

# Pupil premium strategy statement – Oldfield Primary 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	205
Proportion (%) of pupil premium eligible pupils	6.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alan Brown
Pupil premium lead	Nikki Bailey
<i>Governor / Trustee lead</i>	<i>(Deanne Morris)</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,040
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£28, 040</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our approach for using Pupil Premium and Recovery Premium is based on a tiered approach:

- Investing in high quality teaching
- Targeted academic support
- Wider strategies

As an inclusive mainstream primary school, our intention is to provide a purposeful, motivating and inclusive teaching and learning environment and facilitate children accessing these high quality teaching and learning opportunities.

We strive to raise lifelong aspirations and expectations in our pupils, minimising barriers to learning and achieving. We prioritise children being in school, as children need to be in school in order to access learning and our considered provision. We work closely with our pupils, families and other professionals to address any challenges around attendance, wellbeing and academic learning so that our pupils can be well prepared for their next step in learning and be valuable citizens in the world.

Our pupils are at the heart of all our spending decisions. This Pupil Premium Plan aims to address the specific challenges our disadvantaged and vulnerable pupils face, minimise their barriers to learning and provide them with every opportunity to reach their full potential. We use the EEF (Education Endowment Foundation) guide to support us as we invest our Pupil Premium and Recovery Premium funding. All spending decisions are based on research and practice.

We prioritise supporting our children being in school, being ready to learn, in accessing learning and in making progress from their own starting points, initially in English and maths.

We recognise the importance of pupils having a solid foundation of maths and literacy skills, alongside the importance of them developing an enquiring mind and exploring and discovering their own areas of interest and strength.

Not all pupils who are socially disadvantaged are registered or qualify for free school meals. Through this strategy, we have considered the needs of all pupils for whom the school receives a grant, as well as those who are identified as Young Carers, those with allocated Social Workers and those considered to be in need who are not covered by a specific term.

We provide targeted and bespoke support where needed to children considered to be disadvantaged, which includes in-class and some out-of-class support. This is regularly reviewed to ensure the pupils who need support receive it, and when support is no longer required, another pupil can benefit from this.

We work closely with our families, seeking to increase our awareness and understanding of situations unique to the child which might act as a barrier to learning, considering what we can do as a school and collectively to best address these.

We have developed a holistic approach to our pupil premium provision. This approach is aligned with our School Development Plan and our Trauma Informed Practice. This is a whole school approach where all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.

Our pupil premium strategy has been built upon evidence based research as well as tried and tested strategies. The EEF identifies improving teaching quality and staff subject knowledge as areas that are the most effective in improving outcomes for disadvantaged pupils. In light of this research, we have funded opportunities for staff, including subject leads, to enhance their knowledge and disseminate this to all staff and to guide and monitor assessment and provision. This is likely to benefit all pupils at Oldfield, including our disadvantaged pupils.

**Our ultimate objectives for disadvantaged pupils are that:**

They are in school and ready to learn. Attendance of identified pupils is improved.

They are challenged in the tasks that they are set. They are not left behind socially or academically because of disadvantages.

Their attainment in English and Maths at the end of KS2 at least achieves their own projected target and is in line with, or better than non-disadvantaged pupils.

They develop fluency and understanding in reading to enable them to access the breadth of the curriculum.

Their needs are identified at the earliest opportunity and timely intervention and support is put in place.

They will have strategies to work through challenges, developing resilience and self-help skills.

They access a wide range of opportunities and experiences to develop their knowledge, understanding and appreciation of the world.

They will acquire knowledge and skills in a broad range of subjects so as to

maximise learning and future life opportunities.

They are ready socially, emotionally and academically for their next stage of learning.

**The key principles of our plan are that:**

- All spending decisions are based on research and practice.
- The pupils are at the heart of all spending decisions.
- The pupil premium grant is spent in a way that reduces barriers to learning whilst also providing any necessary learning support.

