

Pupil premium strategy statement – Oaklands Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	TBC
Date on which it will be reviewed	TBC
Statement authorised by	H West
Pupil premium lead	D Holland
Governor / Trustee lead	N Harding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15415
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
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>	£ 17415

Part A: Pupil premium strategy plan

Statement of intent

For children to develop the lifelong skills of the Oaklands Mindset, which:

- **Challenges** self and others to reach their full potential
- Fosters determination and resilience in working towards our **Ambition**
- Encourages greater confidence to achieve **Independence**
- Values **Friendship** that shows respect and compassion
- Promotes happiness and motivation to succeed through **Enjoyment**
- Develops **Communication** through collaboration and co-operation

Challenges

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

Challenge number	Detail of challenge
1	Attendance is low for some of our PPG children
2	Transition – both moving to OJS and moving to secondary school
3	Dealing with challenging family dynamics
4	
5	

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
Children will have had the opportunity to make expected or better progress in the core subjects of reading, writing and maths	APS progress averages 3 or more throughout the period at OJS
Children will have been given the opportunity to develop the Oaklands Mindset through extra-curricular activities	Children have had the opportunity to try different activities and have been prioritised
Children will be able to transition to new settings with the tools and support necessary	Children that join OJS settle quickly or are supported if difficulties arise. Children

	moving to secondary school have an enhanced transition if required
Children will have a supportive home environment fostered by quality communication	A positive relationship between home and school is created adjudged by both parties through engagement and feedback

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: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Covid recovery sessions	Small group interventions focused on key learning areas, often as pre-teaching, are shown to have positive outcomes	17
Provision of a TA full time in every classroom	Support is needed both as a planned intervention or on a needs basis. A fulltime TA ensures there is always an adult available to support as required.	17
Whole-staff autism training	ASSIST are the Berkshire experts on autism and provided the training	17 – strategies can be applied to all children

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

Budgeted cost: £ 2800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club	Homework is universally considered to be important in learning.	10
1:1 and group interventions e.g. Nessy, Doodle	Data from the online systems, intervention materials and assessments show progress	17

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

Budgeted cost: £ 1440 + £1400 + £ 1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Groups and 1:1 support	Feedback from children who have undertaken targeted Nurture Support is overwhelmingly positive; Children exhibit improved attitudes and behaviours e.g. coming on residential	8
Daily positive interactions with an adult	Engagement of the children in schooling, attendance data, research into the effect of positive child-adult interactions	17

Total budgeted cost: £ 17440

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress data for disadvantaged children 2021-22			
Subject	Reading	Writing	Maths
Average APS points progress	3.69	2.69	2.54

This is taken from the internal assessment system used at Oaklands Junior School. The expectation for expected progress is 3 APS points per year. As the data suggests, reading made better than expected progress for this group, with writing and maths marginally below expectations. These scores are impacted by there being no benchmark from year 2 so that 3 APS points progress would be outstanding progress in year 3. With 40% of children being year 3, this has a significant impact on the progress scores.

In year 6 we had just 2 children identified as disadvantaged. Therefore data cannot be published as it is from a statistically insignificant sample size.

Attendance data shows that just one child had attendance below 90%, while 64% had attendance above 95% and 93% had attendance above 90%.

Disadvantaged children had a range of opportunities, from homework club to paddleboarding and are prioritised for participation including for sporting events such as cricket, sportshall athletics and football. In addition, all disadvantaged children in years 4 and 6 went on residential trips.