



Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oak Farm Primary School
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	14%
Number of children in receipt of pupil premium	84
Academic years covered by this statement	2022-2023 to end of 2024/25 (3-year plans are recommended)
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Catherine Veale
Pupil Premium lead	Andrew Betts
Governor lead	Sue Hynds

Funding overview

Detail	Amount
Pupil premium funding allocation for this year	£122,220
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£14512
Total budget for this academic year	£136,732

Part A: Pupil Premium Strategy Plan

Statement of intent

Context

Oak Farm Primary School is a foundation school located in the London borough of Hillingdon. The school was newly established in September 2021 following the amalgamation of the existing Infant and Junior Schools, which shared a common site.

We are a three-form entry primary school and provide extended provision from 7.30am through to 6.00pm as a result of our breakfast club and after-school club.

We firmly believe in providing children with a high quality, rounded education and have high aspirations for all of our pupils.

Intent

At Oak Farm Primary School, we are fully committed to ensuring that all pupils, regardless of their background or the challenges they face, are able to reach their full potential. The focus of our Pupil Premium strategy is to support disadvantaged pupils by removing barriers to learning and providing them with the same life-chances as their peers.

We aim to provide an engaging, high-quality curriculum that meets the needs of all of our pupils and enables them to make good progress. We provide appropriate provision for pupils who belong to vulnerable groups, with the intention of ensuring that all of our pupils are fully equipped for the next stage in their academic journey.

Quality first teaching is at the forefront of our approach, as all pupils are entitled to daily high-quality teaching and learning. Whole class strategies are put in place to support pupils to learn more effectively, alongside targeted academic support to accelerate pupil progress.

In order to be successful in improving achievement for pupils attracting the Pupil Premium grant, we analyse data to identify pupils who are underperforming, and we draw on research evidence to allocate funding to activities most likely to have an impact on improving achievement.

We are committed to supporting our pupils' social and emotional development and broadening their experiences and opportunities. We aim to develop pupils' well-being and self-esteem so that they become confident learners, and empower students with the strategies they need in order to be successful both within school and in the wider world.

Our focus goes beyond the curriculum, ensuring all pupils have equal access to enriching extra-curricular activities and engaging with families to foster effective relationships that, in turn, lead to better support for our pupils.

Challenges

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

In-school challenges (<i>issues to be addressed in school</i>)	
Challenge Number	Detail of Challenge
1.	Difficulties with phonics and reading Our assessments and observations suggest that disadvantaged pupils generally experience greater difficulties with phonics and reading than their peers, which negatively impacts their development as readers.
2.	Lack of confidence/low self-esteem Our observations of, and discussions with, pupils have identified social and emotional issues, including lack of confidence and low self-esteem for many of our disadvantaged pupils.
3.	Speech and language difficulties Assessments and observations indicate limited oral language skills and vocabulary gaps (as well as specific speech and language difficulties) for some of our disadvantaged pupils.
4.	Concentration and listening skills Teachers have indicated that for many disadvantaged pupils, concentration and listening skills in class are an issue and that this negatively affects academic progress.
5.	Difficulties with writing, including handwriting Our assessments and observations suggest that disadvantaged pupils generally experience greater difficulties with writing skills. Progress and attainment in writing is lower for disadvantaged pupils (on average) than for their peers.
6.	Low attainment in mathematics Our assessments and observations indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged in most year groups.

External challenges (<i>issues which also require action outside of school</i>)	
7.	Parental support at home, including lack of confidence of parents and difficulties due to EAL. Lack of access to enriching experiences. Discussions with pupils suggest that many disadvantaged pupils do not have access to the same enrichment activities as their non-disadvantaged peers.
8.	Lack of computer at home to support home learning More of our disadvantaged pupils have limited access to technology at home to support their home learning.
9.	Low attendance Average attendance for disadvantaged pupils is lower than that for other pupils, and has a negative impact on academic performance.