Below is an overview of the range of provision for disadvantaged pupils at Oldfield. This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	If teachers aren't secure in their subject knowledge, pupils may not receive the highest quality learning experiences.
2	Gaps in learning which may be due to readiness to learn, attendance, SEND (Special Educational Needs and Disabilities), SEMH (Social Emotional Mental Health) and broader factors.
3	Assessments, observations and discussions with pupils suggest pupils difficulties securing phonic knowledge impacts on their development as readers.
4	Some pupils are not emotionally ready to access learning. They can struggle to find strategies to work through emotions. Pupils with specific early experiences may have difficulty in accessing academic learning due to a range of emotional and developmental reasons.
5	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of our pupils, including our disadvantaged, continues to be affected by the impact of the partial closures of educational establishments (including schools and early years providers) during the COVID-19 pandemic. National studies support this.  This has resulted in: Gaps in knowledge which in turn leads to pupils falling further behind age-related expectations, especially in writing and maths. Increased social and emotional needs.

	<p>Difficulties in resilience and regulation.</p> <p>Underdeveloped oral language skills and vocabulary gap.</p> <p>School absences. Attendance and punctuality for disadvantaged pupils isn't yet in line with the National School Attendance target of 95%.</p> <p>Dec 2023:</p> <p>Currently (11/12/23) 81.72 % of non pupil premium children have above 95% attendance.</p> <p>Currently 50% of pupil premium children have above 95% attendance.</p> <p>Our aim is for every child to have above 95% attendance.</p> <p>Dec 2024:</p> <p>Currently (27/11/24) 42.8% of PP pupils for that achieved above 95% attendance.</p> <p>Our aim is for every child to have above 95% attendance.</p>
6	Reduced parental engagement due to ACEs (Adverse Childhood Experiences).
7	Families may struggle to finance wider school opportunities which are important for building cultural capital and supporting a broader understanding of subject areas.

## 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
Sustain and further improve outcomes in reading and sustain outcomes in Y1 and Y2 Phonics screening for all pupils, particular those identified as disadvantaged.	End of Y1 and Y2 phonics outcomes in 2025 show that 100% of disadvantaged pupils meet the expected standard.
Improved reading, writing and maths attainment for all pupils at the end of KS2, particularly those identified as disadvantaged.	The percentage of disadvantaged pupils attaining at least expected standard in KS2 SATs in 2025 will be in line with the percentage of non-disadvantaged pupils attaining at least expected standard; where a child has complex SEND needs, they will make progress towards their long term EHCP targets. A particular focus will be on maths.
Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged.	Improved wellbeing for those identified will be evaluated using: <ul style="list-style-type: none"> <li>● Pupil Voice</li> <li>● Staff Voice</li> <li>● Parent voice</li> <li>● Feedback from ELSAs</li> <li>● Feedback from Passion for Learning staff</li> <li>● myHappyMind assessment tools</li> </ul>

	<ul style="list-style-type: none"> <li>• Reduced incidents of heightened anxiety as logged on CPOMS (Child Protection Online Management System)</li> <li>• Reduced incidents of heightened behaviours due to emotions as logged on CPOMS and evidenced in staff observations of use of Zones of Regulation</li> </ul>
Achieve and sustain improved attendance particularly for those who have historical low attendance and are disadvantaged.	Increase the percentage of disadvantaged pupils who have above 95% attendance. 27/11/24 at 42.8%.

