

Pupil premium strategy statement

2020 - 2021

Oakridge Community Primary School

Metric	Data
Oakridge Community Primary School	
Pupils in school	32
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£ 12,105
Academic year or years covered by statement	2020 - 2021
Publish date	.
Review date	September 2021
Statement authorised by	
Pupil premium lead	Headteacher
Governor lead	Chair of governors

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not available due to covid - 19
Writing	"
Maths	"

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Not available due to covid - 19
Achieving high standard at KS2	"

Measure	Activity
Priority 1	Use quality first teaching and targeted interventions to close the gap so that disadvantaged pupils meet their individual end of year or end of key stage reading, writing and maths targets. Teachers use PIRA and PUMA to assess and inform planning
Priority 2	Provide support for mental health and well-being (individual or groups) using Compass Buzz training and recourses

Barriers to learning these priorities address

Academic and emotional impact of extended school closure due to covid-19

Projected spending

Up to £6000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	National average progress	September 21
Progress in Writing	National average progress	September 21
Progress in Mathematics	National average progress	September 21
Phonics	National average progress	September 21
Other	Improve attendance of disadvantaged groups to 97% (national average attendance)	September 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Funding used to support staffing and resources for reading fluency and comprehension activities and interventions (as needed) Pre teaching
Priority 2	Recovery curriculum to focus on reading and writing Funding used to support staffing and resources for maths catch up. Work with TRG to support a mastery based approach (White Rose and Power Maths) TT rock Stars to support X tables from yr 2 Schofield and Simms Mental Maths (additional groups) Pre teaching
Barriers to learning these priorities address	Catch up needed due to covid-19 for the majority of children not just the disadvantaged Attendance related to covid-19
Projected spending	£

