments activities. School to fund costs for after school trips and enrichment activities for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	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 2024 to 2025 academic years.

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### 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>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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