## 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: £15,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Relevant CPD opportunities for subject leads:</b></p> <ul style="list-style-type: none"> <li>• Additional subject lead time for maths and english subject leads to evaluate and develop the curriculum area they are responsible for.</li> <li>• Continue to work closely with the Maths Hub, Literacy Company and local networks</li> </ul>	<p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them”</i></p> <p>EEF School Planning Support 2022 - 2023</p> <p><a href="#">1. High-quality teaching   EEF</a></p> <p>EEF PP Resource evidence brief (updated September 2023):</p> <p><a href="#">‘Menu of approaches’: evidence brief and supporting resources High quality teaching</a></p>	1, 2, 5

<p>to enhance provision for all pupils and develop subject knowledge through CPD for all staff as relevant.</p> <ul style="list-style-type: none"> <li>● Releasing staff for maths training (including Teaching for Mastery training and peer-to-peer work).</li> <li>● Subject leader training</li> <li>● CPD for teachers on curriculum engagement - Hywel Roberts - September 2023</li> <li>● National Literacy Project</li> <li>● Metacognition and Self Regulation training (spring term 2025)</li> </ul>	<p><i>“Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment”.</i></p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	
<p>The <b>English curriculum</b> is well sequenced and delivered across school through quality first teaching (QFT).</p> <ul style="list-style-type: none"> <li>● Additional time for English lead to work on SDP priorities.</li> </ul>	<p><i>“The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year”</i></p> <p>EEF Mastery Learning <a href="#">Mastery learning   EEF</a></p>	1
<p>Enhancement of our <b>maths curriculum</b> and planning in line with DfE and EEF guidance.</p> <p>Deliver Mastery Number throughout school (Rec - Y6)</p>	<p><i>“The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year”</i></p> <p>EEF Mastery Learning <a href="#">Mastery learning   EEF</a></p>	1

<p>Teaching and support <b>staff</b> reorganised to allow more targeted support of pupils.</p>	<p>“school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Where TAs are working individually with low attaining pupils the focus should be on retaining access to high quality teaching, for example by delivering brief, but intensive, structured interventions (see Recommendations 5 and 6) “</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF</a></p> <p>High quality teaching</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	<p>5</p>
<p>Embed Little Wandle <b>Phonics and Early Reading</b> approach in EYFS and KS1 and for struggling learners in KS2.</p> <p>Ongoing training for DfE validated Systematic Synthetic Phonics programme (Little Wandle).</p> <p>Training and release time for staff, including two new members of staff, to develop and implement procedures and subject leader time.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for the disadvantaged.</p> <p><i>“ensuring that training and professional development is provided for staff when new approaches are introduced is likely to increase impact.”</i></p> <p><a href="#">Early literacy approaches   EEF</a></p>	<p>1, 2, 3</p>
<p>Trauma Informed Leads training - 2 members of staff (Deputy &amp; TA) - finishes January 2025.</p> <p>The course aims: develop an understanding of the impact of trauma on the presentation of individuals and learning about strategies to support and effectively respond to these presentations within an education setting.</p> <p>This will lead to a Virtual Schools TILS network to support other</p>	<p>CWAC training.</p> <p>EEF - Improving behaviour in school.</p> <p>Know and understand your pupils and their influences</p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools">https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools</a></p>	<p>4, 5, 6</p>



<p>education settings. <i>informal network for other education settings.</i></p> <p><i>Motivational Interviewing training for teachers, TAs, office staff to encourage stakeholders to empower staff in their dialogues with stakeholders. Objective: stakeholders to take responsibility for their actions and help them build confidence in their ability to change.</i></p> <p><i>Governor and SENCO attended Virtual School conference - Anxiety and school attendance (Oct 2024).</i></p>		
<p>Leadership roles developed: NPQSL NPQLL NPQH</p>	<p>EEF Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>“It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD”</p>	<p>1, 2</p>

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Keep up Phonics - Little Wandle scheme.  Phonics Reading Writing	<i>"All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds".</i>  <a href="#">Early literacy approaches   EEF</a>	3
Mastery Number - bespoke interventions	<i>"High quality targeted support can provide effective extra support for children. • Small-group support is more likely to be effective when: a. children with the greatest needs are supported by the most experienced staff; b. training, support and resources are provided for staff using targeted activities; c. sessions are brief and regular; and d. explicit connections are made between targeted support and everyday activities or teaching."</i>  <a href="https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1671638268">https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1671638268</a>	1, 2

