

# Pupil premium strategy statement – Oakmere Primary and Nursery 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  | 247                            |
| Proportion (%) of pupil premium eligible pupils   | 33%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023/2024- 2025/2026           |
| Date this statement was published   | 19 <sup>th</sup> December 2024 |
| Date on which it will be reviewed   | 19th December 2025             |
| Statement authorised by   | Ayshen Wilson                  |
| Pupil premium lead  | Angela Smart                   |
| Governor / Trustee lead   | Gill McKenna                   |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £125,800 |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0       |
| <b>Total budget for this academic year</b><br><br><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>  | £125,800 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Oakmere Primary School our intention is that all pupils, irrespective of their socioeconomic background or the challenges they face, make good progress across the curriculum and have good outcomes.

The focus of our pupil premium strategy is to support disadvantaged pupils, whose lives are often more complex and challenging than those of their peers, especially the most vulnerable pupils, such as those who have a social worker and young carers. Our aim is to provide opportunities that help close their gaps in learning that have historically been lower than non-disadvantaged children, and that has been further widened during the COVID-19 pandemic.

Our aim is to provide effective support both academically and emotionally so that we can achieve maximum impact. High quality teaching is at the centre of how we support our disadvantaged pupils, which in turn will also support our non-disadvantaged pupils. The school has historically had many challenges and is in a deprived area of Potters Bar. Our strategy is based on our knowledge of past assessments, as well as current assessments on what we need to work on as a school. It takes into account both common challenges for many of our pupils, as well as individual challenges particularly for the most vulnerable children. The approaches we have adopted complement each other to help pupils make progress and excel.

To ensure they are effective we will:

- use in-house data to diagnose the current gaps, issues and barriers for learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils have access to interventions and enrichment activities, which will narrow the attainment gap and provide opportunities that they would not have otherwise experienced.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils show that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and is linked to poor early oral language skills.  |
| 2                | Internal and external assessments indicate that in reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.   |
| 3                | Our assessments, observations and discussions with pupils and families indicate that the wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.  |
| 4                | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues with some pupils, including some bullying. These challenges particularly affect disadvantaged pupils, impacting their attainment.</p> <p>Teacher referrals for support remain relatively high. 25 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 11 receiving small group interventions.</p> |
| 5                | <p>Our attendance data over the last year indicate that attendance among disadvantaged pupils has been 91.5%, lower than for non-disadvantaged pupils at 92.9%.</p> <p>24.32% of disadvantaged pupils have been 'persistently absent' compared to 22.56% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>   |

## 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved writing attainment among disadvantaged pupils.                  | KS2 reading outcomes in 2026/27 show that more than 65% of disadvantaged pupils met the expected standard.  |

|  |   |
|--|---|
| Improved maths attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2026/27 show that more than 68% of disadvantaged pupils met the expected standard.  |
| Improved reading attainment for disadvantaged pupils at the end of KS2.  | KS2 maths outcomes in 2026/27 show that more than 68% of disadvantaged pupils met the expected standard.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.                             | Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils that are historically persistently absent | Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% higher than their peers.</li> </ul>  |

## 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: £50,800

|   |   |   |
|---|---|---|
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary (Terrific Talkers and Neli)<br><br>We will fund ongoing teacher training and release time | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1 |
| Ensure all new teaching staff are trained in Little Wandle  | Phonics approaches have a strong evidence base that indicates a positive  | 1 |

|  |  |      |
|--|--|------|
| <p>Phonics programme <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to ensure strong phonics teaching for all pupils.</p>  | <p>impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br/><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   |      |
| <p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD including Essentials Writing training through Hertfordshire and support from Teaching and Learning consultants also from Hertfordshire</p>  | <p>The EEF guidance is based on a range of the best available evidence:<br/><a href="#">Improving English in Key Stage 2</a></p>   | 1, 2 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD including Teaching and Learning consultants from Hertfordshire and Essential Maths training through Hertfordshire</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:<br/><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 2    |
| <p>Improve provisions for social, emotional and mental health.</p> <p>Our Wellbeing Champion is ELSA trained and supports pupils through 1:1 check-ins, nurture group, social skills group and 1:1 ELSA support.</p> <p>Support from external agencies as well such as The Hive</p>  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br/><a href="#">EEF Social and Emotional Learning.pdf(education endowment foundation.org.uk)</a></p>   | 3, 4 |

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

Budgeted cost: £50,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embedding a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (Terrific Talkers and Neli)</p>   | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br/> <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  | 1                             |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br/> <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1                             |
| <p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.<br/><br/>Additional TA interventions to support this including writing conferencing</p> | <p>The EEF guidance is based on a range of the best available evidence:<br/> <a href="https://www.educationendowmentfoundation.org.uk">Improving English in Key Stage 2</a></p>  | 1, 2                          |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br/><br/>Additional TA interventions to support this</p>                                  | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/> <a href="https://www.publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br/><br/>The EEF guidance is based on a range of the best available evidence:<br/> <a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3</a></p> | 2                             |

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

Budgeted cost: £25,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>This is ongoing and reviewed regularly by senior leaders and all staff members</p>                                    | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | 4                             |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>   | 5                             |

**Total budgeted cost:** £167,910

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The previous pupil premium strategy has been assessed and the outcomes during academic year 2023/24 improved overall in all areas.

The EYFS outcomes declined from the previous year which was as a result of high mobility and 50% of children in the cohort with SEND. The quality of provision was excellent.

In KS2 outcomes improved in all areas, with combined improving by 20%.

The outcomes across the rest of the school increased significantly particularly in writing.

The well-being and overall behaviour of our children has improved significantly. Children are more settled and able to communicate more effectively and behaviour has significantly improved overall by 64% from the previous year.

Attendance continues to improve, with 1.3% compared from the previous year and persistent absence by 9.3%.

Our personal development is strong and we have provided more enrichment activities this year including activity day and family learning week with a wider range of trips and visitors to the school.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |