

Pupil premium strategy statement

School overview

Metric	Data
School name	Green Oaks Primary Academy
Pupils in school	232 (including Nursery)
Proportion of disadvantaged pupils	20.2%
Academic year or years covered by statement	2022-2023 2023-2024 2024-2025
Publish date	September 2023
Review date	September 2024
Statement authorised by	
Pupil premium lead	Aaron Campion
Governor lead	Emma Nuttall

FUNDING OVERVIEW

Pupil premium funding allocation this academic year	£68,385
Pupil premium funding brought forward from previous year	£0
Recovery Premium funding allocation this academic year	£6,815
Total	£75,200 Previous year = £90,450

PART A: Pupil premium strategy plan

Statement of intent

Specific objectives for the use of Pupil Premium funding at Green Oaks include;

- End of Key Stage 2: Increase the % of disadvantaged pupils achieving age related standards– rapidly close the gap to national (particularly in writing)
- End of Key Stage 1: Ensure where gaps in attainment exist between disadvantaged pupils and their peers these are reduced and are closer to national

- End of EYFS: To reduce the gaps in attainment between disadvantaged pupils and their peers – continue to close the gap to national.
- Year 1 Phonics Check: To reduce the gap in attainment between disadvantaged pupils and their peers - all groups to be in line with national.
- All year groups: ensure progress for disadvantaged pupils is in line or close with peers.
- Provide targeted intervention for vulnerable pupils across the Academy who are at risk of falling behind, identified as making slower progress or those who are identified as more able.
- Provide targeted intervention for pupils in Upper Key Stage Two, particularly Years 5 & 6 to ensure they are Secondary ready.
- Provide additional support to pupils with barriers to learning and multi-factor needs.

Green Oaks Primary Academy's mission is to raise levels of achievement and to ensure every child reaches their full potential. As an Academy we also subscribe fully to the vision and ethos of broadening children's life experiences and showing pupils life beyond the school through our comprehensive "Careers and Employability" strategy which complements the school curriculum. Building in aspiration and ambition into all aspects of school life is important for our pupils.

The aim of the Pupil Premium Strategy is ultimately to ensure outstanding progress for all pupils, regardless of starting points and background, through the development of academic rigour, alongside the development of individual talent and interests. At the core of the strategy is the development of self-worth and self-belief, this developed through the use of the CDI Framework and Skills Builder Essential Skills.

We hold the view that all our pupils have the potential to acquire the essential skills, knowledge and expertise to be successful in life. It is the role of the academy to educate our pupils, provide rich educational experiences and opportunities so they have an equitable start to their school career.

We also hold the view that from the moment a child enters our academy, we have a responsibility to nurture and develop them, building their unique character so that each child can flourish and thrive.

Challenges:

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

Challenge number	Detail of challenge
1	To broaden pupils' access to a rich and interesting vocabulary so they can perform well in the EYFS and beyond. We know some of our children struggle to build a comprehensive bank of vocabulary which can hinder in their progress in all aspects of phonics and reading throughout their school career.
2	Attendance has improved for the disadvantaged pupils during the last academic year 22-23. We must continue to be agile in our approach to managing and monitoring attendance using effective strategies that reduce absence and overall persistent absence.
3	Improving % of disadvantaged children achieving ARE in reading, writing and maths at the end of KS 1 and KS 2. The legacy of school closures continues to impact on some of our pupils. As an academy, we continue to build pupils' aspiration and ambition to achieve and know more.
4	The degree of family support varies and is dependent on other societal factors influencing the home. The local challenges have increased. There is increasing external agency support for some of our pupils and due to challenges in the home, some of our pupils struggle to receive the support they need. Some of our children have multiple complex needs and our families value the support the school and external partners can offer.
5	To build aspiration and ambition is important for our children. Not all children have opportunities to attend a broad range of events and cultural experiences. As a school, we endeavour to be mindful of the economic climate and the challenges this brings to many of our families.

Intended outcomes

This explains the outcomes we are aiming for in our current strategy plan and how we will measure if they have been achieved.

Intended outcome	Success criteria
1. To improve children's listening, speaking and overall communication skills through the development of a broad vocabulary aligned to the academy's curriculum. Teach children appropriate vocabulary so they can ask questions, share ideas and express themselves and their learning well.	Year 1 phonics shows PP are broadly in line with their peers. Data shows the pupils have made good progress from their baselines. Outcomes in reading attainment for disadvantaged children shows improvement from their baseline.