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest schools	<i>"The evidence in the Toolkit is primarily focused on academic outcomes. There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes."</i>  <a href="#">Outdoor adventure learning   EEF</a>	2, 5,

<p>Purchase myHappyMind (MHM) for each class teacher to deliver (part funded by NHS)</p> <p>MHM App rights for parents to access to support themselves and to support them with their child /ren.</p> <p>Staff access to Mental Health support.</p>	<p>Teaching staff deliver MHM.</p> <p><i>“In most cases, schools do not need external or specialist staff to deliver SEL activities to children. In fact, effects on academic performance are generally larger when teachers—as opposed to external practitioners, researchers or community members— implement SEL programmes.<sup>88</sup> This may be because there is more opportunity for practice to become embedded over time. A partial exception to this may be more targeted forms of support, where specialist input is likely to be more beneficial.<sup>89</sup></i></p> <p><a href="#">Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</a></p>	<p>1, 2, 4</p>
<p>Increase parental engagement and confidence in supporting their children at home.</p> <p>Parental clips / ppts / support sheets / Meet the Teacher opportunities to increase parents' understanding of phonics, reading, writing, spelling, maths, mental health approach in school.</p> <p>Termly parent workshops on Emotion Coaching based around the Zones of Regulation. Initially supported by the Outreach Team.</p>	<p><i>“Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.”</i></p> <p><i>“Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes.”</i></p> <p><a href="#">Parental engagement   EEF</a></p>	<p>2, 5, 6</p>
<p>ELSA, Coaching, Modelling, training in self regulation (including Zones of Regulation) to support complex and bespoke needs of specific children to support grounding and increase feelings of belonging, trust in adults</p>	<p><i>“Pupils should be ‘Set an appropriate level of challenge to develop pupils’ self-regulation and metacognition:</i></p> <p><i>‘Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners. However, the challenge needs to be at an appropriate level.</i></p>	<p>2, 4, 5</p>

<p>in school and a readiness to learn.</p> <p>ELSA supervision</p>	<p><i>Pupils must have the motivation to accept the challenge. Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies."</i></p> <p><a href="#"><u>Metacognition and Self-regulated Learning   EEF.</u></a></p> <p>In some cases, a more bespoke / specialist approach is needed to support pupils.</p> <p><i>A partial exception to this may be more targeted forms of support, where specialist input is likely to be more beneficial.<sup>89</sup></i></p> <p><a href="#"><u>Guidance Report IMPROVING SOCIAL AND EMOTIONAL LEARNING IN PRIMARY SCHOOLS</u></a></p> <p><a href="#"><u>3. Wider strategies   EEF</u></a></p> <p><i>"Social and emotional skills' are essential for children's development—they support effective learning and are linked to positive outcomes in later life"</i></p> <p><i>"Five core competencies at the heart of SEL include: Self-awareness; Self-regulation; Social awareness; Relationship skills; and Responsible decision making"</i></p>	
<p>Passion for Learning volunteers to work with identified pupils to provide nurture time, shared reading opportunities and involvement in aspirational events.</p>	<p><i>"Reading a book with such rich opportunities for discussion was a vital step in supporting the children's language and communication. Our very earliest observations had confirmed that a focus on talk was essential to support work across the curriculum."</i></p> <p><i>"High-quality book talk, which was prioritised in every class, also helped to re-build high levels of motivation and engagement to read for pleasure and to take on the challenge of reading a rich, complex text full of ambitious vocabulary, imagery and more"</i></p> <p>EEF Blog (Caroline Bilton) Oct 2020</p>	<p>2, 4</p>

