



Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

EYFS

Our internal data shows that pupils continue to make accelerated progress in EYFS, despite their low starting points, the gap between them and their peers is closing. As a cohort, the children qualifying for Pupil Premium were all target to exceed 'expected' progress in every area. As a result of targeted support, the percentage of children meeting the expected standard in every area of the EYFS profile increased. In some areas, pupils made outstanding progress. This can be evidenced in the table below:



Foundation Stage Data Analysis 2022 -2023

This data shows our termly data taken from Teacher Assessments

PPG Cohort

	Communication and Language		Personal, Social & Emotional Development			Physical Development		Literacy			Mathematics		GLD
	Listening, Attention & Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor	Fine Motor	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track
ARE On ENTRY	47%	20%	47%	67%	33%	60%	44%	27%	13%	20%	27%	44%	0%
ARE End of Year	74%	83%	83%	91%	74%	87%	83%	83%	78%	70%	83%	78%	65%
	70%		74%			78%		70%			78%		

The percentage of Pupil Premium pupils achieving a Good Level of Development (GLD) was 65%. Although we are still awaiting more information of this year's National picture, it is clear that rapid progress is ensuring Pupil Premium pupils are catching up with their peers. We must continue to ensure that this progress is then sustained throughout Key Stage 1.

Accelerated Progress Evident Across Key Stage 1

Our internal data shows that pupils continued to make accelerated progress leading to high attainment across Key Stage 1. When examining the percentage of pupils who passed the **Year 1 phonics check**, there was a 5% disparity between pupils eligible for the PPG and the whole cohort; the previous year this gap was 10% meaning the difference is diminishing. This year, a whole school focus on phonics, consisting of whole school training as well as new resources has had a positive impact on all pupils, especially those eligible for the PP grant. In comparison to the National picture (67%), the percentage of pupil premium pupils passing the check was far higher (82%). When looking at pupils who needed to be retested in Year 2, 100% of Pupil Premium pupils passed the check ensuring good phonetical awareness skills to take them into Key Stage 2.

Attainment continues to be strong in **Year 2**. The gap between PP pupils and the cohort in **reading** has been reduced to 3%, and pupils continue to do better than National expectations. This is also the case for **writing**, where again the gap is only 2% and our pupils continue to outperform National expectations. In **maths**, pupils continue to outperform their national

counterparts although there is a 7% attainment gap; PP pupils outperformed the cohort at a Greater Depth level. The attainment gap at the 'Expected' level is partially due to the focus of phonics leading into reading and writing last academic year (as these interventions were prioritised), however actions have already been put into place to ensure targeted support in Year 3.

Key Stage 2

Our internal data continues to show that **Reading** is strong across Key Stage 2. The percentage of pupils achieving age-related expectations has risen in every year group. Our Year 6 data shows that 69% of PP pupils achieved the expected standard with 15% achieving 'Greater Depth'. Although these percentages compare favourably, there is still approximately a 7% disparity between PP and cohort.

Writing was a focus on our School Development Plan and we knew that despite our pupils outperforming their national counterparts, there was a continuing need to seek improvements for our most disadvantaged pupils. Attainment in Writing this year is broadly in line with the cohort and well above the National picture. Targeted interventions, a whole school focus and high quality CPD continue to underpin the strategy again for next academic year to ensure high results for our Pupil Premium pupils can be maintained.

PP **Maths** results at the end of Key Stage 2 continue to be strong in pupils achieving both the 'Expected' and 'Greater Depth'. Although this is the case, English interventions took priority last year and therefore careful analysis needs to be done to ensure that every pupil reaches their potential next academic year.

Attendance

Our **attendance** had unsurprisingly, been negatively affected due to the pandemic. During the pandemic, like other schools with a high deprivation index, we saw a downward trend in attitudes to attendance of our most vulnerable families. Strategies to target families and build confidence and relationships have been overwhelmingly positive. School attendance for last academic year was 94.7% and compared favourably to national (94%). For PP pupils, attendance was at 93.1%, and again compares favourably to the national picture of 88.6%. Although these percentages sit well in comparison to National, attendance must continue to be a high priority next academic year.

Persistent absenteeism for Pupil Premium pupils was 19.5% which is considerably lower than last academic year at 39%. The National picture is 37.9% and therefore targeted attendance strategy meetings, CSC involvement, and a raft of further personalised interactions have ensured we have made every effort to reassure our parent community and ensure high attendance targets moving forward. This is in comparison with a whole school figure of 12.3% and therefore we need to ensure PP pupils continue to be positively prioritized to ensure absenteeism continues to fall.

Learning attitudes and behavior

Our parent survey reported that 93% of parents felt that behaviour was good or outstanding at our school. This is because we ensure that **pupils' behaviour does not disturb the learning of others**. This has continued to be more challenging since the pandemic and we continue to use a

raft of measures to support pupils to ensure their learning, and that of others, continues to be of the highest priority.

Permanent exclusion is only ever used as a last result where all other avenues have been exhausted. One PP pupil received a permanent exclusion last academic year following an extensive package of support; this decision was supported by governors. Following an in-depth review, the behaviour support package available to all pupils at Oaklands is extensive and nothing further needs to be actioned to support PP pupils. The percentage of PP pupils who received a **suspension** (formerly known as fixed term exclusion) was disproportionately high last academic year. Again, suspensions are only taken as a last resort and the school uses this time to seek external, professional advice. The pupils who received this sanction have all had specialist provision put in place in the last year and 5 out of the 6 pupils then went on to be granted an EHCP due to their challenging behaviour needs.

In class, pupils continue to be actively engaged in their learning. This is evident through book looks and learning walks. Proactive teaching has supported pupils in becoming independent learners and this needs to continue into next academic year. Children need to continue to be taught about **career choices** and **high aspirations**. This is particularly pertinent to our catchment as we know that many of our families have not accessed higher education (Indices of Deprivation, government website shows that part of our catchment is in the lowest 3% for education, skills and training.)

Parental engagement

Parent engagement has continued to be positive; parental feedback continues to be overwhelmingly positive and the school has continued to be creative in how to engage parents in their child's life at school. Parents engaged in face-to-face workshops this year for the first time since the pandemic and this has worked well alongside the videos created by teachers to explain key areas such as phonics and reading which continue to be a useful tool.

Our data supports these positive parental relationships with 97% of parents stating that they would recommend Oaklands to other parents. (Parental survey July 2023).

Cultural capital

Following disruption after the pandemic, school trips, visits and events have now resumed. Over the last year, pupils have had the opportunity build their **cultural capital** through visitors to the school, class trips or sporting events where pupils compete against other local schools. These opportunities bring their learning to life. Examples of these events are varied and included a WWII evacuation, fossil hunting and visits from people with a variety of faiths and those with none. Our work with the South West Heritage Centre focused around PP pupils and was an excellent opportunity for pupils to take part in a regional program. These activities have been hugely enjoyed by the children and have provided vital context to their learning.

Emotional wellbeing

Our provision for children who need additional support with their **emotional well-being** continues to be strong with individualised programmes in place. We have adapted our dedicated Inclusion

Room due to the needs of our pupils and ensured a full-time ELSA practitioner who positively privileges PP pupils provides support to ensure pupils access school in a supportive and inclusive way that met their individual needs. This provision will continue to be adapted to meet the ever-changing needs of our pupils.