	Where attainment gaps exist, these have been narrowed.
2. To continue to improve and be proactive when managing attendance, particularly children who are disadvantaged so they attend school more and consequently learn more.	PP attendance is at least in line with their peers, and in line with or above national. Relevant agencies are involved where needed to support families.
3. Progress in reading, writing and maths for PP to be broadly in line with all pupils. Attainment gap is narrowed or closed.	KS 1 and KS 2 show an improvement from their baseline and targets are broadly met. Mastering number to continue and be fully embedded in KS1. Rigorous careers and employability programme to raise and broaden aspirations.
4. Improved engagement with parents to support children at home.	Parents attend informal school events such as subject meetings and parent events so they can celebrate their child's success. Parents attend parent consultations. Parents to attend class assemblies, stay and read sessions and workshops. Parents who have children who have SEND attend meetings with the SENDCo and engage in bespoke support programmes. Parents also attend SEND information briefings to share and receive support.
5. Equality of success and opportunity, pupils have a strong belief and high aspirations that they can make their own decisions and develop their own interests and talents.	All pupils take part in trips, residential, clubs etc and barriers are removed to ensure this happens. Enhance pupils' life experiences.

ACTIVITY in this academic year

This details how we intend to spend our pupil premium this academic to address the challenges listed above.

HIGH QUALITY TEACHING

Budget: £37,500

Activity	Evidence that supports this approach	Challenge number
<p>1. Ensure all staff receive training and on-going support to deliver QFT - school development priorities and consists of whole staff, Key Stage and individual bespoke CPD</p>	<p>Staff training is focussed on developing teacher and adult knowledge, skills and expertise so they can deliver high quality teaching for whole classes, small groups or 1:1. It is known that high quality teaching can reduce the attainment gap. Delivering professional development which centres on developing instructional techniques, builds on knowledge and practice will support the academy to improve outcomes for all pupils, particularly disadvantaged pupils.</p> <p>As an academy, we aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit our pupils and sharing best practice,</p> <p>A study of primary school children and the effects of covid 19 by the EEF (based on NFER data) supports this: “The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.”</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk) Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)</p>	<p>1,3</p>
<p>CPD across the school to prioritise the development of vocabulary, oracy, early reading and phonics CPD to embed the teaching of phonics through</p>	<p>Consistency in phonics approach is expected by the DfE based on research evidence.</p> <p>DfE- Phonics provides pupils with the building blocks they needs to read fluently and confidently, as well as aiding future learning and giving them the tools they need to express themselves.</p> <p>Reading Framework July 2023: Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication</p>	<p>1,3,4</p>

<p>'Letters and Sounds', supplemented with the 'Phonics Queen' programme. Investment in phonics resources including decodable books to go home with pupils – used to further develop reading. Added emphasis on parents reading at home with children to create love of reading. School reading events in place and 'stay and read' opportunities alongside parent workshops to support reading with children.</p>	<p>skills for education and for working with others: in school, in training and at work. EEF Findings Teaching and Learning Toolkit Phonics = low cost, high impact, + 5</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>CPD for EYFS and KS1 staff on early number through 'Mastering Number' programme through NCETM, preparing those firm foundations for early number sense. This began in September 2022 and continues for this academic year. Resources purchased to support this practical approach.</p>	<p>Mastering Number NCETM This programme will build on children's fluency so they can build firm mathematical foundations. Children will have opportunities to develop number fluency in calculation and number sense. Mastering Number will also emphasise the importance of manipulatives to build on concrete understanding of number.</p> <p>Early numeracy approaches EEF (educationendowmentfoundation.org.uk)</p>	1,3
<p>CPD for all staff on 'The Place</p>	<p>EEF – Improving Literacy in KS2</p>	

<p>Value of Punctuation' through Grammar-saurus. Punctuation and sentence structure is a clear gap across the Academy through detailed subject analysis of writing. Two members of SLT to attend training and then deliver training to all staff, purchase resources and adapt curriculum.</p>	<p>It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on developing writing composition skills. This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar, syntax, and punctuation). https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1695093498</p>	
<p>Increase staff capacity to enable staff to be released – CPD/peer observation/Team Teaching.</p> <p>Increase staff capacity to enable teachers to lead intervention.</p> <p>Careers and employability programme well established.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF effective Professional Development - promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes Evidence from NFER research and DFE shows that outcomes for children are impacted by having a responsive leadership team with high aspirations based on attainment expectations.</p> <p>CDI frameworks and Skills builder skills used consistently. Developing pupils' skills using the CDI Framework is vital to support them in the workplace. Research has shown that improved ability in the defined skill levels creates more career opportunities in the future. The learning starts in school and continues throughout life.</p> <p>How important are employability skills? STEM</p>	1,3
<p>Cultural experience such as -author visits</p>	<p>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p>	5