	<a href="#">EEF Blog: How to use reading as a starting point for learning this year</a>	
<p>Sleep training to support parents and families and positively impact engagement on attendance, engagement in school, regulation and resilience.</p> <p>Staff cover to release staff to support parents.</p>	<p>Sleep Scotland identifies the importance of teaching about sleep and the negative impacts lack of sleep can have on children and young people.</p> <p>The Mental Health Foundation has stated that <i>“sleep deprivation is a seriously neglected health issue in our population”</i>.</p> <p><i>- Four-year-olds with sleep difficulties have an increased risk of developing mental health problems as early as six.</i></p> <p><i>-Childhood insomnia has also been linked to problems with aggression and anxiety later in adolescence”</i></p> <p><a href="https://sleepscotland.org/">https://sleepscotland.org/</a></p>	2, 4, 6
<p>Financial support to ensure inclusion enabling pupils to access educational experiences including visits, workshops and residential.</p> <p>Referrals to Kids Bank (local food, uniform and gift charity) and school donations to Kids Bank.</p> <p><a href="#">Kids Bank</a></p>	<p>The Children’s Society reports on the effects of child poverty.</p> <p><a href="#">Effects Of Child Poverty   The Children's Society</a></p>	7
<p>Tracking and monitoring attendance and absence and working with stakeholders to support increased / high levels of absence and addressing these.</p> <p>Collaboratively working with families on attendance plans to work towards improving pupil attendance.</p> <p>Regular attendance Leadership review meetings focusing on the new DfE guidance and statutory</p>	<p><i>“the review also found positive impacts for responsive approaches, where schools aim to address the individual causes behind a pupils’ persistence absence.”</i></p> <p><a href="#">New: Evidence review finds sending personalised letters or...   EEF</a></p>	5

<p>requirements and working closely with the Education Welfare Officer to implement this.</p> <p>Follow Emotionally Based School Non Attendance (EBSNA) guidance document.</p> <p>Liaison with families, pupils, agencies to support areas of need.</p>		
<p>Music for Life music tuition</p>	<p><a href="https://www.sloughmusicservice.co.uk/docs/research/powerofmusic_full.pdf">https://www.sloughmusicservice.co.uk/docs/research/powerofmusic_full.pdf</a></p> <p><i>"In early childhood there seem to be benefits for the development of perceptual skills which affect learning language subsequently impacting on literacy which is also enhanced by opportunities to develop rhythmic co-ordination. Fine motor co-ordination is improved through learning to play an instrument. Music also seems to improve spatial reasoning, one aspect of general intelligence which is related to some of the skills required in mathematics. While general attainment is clearly affected by literacy and numeracy skills, motivation which depends on self-esteem, self-efficacy and aspirations is also important in the amount of effort given to studying"</i></p> <p>p22</p>	<p>5, 6, 7</p>

<p>Our Ways of Working training and support package for schools giving staff access to quality training and support related to TIP (trauma informed practice) providing a shared language and understanding across all those supporting families.</p>	<p><i>“Our Way of Working is about developing a common and consistent approach to working with families. It has been researched and driven forward by the Children’s Trust and has a strong preventative approach at all levels across the continuum of need. It is based on shared language and shared understanding across all partners. Many of the families we work with can experience a broad range of difficulties that need support and interventions. We want to work with them in a new, integrated and targeted way.</i></p> <p><i>Our vision, core values and principles</i></p> <ul style="list-style-type: none"> <li>● <i>A ‘One Children’s Services’ approach to meeting need across our partnership</i></li> <li>● <i>A strong preventative approach at all levels of need</i></li> <li>● <i>Preventing children and young people becoming vulnerable and needs escalating</i></li> <li>● <i>Ensuring lasting solutions within families to improve resilience, emotional health and wellbeing</i></li> <li>● <i>Improving overall outcomes for children and families.”</i></li> </ul> <p><a href="#"><u>Our Way of Working</u></a></p>	<p>4</p>
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<p>Transition support through vulnerable transition points, including transition between classes, to new schools including high schools. Support for pupils and for families. Focusing on:</p> <p>Adapting to academic challenges and curriculum discontinuity;</p> <p>Familiarising with formal school systems, expectations and routines;</p> <p>Developing healthy peer networks and dealing with issues around bullying.</p> <p>SENCO contributing to the Autism Service training workshop for families in Y4-6 (February 2025).</p> <p>Action for Inclusion meetings for families joining Oldfield and families transitioning to other schools.</p> <p>Fostering open and positive communication between stakeholders.</p>	<p><u>3. Wider strategies   EEF</u></p> <p><i>“Some challenges at the point of transition that emerge from the evidence base include:</i></p> <ul style="list-style-type: none"> <li>● <i>Adapting to academic challenges and curriculum discontinuity;</i></li> <li>● <i>Familiarising with formal school systems, expectations and routines;</i></li> <li>● <i>Developing healthy peer networks and dealing with issues around bullying.”</i></li> </ul> <p><i>“By anticipating the risk points around times of transition, schools, parents and young people can work together to deliberately build support around significant moves. Additionally, good communication across schools can help foster curriculum continuity, intelligent use of diagnostic assessment, along with specific planning to address pastoral needs and academic support”</i></p>	
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**Total budgeted cost: £28,620**



