

Pupil premium strategy statement – Oakwell Rise



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022, 2022 to 2023 and 2023 to 2024 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
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	110 (50%)
Academic years that our current pupil premium strategy plan covers	2021/22, 2022/23, 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Sam Bailey
Pupil premium lead	Jessica Jenkins
Governor / Trustee lead	Michael Sanderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,115
Recovery premium funding allocation this academic year	£14,790
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£151,905

Part A: Pupil premium strategy plan

Statement of intent

Oakwell Rise serves a community which is ranked 452 out of 32,844 in the indices of deprivation which in turn indicates we serve the 10% most deprived neighbourhoods in the country. The area has families with limited access to education and skills, employment, good health and lives amongst high crime rates. Our mission is to ensure all of our children achieve the expected standard through a quality of education alongside explicit intervention for both learning and family needs. We work to raise ambition and aspirations for children through a strong personal development offer which is led by highly skilled and talented staff members. Children experience life opportunities beyond the classroom to develop the holistic child. They learn about belonging and how to manage feelings through self-regulation strategies which in turn enables them to access the curriculum preparing them for their future.

Challenges

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

Challenge number	Detail of challenge
1	Socio-Economic Gap: Increasing levels of poverty, unemployment and social challenge has impacted PPG children. Complicating factors include 30% of children who are PPG and SEND. Some of which are also subject to a CIN/CP plan or new to English.
2	A greater rise in mental health and well-being post a national pandemic for both children and their families which adds a great demand on the provision, support and intervention from school.
3	An increase in children not achieving the age related expectations post a national pandemic (PPG Vs non-PPG), including the impact of remote learning creating larger groups of PPG children requiring targeted intervention.
4	The language and literary skills deficit has widened among PPG versus non-PPG children. This is fundamentally due to lack of access to full time education, bubble closures, support networks at home and lack of aspirations linked to learning.
5	Access to wider experiences to develop the holistic child has been severely limited over the pandemic period.

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
<p>1) An increase in families gaining support linked to poverty, health, education/skills and living conditions thus impacting on children’s supportive and protective factors.</p>	<p>A larger proportion of families in receipt of PPG have multi-agency support with clear aims and measured impact. Children have the support from both home and school to engage in positive home and school activities.</p>
<p>2) Continuing the importance of cultivating positive mental wellbeing and emotional resilience.</p>	<p>Children who have suffered from adverse childhood experiences are receiving the support required from trained and skilled adults. Plans and multi-agency work will feature heavily alongside partnership working with families. Children will have self-awareness of their feelings, needs and be able to express these readily to have their needs met.</p>
<p>3) The attainment gap will once again close between PPG and Non- PPG Children who are both PPG and SEND will make rapid progress against their SEN Support Plans/EHCP.</p>	<p>Children will have access to high quality first teaching, same day intervention, targeted and specialist support to enable rapid acceleration in learning.</p>
<p>4) The language gap will reduce which will enable children to read, write, converse and access a broad and balanced curriculum to enrich their education.</p>	<p>Staff will be well trained to identify, teach and close the gap for children with a wide range of language and communication issues. Children’s ability to speak, listen to others and think will improve to support learning. Feedback in the classroom will be strong from both Teacher and the TA. There will be clear strength in phonics, reading and spelling teaching from the Early years to KS2. Gaps will be quickly identified and filled.</p>

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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)


Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and resourcing of new Rocket Phonics validated by the DFE for EYFS and KS1 children. Delivery, monitoring and evaluation. Plus additional adults to boost to keep children up with their peers.	EEF +5 Months: The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	3
CPD on effective feedback given by teachers, TAs, peers and technology	EEF +6months: Impacts are highest when feedback is delivered by teachers. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	3
Staff training in Thrive Together as a refresher for previous staff and as an introduction to new staff	EEF +7months: Core PSHE, self-regulation and metacognition approaches - The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1,2,3
Training using self-regulation, meditation, the Jigsaw materials for all staff to ensure quality first PSHE/SRE takes place.		1,2,3

