

Oakwell Rise : 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	Oakwell Rise Primary Academy, Barnsley
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	48.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2024
Statement authorised by	Sam Bailey
Pupil premium lead	Jessica Jenkins
Governor / Trustee lead	Michael Sanderson and Local Governing Body.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140, 810
Recovery premium funding allocation this academic year	£14,790
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	£155,600

Part A: Pupil premium strategy plan



OAKWELL RISE
Primary Academy

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 as well as the 30p% of children who . 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 past 18 months.



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>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>Children who are both PPG and SEND will make rapid progress against their SEN Support Plans/EHCP.</p>	<p>A larger proportion of families in receipt of PPG have multi-agency support with clear aims and measured impact.</p> <p>Children have the support from both home and school to engage in positive home and school activities.</p>
<p>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.</p> <p>Plans and multi-agency work will feature heavily alongside partnership working with families.</p> <p>Children will have self-awareness of their feelings, needs and be able to express these readily to have their needs met.</p>
<p>The attainment gap will once again close between PPG and Non- PPG.</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>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.</p> <p>Children's ability to speak, listen to others and think will improve to support learning.</p> <p>Feedback in the classroom will be strong from both Teacher and the TA.</p> <p>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>



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: £9,000

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



<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 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,</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</p>	<p>3, 4</p>



	of which ensure that teaching quality keeps improving.	
None-class based SENCO, Inclusions Services, diagnostic tools such as SNAP, CPD training for SENCO and teaching teams on the wide range of SEND needs we have.	<p>EEF - 5 recommendations for SEND in Mainstream schools.</p>	1, 2, 3, 4
Additional SLT members and catch up lead to work alongside, coach, mentor and develop the curriculum. Also, evaluate the success of family support work and effective safeguarding.	Taken to develop the whole school development plan using the guidance report from the EEF 'Putting Evidence to Work - A school Guide to Implementation'.	1,2,3,4,5,

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

Budgeted cost: £ 90,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small group work from the Catch up leader. Same-day interventions.	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.	3,4
Language development: Wellcomm EYFs and Primary screenings to identify children with speech language issues and implement intervention. Learning Village for EAL children new to the country and PPG.	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
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	4



	often report improved classroom climate and fewer behavioural issues following work on oral language.'	
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: £ 56,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily breakfast clubs with high quality activities based around learning, keeping fit, creative arts and technology offered to the children for free.	EEF 2+ months: Magic Breakfast programme found that offering pupils 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.	5, 2
A range of high quality afterschool clubs and holiday clubs. Including	Social Mobility Commissions 'An unequal playing field Extracurricular activities give young people the confidence to interact	5, 2



<p>TeamActive for after school clubs.</p> <p>Targeted wider strategies such as Crucial Crew, DARE25 Programme, Junior Wardens, and Arts awards.</p>	<p>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.</p> <p>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>Use of an Attendance Officer to identify children at risk of not attending school regularly.</p> <p>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>	1,2,3,4,5
<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. 	1,2,3
<p>Family Support Worker developing core relationships post a 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>EEF +4 months: The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	1,2,3,



family participation in healthy eating programmes.		
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>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 ● Pay attention and mindfulness - links to Jigsaw programme. 	2,3
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.		2

Total budgeted cost: £ 155,600.00

Part B: Review of outcomes in the previous academic year



OAKWELL RISE
Primary Academy

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Catch up Strategy statement 2021-21

Catch-Up Priorities

Post a baseline assessment of all children, QA of outcomes for children and pupil voice, Senior Leaders have outlined 5 key priorities:

- 1) Reading in all year groups
- 2) Year 1, Y3 and Y4 have a significant decline in their original expected end of year outcomes.
- 3) Children with English as an Additional Language and new to the country/school.
- 4) Language acquisition across school
- 5) The Social and Emotional aspects for both children and families

Our Core Approaches

- Quality First Teaching approaching with high quality resources across a broad and balanced curriculum led by curriculum leads and specialists
- Deep analysis of gaps and the development of coherent RAP plans to identify and plan for gaps to close. Staff working closely to modify plans and deliver precise intervention alongside the teaching teams.
- Enhanced Phonics, Reading training and coaching for all teaching teams and teachers. Directed resource into Novels, guided reading books and phonics materials to enhance the current curriculum.
- Train and develop talk, language acquisition and questioning in the classroom followed by a peer-peer enquiry within classroom basis.
- Purchasing of additional licenses and new online tools such as G-Suite and Learning Village

Our Key aims

- To reduce the language gap across targeted children and their peers
- To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Core Action - from Covid Catch Up Plan

- Baseline assess all children in core areas. Build a detailed RAP plan coinciding with strong SEN Support Plans. Detailed Pupil Progress meetings with the PL/HOS
- Regular leadership assessment of the quality of education including the outcomes for children.
- Investment in more Chromebooks and IT programmes such as G-Suite, Purple Mash, Lexia and Learning Village to enable QFT in school and remote learning.
- Enable RQTs to take part in a term's Early Careers programme with the Phase Leader for 5% of the teaching time per week.
- Appoint a Catch-Up Tutor for targeted children intervention in Y3 and Y4
- Embed Learning Village in school
- Purchase and embed MonsterSATS for Y5 and Y6 children
- Purchase and Assign more Lexia Licenses



- Nuffield Early Language Intervention (30 weeks of intervention)
- Whole school Thrive Screening.
Assign Thrive Practitioners to 1:1, Groups and whole class targets.
- Increase selection of individual, guided and novel books for the school. Enhance the Phonics reading materials for Y1. Organise and order new books in a coherent order for all.
- Online access to Phonics Program
- To embed talk/questioning training by peer to peer enquiry project.