Wider strategies for current academic year

Measure	Activity
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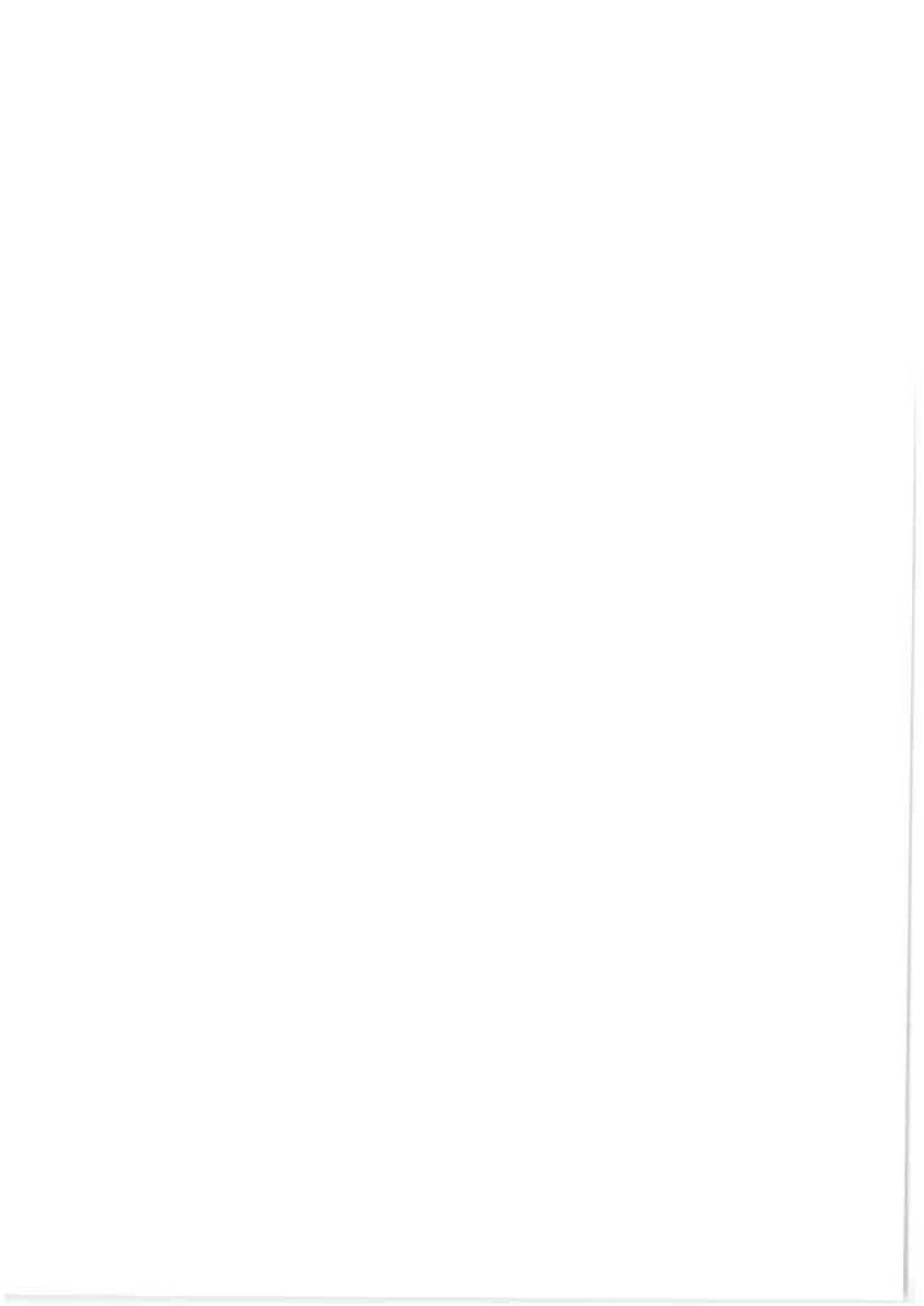
Priority 1	<p>Purchase of chrome books to support with blended or remote learning in the event of future lockdown or self-isolation.</p> <p>Facilitate staff to visit/discuss with other settings different approaches to remote/blended learning</p>
Priority 2	<p>Leader to train staff in Compass Buzz to enable sm gps or 1:1 interventions to take place as needed. TAs and staff to timetable as required. Recovery curriculum to focus on SEMH/PSHE</p>
Barriers to learning these priorities address	<p>Children will engage with remote learning if device based, school taught and staff monitored rather than paper based activities</p> <p>Resilience, tolerance and peer co-operation are needed to enable the children to be successful (all have suffered as a result of covid-19 school closure)</p>
Projected spending	Up to £ 6000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Base line assessment within 4 weeks to assess gaps</p> <p>Classes set up for google classroom and or zoom. Children taught how to use (KS1)</p>	<p>EOY data and Teacher assessment to form baseline</p> <p>Partner school support or training as needed</p>
Targeted support	<p>Space, adults and time required to deliver the support</p> <p>Engagement of targeted pupils</p>	<p>Priority placed on catch up</p> <p>Short time slots increasing in length as children develop greater resilience.</p>
Wider strategies	<p>New pupils will require a settling in period before assessment can take place</p>	<p>SEMH/PSHE focus to learning across the school.</p> <p>Whole school activities</p>

Review: last year's aims and outcomes

Aim	Outcome
To develop academic resilience and metacognition, support pupils in planning and evaluating their learning	School closures (covid-19 and self-isolation periods) have impacted on the work in this area



<p>Teachers effectively feedback to pupils about their work, giving clear next steps for progress. This will be measured through pupil voice and book scrutiny</p>	<p>School closures (covid-19 and self-isolation periods) have impacted on the work in this area</p>
<p>Click or tap here to enter text. The school works with families to ensure that pupils regularly attend. The funding will be used to provide a rich and engaging curriculum which ensures that pupils are eager to attend school</p>	<p>School closures (covid-19 and self-isolation periods) have impacted on the work in this area</p>