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<p>The ECT and ECT Coach will have time to work together to complete the ECT framework (Via Exceed-Bradford Teaching Schools), observations, team teachings and reflections.</p>	<p>DFE driven and ongoing trials with the EEF as a recommended model to develop Early Career Teachers.</p>	<p>2,3,4</p>
<p>Raising Attainment Plans created by teaching teams and moderated by leaders to ensure there is quality first teaching and targeted teaching with precision post diagnostics.</p>	<p>As the EEFs Improving Literacy in Key Stage 1, Improving Literacy in Key Stage 2, Improving mathematics in Key Stage 1 & 2 ensuring teachers 'assess what children do and do not know in order to extend learning. Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.</p>	<p>2,3,4</p>
<p>Further CPD for the safeguarding and pastoral team linked to safeguarding issues in the area, domestic violence and CCE - in how to support families.</p>	<p>As per recommendations in Keeping Children Safe in Education 2021 <i>'All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.'</i> pg. 9 section 14</p>	<p>1, 2, 3</p>
<p>Senior Leaders as coaches and mentors for the team such as support PPA, subject leadership, driving aspects of the school development plan forward.</p>	<p>Coaching for teaching and learning: a practical guide for schools. Rachel Lofthouse, David Leat and Carl Towler Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving.</p>	<p>3, 4</p>
<p>Non-class based SENCO, Inclusions</p>	<p>EEF - 5 recommendations for SEND in Mainstream schools.</p>	<p>1, 2, 3, 4</p>

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<p>Services, diagnostic tools such as SNAP, CPD training for SENCO and teaching teams on the wide range of SEND needs we have.</p>		
<p>Additional SLT members and catch-up lead to work alongside, coach, mentor and develop the curriculum. Strategically plan for all teachers and leaders to have completed an NPQ at the appropriate level. teachers as an addition 2022/23 Also, evaluate the success of family support work and effective safeguarding.</p>	<p>Taken to develop the whole school development plan using the guidance report from the EEF 'Putting Evidence to Work - A school Guide to Implementation'.</p>	<p>1,2,3,4,5,</p>

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

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted 1:1 and small group work from the Catch up leader. Same-day interventions.</p>	<p>EEF +5 months : can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	<p>3,4</p>
<p>Language development: Wellcomm EYFs and Primary screenings to identify children with speech language issues and implement intervention. Learning</p>	<p>EEF +6 months Progress: 'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.'</p>	<p>4</p>

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Village for EAL children new to the country and PPG.		
Elklan and speech production interventions will be used as a graduated approach across school.	EEF +6 months Progress: ‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.’	4
Develop reading decoding and comprehension skills via targeted group work and children accessing Lexia -by supported and trained member of staff.	EEF +6 months Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. EEF +2 months Children offered Lexia made the equivalent of two additional months’ progress in reading, on average, compared to other children. This result has a high security rating.	3,4
Training teachers and TAs to be effective in QFT, interventions.	Taken from EEF ‘using teaching assistants well EEF research for same day intervention and research based interventions which are tracked and monitored for impact.	3, 4
1:1. group work and whole class targets of Thrive Approach led by licensed practitioners alongside teacher knowledge.	EEF +6 months: SEL interventions alongside universal approaches - in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3,4

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

Budgeted cost: £ 96,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily breakfast clubs with high quality activities based around	EEF 2+ months: Magic Breakfast programme found that offering pupils	5, 2

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<p>learning, keeping fit, creative arts and technology offered to the children for free.</p>	<p>in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p>	
<p>A range of high quality afterschool clubs and holiday clubs. Including Grassroots Sports Academy and TeamActive for after school clubs. Targeted wider strategies such as Crucial Crew, DARE25 Programme, Junior Wardens, and Arts awards.</p>	<p>Social Mobility Commissions 'An unequal playing field Extracurricular activities give young people the confidence to interact socially with others, extend their social networks beyond existing friendship groups, and provide them with new skills and abilities. Some also perceive them as important for their long-term career aspirations as well as useful in building stronger university and job applications. Barriers to taking part in extracurricular activities for those from low income households include their high cost, a lack of confidence, and difficulties in access.</p>	<p>5, 2</p>
<p>Use of an Attendance Officer to identify children at risk of not attending school regularly. Core rewards for attendance and learning</p>	<p>CSJ research 'Kids can't catch up if they don't show up' A research paper into the impact of the pandemic and other absences such as PA, increasing numbers of EHE and risk of exclusions resulting in detrimental outcomes for children into their adult life.</p>	<p>1,2,3,4,5</p>
<p>Family Thrive sessions targeted at the families who have children at 'being, doing, thinking or who are having additional reparative work.</p>	<p>DFE Wider Benefits of family learning research project result in :</p> <ul style="list-style-type: none"> ● increased parental involvement in school life ● increased parental activity in their child's school or in their local community ● gaining employment an increased social network improvement in confidence, communication and interpersonal skills ● improved parenting skills increased ability to manage their children's behaviour, communicate with them and support their learning at home effectively. 	<p>1,2,3</p>
<p>Family Support Worker developing core relationships post a</p>	<p>EEF +4 months: The average impact of the Parental engagement approaches is about an additional four months'</p>	<p>1,2,3,</p>