Highlights of impact and outcomes

September 2020
Baseline Statistics:

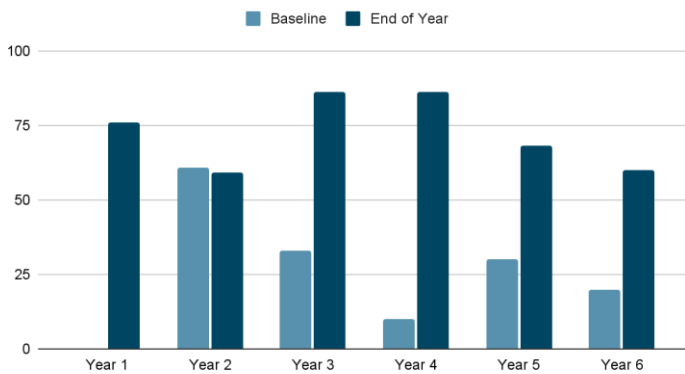
	Phonics % ARE	Reading % ARE	Writing % ARE	Maths % ARE
FS2		7%	17%	33% (Number)
Year 1	0%	0%	0%	0%
Year 2	67%	61%	20%	48%
Year 3		33%	26%	23%
Year 4		10%	33%	36%
Year 5		30%	11%	44%
Year 6		20%	10%	14%

End of 20-21 outcomes							
	Reading	Writing	Maths	Combined	Phonics	SPAG	GLD
EYFS							54%
Year 1	76%	43%	68%	37%	76%	50%	
Year 2	59%	53%	63%	51%	96%	53%	
Year 3	86%	48%	76%	51%		79%	
Year 4	86%	48%	90%	42%		42%	
Year 5	72%	58%	86%	54%		86%	
Year 6	60%	50%	53%	50%		43%	

Note Y2 completed two different style tests at the start and the end of the year so not comparable.

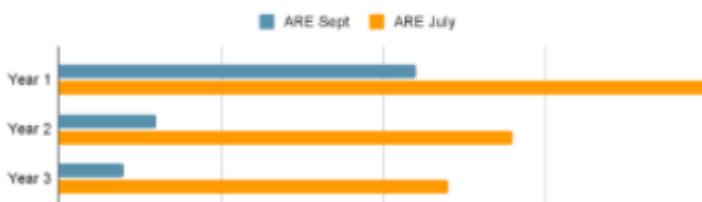
Reading outcomes from September baseline to the end of the year:

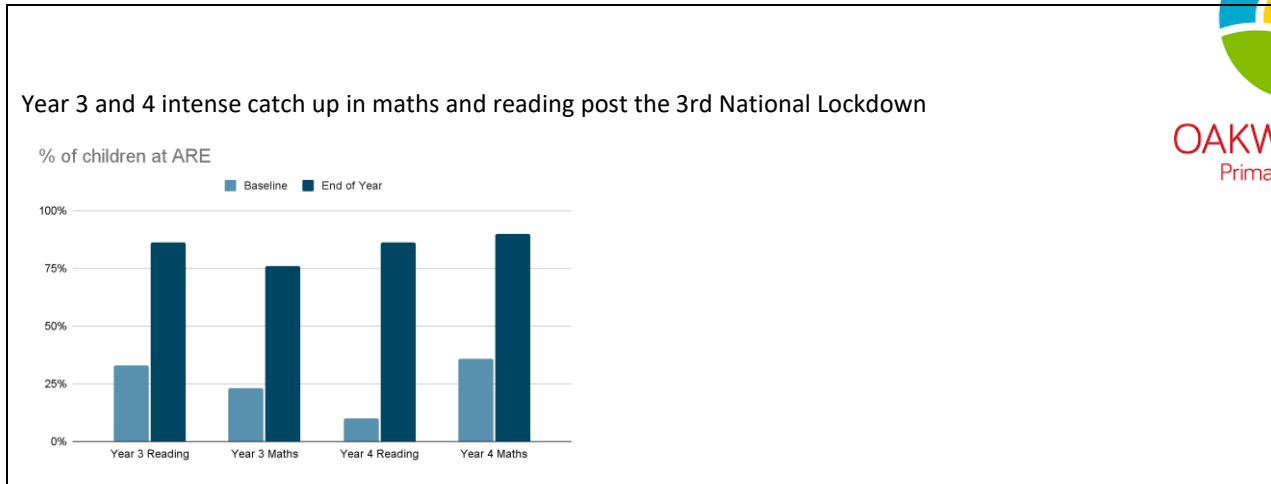
Reading Baseline and End point Scaled Scores



Lexia intervention for Y1-3 baseline to July outcomes

Lexia ARE





Externally provided programmes

Programme	Provider
Thrive Approach	Thrive Approach
Times Table Rockstars	TT Rockstars
Lexia Core5 - reading intervention	Lexia Core5
EAL Language Interventions - Learning Village	Learning Village
Frog Play	Frog Community
Reading Rockets Phonics and Planets online books and learning	Rising Stars