<p>-inspirational speakers -specialist music teaching -drama workshops -panto visit to motivate pupils to be aspirational and engage in activities outside of their experiences.</p>		
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TARGETED ACADEMIC SUPPORT

Budget: £15,000

Activity	Evidence that supports this approach	Challenge number
<p>Teachers released from class to give one to one and small group support.</p> <ul style="list-style-type: none"> - To maximise progress in phonics <p>Small group/TA/HLTA intervention</p> <ul style="list-style-type: none"> - To maximise progress in phonics 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Pupil conferencing termly. School data shows that pupils achieving phonics screen in year one are more likely to develop their reading skills achieving a pass in KS1 SATs. EEF findings Teaching and Learning Toolkit – oral language interventions – low cost, high impact +6 EEF findings Teaching and Learning Toolkit – phonics – low cost, high impact +5</p>	<p>1,3,5</p>

<p>Establish bespoke individual and small group English and Maths interventions for disadvantaged pupils falling behind age related expectations and those who need support to achieve their targets. Use of class teacher action plans to direct foci for support, delivered through HLTA teacher.</p> <p>Further use of “Forest school” groups in EYFS, into KS 1 and for targeted pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF findings Teaching and Learning Toolkit – one to one tuition – moderate cost, high impact +5 One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Learning in an outdoor environment combats Nature Deficit Disorder and has been shown to increase mental health by boosting mood, confidence and self-esteem. Furthermore, allowing the children to connect with nature develops attentiveness and self-reliance in the pupils, leading to more sustainable behaviours in the long term. Nature-based outdoor activities for mental and physical health: Systematic review and meta-analysis - PubMed (nih.gov)</p>	1,3
<p>Cultural experience such as</p> <ul style="list-style-type: none"> -author visits -inspirational speakers -specialist music teaching -drama workshops -panto visit to motivate pupils to be aspirational and engage in 	<p>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p> <p>Cultural Education Final 20130805 Choristers Added (publishing.service.gov.uk)</p>	5

<p>activities outside of their experiences.</p> <p>PP have the opportunity to engage in smaller targeted groups.</p> <p>Careers and employability programme embedded.</p>		
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WIDER STRATEGIES

Budget: £22,700

Activity	Evidence that supports this approach	Challenge number
<p>Improve attendance to 98%. Parents receive parent contracts, attend attendance review meetings and engage with Pastoral manager. Parents are signposted to support from outside agencies</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://attendancemattersmagonline.co.uk/time-to-strengthen-the-home-school-relationship/</p> <p>https://www.nfer.ac.uk/publications/oupp02/oupp02.pdf</p> <p>https://www.nfer.ac.uk/publications/OUPP01/OUPP01.pdf</p>	1,2,3,4
<p>Cultural experiences, trips and visits</p>	<p>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p>	5

<p>are planned into the curriculum in each year group.</p> <p>Access is available for all pupils and finance is not a barrier.</p> <p>Pupils attend available trips and residential.</p>	<p>https://www.teachwire.net/news/the-benefits-of-inclusive-school-trips</p>	
<p>Pastoral/well being 1:1 support.</p> <p>Careers and employability programme embedded.(in cluding Skills builder)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Each staff member is allocated a PP pupil to be their advocate.</p> <p>Our disadvantaged and vulnerable pupils can require additional support to achieve their potential – this can be socially and emotionally with an impact on academic progress. This is supported by the ‘Improving Social and Emotional Learning in Primary Schools’ guidance from the EEF: There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life DFE research - The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes As children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement.</p>	1,2,3,4
<p>Funded access to after school clubs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5
<p>Funded bespoke music</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5

sessions for small groups.	To widen our PP experiences.	
Breakfast Club Attendance	https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs	1,2,3,4
Family support worker intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4,5

PART B: review of outcomes in the previous academic year

Aim	Outcome																					
1.Improved oral skills and vocabulary is evident in Early years communication and language and in reading results (including phonics) for the disadvantaged across the academy.	<p>In Reception (3 PP chn) reading, LA and U and speaking are all in line with Non-PP Year 1 phonics results PP 60% Non-PP= 66% Reading</p> <table border="1"> <thead> <tr> <th>Year group</th> <th>PP</th> <th>Non- PP</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>60</td> <td>64</td> </tr> <tr> <td>2</td> <td>50</td> <td>63</td> </tr> <tr> <td>3</td> <td>55</td> <td>72</td> </tr> <tr> <td>4</td> <td>38</td> <td>57</td> </tr> <tr> <td>5</td> <td>67</td> <td>75</td> </tr> <tr> <td>6</td> <td>67</td> <td>67</td> </tr> </tbody> </table> <p>The gap is fairly close in Years 1, 2, 5 and 6. Significant gap remains, however, in Years 3 and 4. This is where pupils have faced the greatest disruption as they had their EY to Y1 schooling disrupted due to school closure, these are the most formative years of their school career.</p>	Year group	PP	Non- PP	1	60	64	2	50	63	3	55	72	4	38	57	5	67	75	6	67	67
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5	67	75																				
6	67	67																				
2.Improved/sustained attendance.	<p>FFT data</p> <p>Insight data: non-PP = 91.6%, PP = 92.0%</p>																					