## Part B: Review of the previous academic year (2023 - 2024)

### Outcomes for disadvantaged pupils

Success criteria: End of Y1 and Y2 phonics outcomes in 2024 show that 100% of disadvantaged pupils meet the expected standard.

June 2023 Phonics Check:

Y2 - 100%

Y1 - 100%

June 2024 Phonics Check:

Y2 - 100%

Y1 - 67%

Provision within Wider Strategies is supporting pupils and families to address identified needs. To protect the identity of individuals the specifics of these strategies are recorded on documents in school and not specifically referenced here.

Success criteria: The percentage of disadvantaged pupils attaining at least expected standard in KS2 SATs will be in line with the percentage of non-disadvantaged pupils attaining at least expected standard; where a child has complex SEND needs, they will make progress towards their long term EHCP targets.

KS2 SATS Summer term 2023:

SPAG 66.66% of the disadvantaged pupils attained at least expected standard.

SPAG 64 % of the non disadvantaged pupils attained at least expected standard.

Reading 66.66% of the disadvantaged pupils attained at least expected standard.

Reading 80% of the non disadvantaged pupils attained at least expected standard.

Maths 33.33% of the disadvantaged pupils attained at least expected standard.

Maths 56% of the non disadvantaged pupils attained at least expected standard.

Writing 50% of the disadvantaged pupils attained at least expected standard.

Writing 60% of the non disadvantaged pupils attained at least expected standard.

KS2 SATS Summer term 2024:

SPAG 25% of the disadvantaged pupils attained at least expected standard.

SPAG 81% of the non disadvantaged pupils attained at least expected standard.

Reading 25% of the disadvantaged pupils attained at least expected standard.

Reading 81% of the non disadvantaged pupils attained at least expected standard.

Maths 25% of the disadvantaged pupils attained at least expected standard.

Maths 81% of the non disadvantaged pupils attained at least expected standard.

Writing 0% of the disadvantaged pupils attained at least expected standard.

Writing 70% of the non disadvantaged pupils attained at least expected standard.

Spring term 2025 - English Lead will be working with Y6 team to target specific individual needs.

We are taking part in the National Literacy Project alongside our colleagues in the People's Learning Trust, which we are joining as of 1st January 2025.

Success criteria: Improved wellbeing for those identified will be evaluated using:

- Pupil Voice
- Staff Voice
- Parent voice
- Feedback from ELSAs
- Feedback from Passion for Learning staff
- myHappymind assessment tools
- Reduced incidents of heightened anxiety as logged on CPOMS (Child Protection Online Management System)
- Reduced incidents of heightened behaviours due to emotions as logged on CPOMS.

Dec 2023

Pupils have voiced that they feel safe, valued and have a sense of belonging at Oldfield. With targeted support in place, pupils with the potential to be absent from school are able to attend. Pupils accessing ELSA support and Passion for Learning sessions actively look forward to these. Parents have also shared the value they feel these sessions have in supporting their children.