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<p>pandemic offering a wide range of parental engagement sessions for identified needs.</p> <p>Translator services to work with EAL families.</p> <p>Delivering of parent workshops, baby/toddler groups, nutrition and access of adult education courses.</p> <p>family participation in healthy eating programmes.</p>	<p>progress over the course of a year.</p> <p>There are also higher impacts for pupils with low prior attainment.</p>	
<p>Planned sporting activities such as house competitions, competing in the partnership and other events such as the Santa Dash to increase physical fitness and well-being.</p>	<p>NHS Approved post research that there are 5 steps to improve mental health and wellbeing-</p> <ul style="list-style-type: none"> ● Connect with other people ● Be physically active ● Learn new skills (links to KS2 Thrive) ● Give to others 	2,3
<p>Wellbeing-warriors elected and facilitating the NHS 'Five Ways to Well-being' for all children and staff initiatives for both the school and the community.</p>	<p>Pay attention and mindfulness - links to Jigsaw programme.</p>	2

Total budgeted cost: £ 151,905

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021/22 % of PPG at Autumn 2022 Census point: 49%

2022/23 % of PPG at Autumn 2022 Census point: 50%

Academic year 2021/22

Impact of Intended Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. For the purposes of measuring impact, leaders have used internal data as a benchmark of impact.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils continued to have widened - some of this is due to the pandemic alongside continued contributing factors for disadvantaged pupils.

Current progress towards intended outcomes:

Outcome 1

An increase in families gaining support linked to poverty, health, education/skills and living conditions thus impacting on children's supportive and protective factors.

During the pandemic, there was a decreased package of face-to-face support to for families living in poverty, poor health, low education/skills which continued to impact living conditions and the life changes of our most vulnerable. In the period of 2021/22, the offer for all families was increased across the board. Due to an ever-changing picture of need, a detailed project to listen to families and their challenges has taken place to ensure we understand the circumstances families face. We were able to identify services required. As a school, we have enhanced our working partnership with charities, feeder schools, cluster schools and the Local Authority. This in turn has built a mindful package for our current community.

Outcome 2

Continuing the importance of cultivating positive mental wellbeing and emotional resilience.

During the academic year 2021/22 all staff were retrained in the Thrive approach over a series of Twilights. This then enabled a refocus of screening all children across school focussing class targets and those who needed social and emotional support with Thrive Practitioner. All children thrived from the relational approach and class 'right time learning targets' and 36 children required 1:1 or small group work support. 94% of children requiring intervention made progress.

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Engagement in activities to enable outcome 2:

MEAN of 55% PPG attendance of clubs over 30 weeks of clubs

86 different clubs ran in 2021/2022

32 Magic Breakfasts Summer Packs delivered in Summer 2022

76 Magic Breakfasts Christmas Packs delivered at Christmas 2021

36 Children attended the Summer Clubs run by Oakwell Rise in Summer 2022 (over 2 days)

41 Families attended Family Learning Days

Y5 trip to YHA Ravenstor (free trip) with 65% PPG children

TTT to the local Theatre (Lamproom)

46% of students on the Residential were PPG

Overall % of families/children supported through our pastoral package

Nursery	62.5%
Reception	53.12%
Year 1	35.4%
Year 2	55%
Year 3	56%
Year 4	46.8%
Year 5	61.2%
Year 6	57.5%

Outcome 3

The attainment gap will once again close between PPG and Non- PPG Children who are both PPG and SEND will make rapid progress against their SEN Support Plans/EHCP.

KS1 and KS2 Outcomes:

After a significant decline post the pandemic, the outcomes below demonstrate the end of year 2021/22 gaps identified between all children and those who are classed as PPG.