<p>3. Progress in reading, writing and maths for PP to be broadly in line with all pupils. Attainment gap is narrowed or closed.</p>	<p>Reaching individual targets set</p> <table border="1" data-bbox="528 192 927 907"> <thead> <tr> <th>yr</th> <th>r</th> <th>w</th> <th>m</th> </tr> </thead> <tbody> <tr> <td>1-PP</td> <td>80%</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>1- none</td> <td>92%</td> <td>72%</td> <td>88%</td> </tr> <tr> <td>2-PP</td> <td>67%</td> <td>50%</td> <td>83%</td> </tr> <tr> <td>2- none</td> <td>75%</td> <td>83%</td> <td>62%</td> </tr> <tr> <td>3-PP</td> <td>100%</td> <td>82%</td> <td>91%</td> </tr> <tr> <td>3- none</td> <td>94%</td> <td>83%</td> <td>94%</td> </tr> <tr> <td>4-PP</td> <td>88%</td> <td>88%</td> <td>88%</td> </tr> <tr> <td>4- none</td> <td>86%</td> <td>86%</td> <td>95%</td> </tr> <tr> <td>5-PP</td> <td>56%</td> <td>44%</td> <td>67%</td> </tr> <tr> <td>5- none</td> <td>90%</td> <td>65%</td> <td>75%</td> </tr> <tr> <td>6-PP</td> <td>78%</td> <td>89%</td> <td>78%</td> </tr> <tr> <td>6- none</td> <td>83%</td> <td>89%</td> <td>83%</td> </tr> </tbody> </table> <p>Below mobility since September 2022 Year 1 - 5 arrivers and 3 leavers meaning 26% of cohort has changed Year 2- 1 leaver meaning 3% of cohort has changed Year 3- 7 arrivers and 6 leavers meaning 43% of the cohort has changed Year 4- 8 arrivers and 2 leavers meaning 34% of cohort has changed Year 5- 3 arrivers and 3 leavers meaning 21% of cohort has changed Year 6- 3 arrivers and 2 leavers. Meaning 19% of cohort has changed.</p>	yr	r	w	m	1-PP	80%	60%	80%	1- none	92%	72%	88%	2-PP	67%	50%	83%	2- none	75%	83%	62%	3-PP	100%	82%	91%	3- none	94%	83%	94%	4-PP	88%	88%	88%	4- none	86%	86%	95%	5-PP	56%	44%	67%	5- none	90%	65%	75%	6-PP	78%	89%	78%	6- none	83%	89%	83%
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<p>4 Improved engagement with parents to support children at home.</p>	<p>Parents consultation numbers and engagement good. No difference between PP and Non.</p> <table border="1" data-bbox="528 1601 1406 2018"> <thead> <tr> <th>Year Group</th> <th>November 2022</th> <th>February 2023</th> </tr> </thead> <tbody> <tr> <td>N</td> <td>18/20</td> <td>26/30</td> </tr> <tr> <td>R</td> <td>30/30</td> <td>26/30</td> </tr> <tr> <td>1</td> <td>26/30 (2 PP, 2 non-PP not attended)</td> <td>27/30 (2 PP, 1 non-PP not attended)</td> </tr> <tr> <td>2</td> <td>30/30</td> <td>27/30 (3 PP DNA)</td> </tr> </tbody> </table>	Year Group	November 2022	February 2023	N	18/20	26/30	R	30/30	26/30	1	26/30 (2 PP, 2 non-PP not attended)	27/30 (2 PP, 1 non-PP not attended)	2	30/30	27/30 (3 PP DNA)																																					
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	3	30/30	30/30
	4	25/26 (all PP attended)	27/29 (all PP attended)
	5	27/30 (all PP attended)	30/30
	6	26/27 (all PP attended)	26/28 (all PP attended)
5 Equality of success and opportunity, pupils have strong belief and high aspirations they are able to make their own decisions and develop interests and talents.	<p>November 2022 careers afternoon. February 2023 careers fair All year groups had access to inspirational speakers, authors and sports people. In addition to this, they had access to specialist musicians with small group work. Trips such as residential (years 3-6) and theatre trip to London (year 6)</p>		