Examples of pupil's making reference to Zones of Regulation as a support strategy for improving their well being.

Pupil voice:

"I am red" pointing to Zones' colour.

Gesticulation towards the Zones colour.

"I am sad. Can I do some happy breathing"

"I am feeling sad" and accepting guidance towards strategies.

Staff voice:

"When my learners are struggling with regulation, I support them in finding healthy ways to manage their feelings and using tools to regulate within my space"

"I consistently model regulation through stating my own feelings (Zone) and using my regulation tools in my space"

Parents attended a workshop to learn more about the Zones approach and support the transfer to home.

Quotes from evaluation sheets:

"Been amazingly helpful, I am looking forward to it working at home for all of us"

“Thanks so much, I’ve found this so useful and will implement”

“All family are going to create their own toolkit and talk about it and share what works for us”

A parent reported their child co regulated with a younger sibling in Sainsburys. Parent reports the child makes reference to Zones at home.

myHappyMind Impact Review statements - December 2023:

- 100% of teachers have seen the self-esteem and confidence of the children improve since beginning myHappyMind
- 100% of teachers are noticing more Gratitude being shared in the classroom
- 100% of teachers have seen children noticing what they have to be grateful for in terms of people around them and experiences more often
- 100% of teachers said their children now better understand the importance of positive relationships and how to build them

CPOMS - reduced incidents related to heightened emotions for focus children.

Dec 2024

Pupils have voiced that they feel safe, valued and have a sense of belonging at Oldfield. With targeted support in place, most pupils with the potential to be absent from school were able to attend. Pupils have expressed and shown a desire to be in school despite challenges.

Outside agencies including the Mental Health team, Outreach Service, Educational Psychology team and the Virtual School have supported staff in reviewing needs and guiding pupils and families to targeted support.

Pupils accessing ELSA support and Passion for Learning sessions actively look forward to these. Parents have also shared the value they feel these sessions have in supporting their children’s mental health needs.

Examples of pupil’s making reference to Zones of Regulation as a support strategy for improving their well being.

Pupil voice:

“I was in blue zone at playtime, \*\* played with me and I felt much better”

“I think \* is in blue zone because they look hurt themselves, can I give them a bravery rosette?”

“It’s my birthday today and I’m in yellow zone, I woke up really early because I was so excited”

“Do you want to do some colour counting to stop you feeling worried?”

“What zone is it when I feel excited because that’s how I’m feeling” and accepting guidance towards strategies.

Gesticulation towards the Zones colour.

“\*\* is feelings in blue zone so I’m telling them some jokes”

“I’m in green zone, my brain is ready for learning”

“I’m tired, can I do some yoga stretches?”

“I’ve not got a lot of energy today, I’m in blue zone. Can I stretch it out?”

Staff voice:

Zones gives us a tool to support pupils in all classes, whichever class I am working in. The colour system helps them to understand the zones.

Zones help us all to remember that heightened and lower emotional states are to be expected and our focus can then be on what to do when we find ourselves in these states.

Using the characters helps children to start to identify emotional states and begin to relate it to others and then to themselves.

The strategy cards and Zones charts around school help children to use it wherever they are.

Parents attended a workshop to learn more about the Zones approach and support the transfer to home.

Comments from evaluation sheets include:

So helpful, linking what they are learning in school to home. I can now see what they are talking about.

Some really helpful things to try at home for us as parents and for the family.

We will build on their toolkits at home too. This is a really useful starting point.

Lots of positive comments from families, particularly of Reception families where children are talking confidently about the zones they are in at home.

myHappyMind Impact Review statements - December 2023:

- 100% of your teachers have said that the "Meet Your Brain" module has helped their class to understand their brain
- 100% of your teachers have said that most of their class have benefitted from Happy Breathing
- 100% of teachers are integrating the language from "Meet Your Brain" into their teaching and learning

Staff report:

Happy Breathing is used frequently as part of their daily practice.

