

Pupil premium strategy statement 2021 – 2022

Oakridge Community Primary School

Metric	Data
Oakridge Community Primary School	
Pupils in school	34
Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£ 12,105
Academic year or years covered by statement	2021 - 22
Publish date	September 2021
Review date	September 2022
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

	Use the Boxall profiling tool to support all pupils by tracking their cognitive development and behavioural traits
Barriers to learning these priorities address	Academic and emotional impact of extended school closure due to covid-19, remote learning and bubble closure
Projected spending	Up to £12,000 aprox

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	<p>Funding used to support staffing and resources for phonics and writing activities and interventions (as needed)</p> <p>Pre teaching when identified</p> <p>Recovery curriculum to focus on SPAG and writing</p> <p>Early language (NELI) training (DfE)</p>
Priority 2	<p>Funding used to support staffing and resources for maths catch up.</p> <p>Support staff to receive training on 1st class @ number (cover required)</p> <p>TT rock Stars to support X tables from yr 2</p> <p>Schofield and Simms Mental Maths (additional groups)</p> <p>Pre teaching as needed</p>
Barriers to learning these priorities address	<p>Catch up needed due to covid-19 for the majority of children not just the disadvantaged</p> <p>Attendance related to covid-19</p>
Projected spending	

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Purchase of additional chrome books to support/enhance learning</p> <p>Update interactive boards/projectors</p> <p>Facilitate staff to visit/discuss with other settings different approaches (EYFS, curriculum leaders, Yr 2 and Yr 6)</p>
Priority 2	<p>Compass Buzz, Elsa, PSHE curriculum etc used to support sm gps or 1:1 intervention as needed. TAs and staff to timetable as required.</p> <p>All children to have a Boxall profile</p> <p>Recovery curriculum to focus on writing and SPAG</p>
Barriers to learning these priorities address	Resilience, tolerance and peer co-operation are needed to enable the children to be successful)
Projected spending	£12,000 plus (as above)

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>New base line assessment within 4 weeks to assess EYFS</p> <p>Assessments for all yr gps</p>	Nursery, new baseline, EOY and teacher assessment to form starting data
Targeted support	<p>Space, adults and time required to deliver the support</p> <p>Engagement of targeted pupils</p>	<p>Priority placed on keeping up and filling any identified gaps</p> <p>Short time slots – little and often</p>
Wider strategies	New pupils will require a settling in period before assessment can take place	<p>Whole school activities – assemblies to return to 'normal'</p> <p>Bubbles to be removed</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Funding used to support staffing and resources for reading fluency and comprehension activities and interventions (as needed)</p> <p>Pre teaching</p>	<p>Class teacher and ATA focus</p> <p>Yr 6 R 2019 – 100% WA or above. Pira 75% GDS</p> <p>Yr 2 R 2019 – 66% WA. Pira – 66% WA</p> <p>Phonics – 50%</p>

<p>Recovery curriculum to focus on reading and writing</p>	<p>Yr 6 W 75% WA (moderated) Yr 2 66% WA Covid catch up and Pupil premium funding has enabled additional ATA time (2 x 2hr a week)</p>
<p>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</p>	<p>EYFS – Puma 100% GDS Yr 2 2019 – 50% WA 16% GDS. Puma 50% Wa 50% GDS Yr 6 2019 – 50% WA. Puma 75% WA</p>
<p>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>Attendance 97.8% (20/21)</p>
<p>Purchase of chrome books to support with blended or remote learning in the event of future lockdown or self-isolation. Facilitate staff to visit/discuss with other settings different approaches to remote/blended learning</p>	<p>DfE funded 13 chrome books and school to buy 4 more (through 21/22 PP) funding Network meetings attended by staff. High % of children engaged with remote learning eg wb 11.1.21 EYFS 66%, Ks1 80% and Ks2 83%</p>
<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>	<p>Ks 2 teacher now Compass Buzz trained</p>