

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Otford Primary School
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Roberts Headteacher
Pupil premium lead	Paula Williams Assistant Headteacher
Governor / Trustee lead	Pippa Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65560
Recovery premium funding allocation this academic year	£15632
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	£81192

Part A: Pupil premium strategy plan

Statement of intent

Oxford Primary School values are kindness, courage and curiosity and are at the heart of our inclusive school ethos. Our vision is to promote an inclusive learning environment where all our children are encouraged to be kind and respectful of difference in our community, are curious about the world we live in and have courage to challenge themselves and be resilient to thrive as global citizens. Every single child is given the opportunity to achieve their very best through rich, high quality learning experiences which are fun, practical and engaging for all. Our aim is for children to be life-long learners who make progress, achieve high attainment and strive for personal happiness, irrelevant of personal background or challenges they face.

In line with national trends, analysis of our school data shows our disadvantaged children do not perform as well in reading, writing and maths as other children by the end of KS2. Our vulnerable learners have been most impacted by the COVID pandemic academically, socially and personally and it is integral to our school vision and strategic school improvement to focus on reversing this trend. Our aim is to implement outcome based strategies that will reduce the identified learning gap and provide enrichment opportunities for all of our vulnerable learners and identified disadvantaged children. Analysis of data, pupil progress meetings, provision planning and monitoring have been used to plan the strategy and identify the focus areas of need for our disadvantaged children. Evidence based high quality teaching and specific targeted interventions will be used to close the learning gap and enrich the learning experiences of our disadvantaged children. A robust cycle of assess, plan, do, review will be used to monitor children's progress and outcomes, which may result in tweaks to the strategy.

Key Pupil Premium Strategy Principles

- All of our children will benefit from high quality teaching opportunities and the continuous evolution of our inspiring curriculum, including our disadvantaged children.
- Target tracker tool, provision planning and pupil review meetings will ensure all children's specific needs are identified and tracked; learning gaps are analysed; progress and outcomes are reviewed; and provision is implemented. This is part of a termly assess, plan, do, review cycle which will happen three times a year.
- Learning gap analysis and evidence based research have and will be used to identify the areas that will have the greatest impact on reducing the attainment gap and enrichment opportunities: oral language, phonics, reading comprehension skills, writing grammar, maths reasoning, enrichment opportunities and emotional regulation.
- Continuing professional development is integral and will focus on developing high quality teaching for vulnerable children through scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings.
- All staff work as a team to implement the strategy and take responsibility for disadvantaged children outcomes and have high expectations of all of our children. Performance management targets ensure this staff focus.
- The leadership team work strategically to review the outcomes and make tweaks to ensure they are achieved and the needs of our disadvantaged children are met. The strategy is part of the whole school improvement plan.
- The governing body work strategically to ensure the pupil premium funding is well managed and linked to successful outcomes.

- Parent partnership is promoted to strengthen home-school links for our disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged children. This is evidenced in EYFS/YR1 Language Link and through pupil voice and book scrutiny in yr2-yr6.
2	Phonics screening outcomes: where are year 3 & 4 in their phases?
3	Reading: In Sept 2021, 53.8 % of our pupil premium were below age expectation, 23% at risk. Non pupil premium children 14.5% were below expected, 17.5% at risk.
4	Writing: In Sept 2021, 71.8% of our pupil premium children were below age expectation, 12.8% at risk. Non pupil premium children 27.3% below expected, 18.9% at risk.
5	Maths: In Sept 2021, 51.3% of our pupil premium children were below age expectation 30.8% at risk. 19.6% were below expected, 17.8% at risk.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing.
7	September=November 2021 average school attendance=94.64% 46% of our pupil premium children are below this school average Find the statistics- % of non pupil premium below average