MHM supports children's transition to and from activities, including break and lunchtimes.

Children have enjoyed learning about how the brain works and when to use Happy Breathing.

CPOMS - reduced incidents related to heightened emotions for some focus children.

Spring Term 2024 - internal review of Zones of Regulation to further improve practice. Deliver training to Wyvern's Club staff members.

Success criteria: Increase the percentage of disadvantaged pupils who have above 95% attendance.

% of PP pupils with above 95% attendance in 2021 - 2022	44.44%
% of PP pupils with above 95% attendance in 2022 - 2023	63.15%
% of PP pupils with above 95% attendance in 2023 - 2024	50% as of 11/12/23
% of PP pupils with above 95% attendance as of 27/11/24	42.8%

PP average attendance for 2021 2022 was 94.64%

Non PP average attendance for 2021 2022 was 94.98%

PP average attendance for 2022 2023 was 95.46%

Non PP average attendance for 2022 2023 was 95.8%

PP average attendance for 2023 2024 is currently 93.28% as of 15/12/23  
Non PP average attendance for 2023 2024 is currently 96.6% as of 15/12/23

PP average attendance for 2024 2025 is currently \*\*% as of 20/12/24

Non PP average attendance for 2024 2025 is currently \*\*\*% as of 20/12/24

Autumn term 2024 - PP Lead and SEN Governor attended joint training led by Virtual School on impact of Adverse Childhood Experiences and anxiety on school attendance.

Whole staff Motivational Interviewing training to empower staff to support families to do everything they can to ensure their children are in school and are punctual for school.

Spring term 2025 - meeting with Education Welfare Officer to review implementation of guidance and statutory requirements, attendance plans, Emotionally Based School Non Attendance (EBSNA) approach.

The EBSNA toolkit is used where appropriate to support families and pupils with attendance. School follows advice in the new 'Working together to improve school attendance guidance' document. Information has been sent to parents about when to send children into school as advised by the NHS.

The attendance team tracks attendance and seeks to work with families to increase school attendance and decrease absence due to holidays.

## 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
myHappyMind	<a href="https://myhappymind.org/">https://myhappymind.org/</a>
Forest Schools	<a href="https://www.headintothewild.co.uk/get-to-know-me">https://www.headintothewild.co.uk/get-to-know-me</a>
Music for Life	<a href="https://www.musicforlife.org.uk/">https://www.musicforlife.org.uk/</a>
Times table rockstars	<a href="https://ttrockstars.com/">https://ttrockstars.com/</a>
Passion for Learning	<a href="http://www.passion-for-learning.com">www.passion-for-learning.com</a>
Educational Psychology team (CWAC)	ELSA supervision EP Group Consultations

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

## Further information (optional)

Individual needs and circumstances are always considered and specific and directed interventions or support is offered. Every child and family is unique. We recognise that needs change over time. We use our best endeavours to ensure the most effective support is put into place for pupils.

EEF research and DfE guidance, alongside our own experiences, discussions with colleagues from other schools, good practice shared and publications support us in making decisions around our provision. We recognise the importance of making sure that what we introduce into school is most appropriate for our school context.

We focus on securing the implementation and embedding of a few strategies at a time, so that we don't have too many new initiatives taking place at once. We look for opportunities to dovetail initiatives with others to support our SDP priorities.

This academic year (2024 - 2025) we are prioritising:  
transitions, with a particular focus on transition to high school.

readiness to learning, which includes supporting mental health and wellbeing and attendance.

staff CPD - skilling our staff to support pupils and families through Motivational Interviewing training, Metacognition and self regulation training and the National Literacy Trust.

We continue to work closely with some families to support them in completing their application forms for FSM.

From 1st January 2025 we will be joining the People's Learning Trust and look forward to working alongside colleagues within the Trust to further develop our provision and support for disadvantaged pupils and their families.