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
<p>To improve children’s literacy skills, by means of high-quality teaching and tailored support, including those for whom EAL is a barrier to learning, enabling pupils to make accelerated progress and meet age related expectations.</p>	<p>Disadvantaged children to leave KS1 having completed the phonics programme and having passed the KS1 Phonics screening test.</p> <p>Systems in place to identify any need for intervention. Evidence that interventions are having an impact.</p> <p>Gaps will close in progress and attainment in reading and writing between PP and non-PP children.</p> <p>PP children to make at least expected progress.</p> <p>70% of disadvantaged pupils to achieve the expected standard in the Year 6 Reading SATs and 65% to achieve the expected standard in the Y6 Writing teacher assessment.</p>
<p>To close the gap between Pupil Premium children reaching the expected standard in mathematics by the end of key stage 2 and that of national standards.</p>	<p>Gaps will close in progress and attainment in mathematics between PP and non-PP children.</p> <p>PP children to make at least expected progress.</p> <p>Systems in place to identify any need for intervention. Evidence that interventions are having an impact.</p> <p>75% of disadvantaged pupils to achieve the expected standard in Y6 Maths SATS.</p>
<p>To support children’s emotional development and raise their self-esteem, with effective strategies in place to aid vulnerable students and ensure a high level of concentration, engagement and motivation in lessons.</p>	<p>Pupils are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p> <p>Class teachers are confident to support emotional health and wellbeing as part of in-class provision.</p>

	<p>Pupils report that they are happy in school and observations demonstrate a high level of engagement and motivation in lessons.</p>
<p>To work closely with parents to develop their confidence to support their children with home learning and to ensure that pupils have access to technology.</p> <p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p>	<p>All PP children have access to technology at home to support their home learning.</p> <p>Attendance of PP parents/carers at parents' evenings is at the same level as for parents/carers of non-disadvantaged learners.</p> <p>Parent/carer surveys show engagement and satisfaction with school and school life.</p>
<p>To improve the attendance of Pupil Premium children so that they are in school and not missing out on vital learning.</p>	<p>Attendance is 'good' compared to national attendance (95%).</p> <p>Key staff to work closely with families to improve attendance.</p> <p>Very poor attendance (below 90%) to be challenged in line with school policy</p>
<p>For Pupil Premium children to have access to a wide range of enrichment opportunities both in and outside of school.</p>	<p>Extra-curricular activities to be offered to all PP children. Places in clubs and activities funded if required. Targeted participation.</p> <p>Trips and events funded/subsidised for PP children if required.</p>

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: £45,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop pupils' early reading, spelling and writing skills, embedding the new synthetic phonics programme (Bug Club Phonics) to ensure strong progress for all.</p> <p>Catch up prioritised for those at risk of falling behind.</p> <p>Ongoing training to ensure all staff have the necessary pedagogical skills and content knowledge.</p>	<p>DfE accredited phonics programme.</p> <p>The Education Endowment Foundation (EEF) recommends implementing a systematic phonics programme that explicitly teaches pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p>	1
<p>Development of high-quality teaching and a curriculum which responds to the needs of pupils.</p> <p>Using the Cornerstones Maestro curriculum to ensure progression of knowledge and skills</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge, pedagogical expertise and curriculum development. (EEF)</p>	1, 5, 6
<p>Use of 'Talk for Writing', particularly in EYFS and KS1 to develop pupils' language and communication skills and facilitate improved reading and writing skills.</p>	<p>The EEF recommends developing pupils' language capability to support reading and writing.</p> <p><i>'Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.'</i></p>	3, 5

Professional development for teaching staff to ensure that all pupils are exposed to a rich vocabulary within English lessons and in the wider curriculum, and that new vocabulary is explicitly taught.	The EEF states that <i>'repeated exposure to new vocabulary is necessary across spoken language, reading, and writing'</i> and that <i>'building up a wide-ranging vocabulary is a priority for all pupils in key stage 2.'</i>	
Development of individualised learning, and adapted resources, to tackle areas of weakness and bolster foundational knowledge in core areas of the curriculum. High quality assessment to be used to target and adapt teaching to pupils' personal needs.	<i>'Prompt identification of pupils' specific literacy needs and the provision of appropriate support are critical to ensuring sustained progress'</i> (EEF 'Improving Literacy' Guidance report).	
Teachers to be highly aware of the Pupil Premium children in their class and ensure that those children are regularly questioned during whole class input, in order to increase motivation and engagement and avoid passive learning in class.	Passive learning identified as a key barrier to achievement for a significant number of PP children in the school.	2, 4
Implement Mastering number in KS1 and further develop the mastery approach to mathematics across the school, ensuring pupils have a deep, secure of mathematical concepts. CPD for teaching staff to facilitate this.	The EEF recommends enabling pupils to develop a rich network of mathematical knowledge and to provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others.	6
Develop provision for SEND/disadvantaged pupils, ensuring quality first teaching and appropriate intervention to maximise progress.	Good practice in teaching children with SEND equals good practice in teaching all pupils. Research suggests that the greatest influence on educational and social outcomes for children with SEN is their class teacher.	1, 3, 5, 6
Recruitment and retention of teaching staff.	The EEF states that managing workload and supporting the delivery	1, 3, 5, 6