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	Reading ALL	Reading PPG	Writing ALL	Writing PPG	Maths ALL	Maths PPG	Phonics ALL	Phonics PPG
Year 1	66%	55%	60%	44%	80%	66%	73%	66%
Year 2	70%	78%	70%	56%	67%	61%	83%	67%
Year 3	85%	100%	63%	72%	85%	94%		
Year 4	92%	92%	86%	83%	83%	92%		
Year 5	71%	53%	52%	29%	66%	59%		
Year 6	89%	81%	79%	69%	82%	69%		

EYFS Outcomes:

	ALL	PPG
GLD	70%	72%

KS2 outcomes for PPG and Vulnerable children - from ASP

Maths

The end of KS2 data demonstrates that nearly all pupil groups achieve higher than National Average with SEN Support who do not achieve at the higher standard and below their peers with an average standardised score.

	Progress		Attainment		Higher Standard		Ave. Score	
	School	National	School	National	School	National	School	National
All Y6	2.85	0.04	82%	71%	25%	22%	105.2	103.8
SEN EHCP	8.23	0.04	100%	71%	50%	22%	110.5	103.8
SEN Support	0.07	0.04	25%	71%	0%	22%	93.8	103.8
No SEN	2.87	0.42	91%	81%	27%	27%	106.8	105.1
EAL	3.64	0.04	90%	71%	30%	22%	107.1	103.8

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Reading

The end of KS2 data demonstrates that nearly all pupil groups classed as vulnerable achieve higher than National Average - this includes those children working at the higher standard. Children working at SEN Support progress significantly higher than national however attainment is broadly in line with National and the higher standard is an area of focus.

	Progress		Attainment		Higher Standard		Ave. Score	
	School	National	School	National	School	National	School	National
All Y6	2.64	0.04	89%	74%	32%	28%	105.1	104.8
SEN EHCP	5.83	0.04	75%	74%	50%	28%	109.0	104.8
SEN Support	4.87	0.04	75%	74%	0%	28%	98.8	104.8
No SEN	1.84	0.50	91%	84%	36%	33%	105.9	106.2
EAL	4.42	0.04	90%	74%	50%	28%	106.0	104.8

Writing

The end of KS2 data demonstrates that all pupil groups have progressed at Oakwell Rise exceptionally well from their KS1 end point. They attain higher than national in all areas apart from those with SEND at the Higher standard.

	Progress		Attainment		Higher Standard	
	School	National	School	National	School	National
All Y6	3.09	0.058	79%	69%	11%	13%
SEN EHCP	3.83	0.05	100%	69%	0%	13%
SEN Support	0.82	0.05	100%	69%	0%	13%
No SEN	3.49	0.57	91%	80%	14%	15%
EAL	5.22	0.05	80%	69%	20%	13%

Impact of Catch-Up Tutoring:

Catch up tutoring focused on the core subject areas, particularly reading and maths. This involved a combination of targeted 1:1 and small group work in several year groups for PPG and SEND Pupils. Key children were identified from baseline assessments, teachers formative assessments and to ensure any gaps in learning were identified, provision put in place and accelerated learning was made during the school day and outside of the school day. For example, a Year 2 child who worked with the Catch - Up Tutor made accelerated progress in reading and maths, moving from working towards the expected standard to exceeding the expected standard (in reading, he achieved a standardised score of 87 and after the catch up tutoring, achieved 104). Additionally, children who had fallen behind as a result of lost learning in national lock-downs, were targeted for support, to again ensure gaps in learning were identified and the child was able to meet the standards they were previously.

Overall 1230 hours of Catch - Up tutoring was delivered with 83 children in total. All of which made progress from their starting points. This was audited in November 2022 by the DFE with no errors found and all systems in place.

Outcome 4

The language gap will reduce which will enable children to read, write, converse and access a broad and balanced curriculum to enrich their education.

Significant focus on Speech and Language training and intervention for the SENCO, and key staff members to support intervention. Due to the waiting lists on the NHS children who required an episode of care from a therapist had a 8/9 month waiting list. Due to this a private therapist has been commissioned in the summer term to work with children and the teaching team in the academic year of 2022/23.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Thrive Approach	Thrive Approach
Times Table Rockstars	Maths Circle
Lexia Core5 - reading intervention	Lexia Core5
EAL Language Interventions - Learning Village	Across Cultures
Frog Play	I Am Learning
Reading Rockets Phonics and Planets online books and learning	Rising Stars

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