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
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of

	evidence including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
Improved reading attainment among disadvantaged children.	KS2 reading outcomes in 2024/25 show that 100% of our disadvantaged children attain at least expected progress from ks1-2 & 85% of disadvantaged children met the expected standard, with a combined score of 80%
Improved writing attainment among disadvantaged children.	KS2 writing outcomes in 2024/25 show that 100% of our disadvantaged children attain at last expected progress from ks1-2 & 85% of disadvantaged children met the expected standard, with a combined score of 80%.
Improved maths attainment among disadvantaged children.	KS2 maths outcomes in 2024/25 show that 100% of our disadvantaged children attain at least expected progress from ks1-2 & 85% & of disadvantaged children met the expected standard, with a combined score of 80%
Achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged children.	Sustained high levels of well being by 2024/25 Pupil voice expresses good self-awareness, self management, social awareness, social relationships and decision making. Pupil voice expresses good learning attitudes and behaviours.
Attendance is school to be in line or above national average particularly for our disadvantaged children	Attendance of our disadvantaged children shows a sustained improved attendance annually. Bespoke strategy for our disadvantaged children with below average attendance. Pupil voice expresses an improved attitude to arriving to school on time and attendance.

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: £ 50485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 2 3 4 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>CPD-Language Link</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of Bug Club DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3
<p>Purchase Book Bands to promote reading progress,</p>	<p>Evidence shows that supporting children to develop fluent reading capabilities can support comprehension because children's cognitive skills are freed from</p>	3

<p>fluency and motivated readers.</p> <p>Funding for lead teacher release to embed reading culture into school.</p>	<p>focusing on word recognition and redirected towards comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>CPD-funding for member of LT to develop high quality teaching techniques that will support all children but will specifically target outcomes for disadvantaged children</p>	<p>Evidence shows that teaching metacognition to children can improve learning outcomes up to 8 months- Opportunities to develop scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings will also improve learning outcomes for vulnerable learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	3 4 5 6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Continue with PSHE relationships subscription-Discovery</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

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

Budgeted cost: £14725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have below age related expectations.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a</p>	1 4

Language Link-CPD for LPs Colourful Semantics	combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged children in KS1, Y3 & 4 who require further phonics support. Ongoing CPD for staff to promote quality teaching of phonics & use of Bug Club.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
In year 5 & 6 implement high quality reading comprehension intervention that targets the identified reading gaps. Ongoing CPD for staff to promote quality reading comprehension skills.	Evidence shows that diagnosing gaps and teaching specific comprehension strategies can enable children to overcome reading comprehension barriers- prediction, questioning, clarifying, summarising, inference & activating prior knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
Year 4 & 5 one to one tuition and small group writing sessions.	1:1 or small group teacher led writing groups are highly effective in reducing the writing learning gap when learning needs and diagnosed and learning time is well structured by an experienced teacher. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4
Purchase of a maths programme to target mastery learning for our disadvantaged children. Ongoing CPD for staff to promote maths mastery.	Evidence shows that structured interventions should be used to provide additional support through explicit & systematic instruction-	5

	<p>learning should also be linked to class learning.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	
--	---	--

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

Budgeted cost: £16400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition & self regulation nurture hubs to teach children how to learn, motivation and the process of knowing and understanding.</p> <p>Forest Explorers Nurture Hub</p>	<p>Evidence shows that interventions to teach children specific strategies for planning, monitoring and evaluating their learning can be highly effective and result in +8 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3 4 5 6
<p>Social and Emotional Learning Nurture Hubs</p> <p>Counselling</p> <p>Purchase materials to promote SEMH.</p> <p>Well-being safe zone/tent-mindful area</p>	<p>Evidence shows social and emotional learning have a positive impact on learning but also impact a child's well being and ability to regulate.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3 4 5 6
<p>Homework club and refocus homework policy to promote pre teaching, vocabulary and mastery learning,</p>	<p>Evidence shows homework needs to have a purpose and should be linked to class work, knowledge learning, fluency and metacognition.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	
<p>Strategic planning, monitoring and quality assurance of plans</p>		
<p>Engagement of Family Liaison Officer</p>		

Total budgeted cost: £ 89,610

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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	Details

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.