Teaching staff to be supported to undertake National Professional Qualifications (NPDs) and other professional development.	of effective professional development are key to retaining great teachers.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £63,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 handwriting interventions to improve children's fine motor skills and the legibility of their handwriting.	EEF guidance states that <i>'the evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils who may require additional support.'</i>	5
Small group/1:1 phonics and reading interventions, including use of Bug Club Phonics and the Better Reading Support Partners programme, to accelerate progress for children struggling with phonics and reading.	EEF guidance states that <i>'the evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils who may require additional support.'</i> Evidence from Every Child Counts states that pupils make an average reading age gain of 12 months in only 3 months and an average comprehension gain of 10 months.	1, 2, 3, 4
Targeted support to develop pupils' writing skills, focusing on composition, grammar, punctuation and vocabulary.	The EEF states that <i>'interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness should be continually monitored and that small group and one to one interventions can be a powerful tool for supporting these pupils.'</i>	

<p>Liaison between pastoral lead and class teachers to develop strategies to support vulnerable pupils within the classroom.</p> <p>Staff training from link educational psychologist to provide inclusive access to the curriculum for all pupils.</p>	<p>Evidence from Place2Be and Young Minds underlines the importance of catering for pupils' emotional wellbeing. The EEF states that <i>'Social and emotional skills are essential for children's development- they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</i></p>	<p>2, 4</p>
<p>Engage with the National Tutoring Programme to provide one to one and small group tuition.</p>	<p>The EEF states that intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to, and explicitly linked, with normal lessons.</p>	<p>1, 2, 5, 6</p>

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

Budgeted cost: £27,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team to work with pupils to support their emotional development and raise their self-esteem and confidence.</p>	<p>The EEF states that <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>2</p>
<p>Fund/subsidise school trips, visits, breakfast and after school clubs to ensure disadvantaged pupils have the same opportunities as others, with access to experiences to develop cultural capital.</p>	<p>Previous experience within the school has shown that many PP children do not have access to the same opportunities as their peers, so funding and prioritising opportunities for these pupils is key to 'levelling up.'</p>	<p>7, 9</p>

<p>Provide free school meal provision for disadvantaged pupils.</p> <p>Bursary for purchase of school uniform and equipment.</p>		
<p>Purchase of equipment, including laptops and relevant software, to provide access to technology for disadvantaged children at home to support home learning.</p>	<p>Parents within our school have suggested that their child has difficulty accessing some home learning activities due to lack of access to technology.</p>	<p>7, 8</p>
<p>Attendance officer and Pastoral team to monitor pupils' attendance, and meet with parents as necessary, in order to improve attendance rates for disadvantaged pupils and ensure all pupils are in school and ready to learn.</p> <p>One-to-one sessions to support children anxious about coming to school.</p> <p>Good attendance to be celebrated and rewarded to encourage regular attendance.</p>	<p>Department for Education research shows that overall absence has a negative link to attainment and that <i>'missing school for even a day can mean a child is less likely to achieve good grades.'</i></p>	<p>2, 9</p>
<p>Develop the confidence of parents/carers to approach the school for guidance and advice, and to support their children at home.</p> <p>Coffee mornings/workshops and individual support.</p> <p>School to provide links to useful websites.</p>	<p>EEF guidance report states that <i>'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.'</i> Evidence from the <i>Teaching and Learning Toolkit</i> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>7, 9</p>

Part B: Review of outcomes in the previous academic year

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

End of Key Stage 1 Teacher Assessment Results

	Pupils eligible for PP (<i>our school</i>) – 7 pupils	All Pupils
% achieving at or above the expected standard in reading	86%	79%
% achieving at or above the expected standard in writing	57%	74%
% achieving at or above the expected standard in maths	86%	82%

Our internal data for the end of KS1 data shows that pupils eligible for PP performed very strongly in reading and maths (outperforming other pupils) but that performance in writing was less strong. Internal data, based on teacher assessment, shows that the gap between disadvantaged pupils and all other pupils is greatest in writing across the school. Reducing this gap is, therefore, a key priority.

End of Key Stage 2 National Curriculum Results

	Pupils eligible for PP (<i>our school</i>) – 16 pupils	All Pupils	National average (All pupils)
% achieving at or above the expected standard in reading	44%	80%	73%
% achieving at or above the expected standard in writing	38%	67%	71%
% achieving at or above the expected standard in maths	56%	86%	73%
% achieving at or above the expected standard in reading, writing and maths	31%	63%	59%

The disadvantaged cohort in Year 6 was a more challenging cohort than in other year groups. Seven of the 16 pupils (44%) were on the SEND register and persistent absenteeism

amongst some pupils adversely affected their academic achievement. It is worth noting that in mathematics, 4 disadvantaged pupils not meeting the expected standard had a scale score of 98 or 99 (narrowly missing the required standard).

In order to reduce the gap between disadvantaged pupils and other pupils, it is clear that more intensive individual and small group support is required, as well as an adapted curriculum teaching approach. We will prioritise support for disadvantaged pupils in all year groups who are not making expected progress, or who are failing to meet year group expectations.

Pupil Progress Meetings will have a sharp focus on the progress and attainment of disadvantaged pupils, with a requirement for class teachers to be acutely aware of the individual needs of the disadvantaged pupils in their class, especially in writing where the attainment gap is widest in most year groups.

Attendance Data 2022-23

	Oak Farm Primary	FFT National
All pupils	93.0%	93.8%
Disadvantaged	89.3%	91.3%

Percentage attendance figures by year group:

Year group	All	Rec	1	2	3	4	5	6
All pupils	93.0	91.5	93.0	92.9	92.7	93.7	94.7	92.4
Disadvantaged	89.3	90.3	91.4	89.4	88.7	90	92.4	85.3
Gap	3.7	1.2	1.6	3.5	4	3.7	2.3	7.1

Reducing the attendance gap between disadvantaged pupils and other pupils remains a key priority. Our attendance officer will work closely with families of disadvantaged pupils where attendance is of concern.

National Tutoring Programme

The school engaged with the National Tutoring Programme (NTP) in the spring and summer terms, for a total of 9 weeks, having secured the services of an experienced tutor. Children attracting PP funding were prioritised, with 62% of our eligible PP children receiving tuition, equating to 298.5 combined hours (based on hours of tuition per child). Pupil voice, and feedback from the tutor and teaching staff, outlined some of the key benefits of the programme, which included:

- Development in pupils' confidence and fluency in reading and consolidation of phonics
- Pupils using basic sentence punctuation with greater consistency in their written work
- Developing pupil confidence in maths and consolidating understanding of written methods for the four number operations
- Improving pupils' sentences (e.g., better use of adjectives, expanded noun phrases and adverbials)
- Preparing Year 6 pupils for KS2 SATs, including aiding pupils with test 'technique' and ability to answer different question types.

Pastoral Support

A programme of pastoral workshops and interventions has been embedded, with our Pastoral Lead working alongside staff in identifying pupils who require additional support with their social and emotional development and self-esteem. 18% of our PP cohort benefitted during the course of the year from varied interventions. Interventions included programmes aimed at supporting pupils with needs such as: building self-esteem; dealing with anxiety about coming into school; family bonding; eating issues.

1: 1 Reading Interventions

Additional 1:1 reading interventions for Year 2 and 3 pupils ran throughout the year. Six children attracting PPG had access to either BRP (Better Reading Partners) or Wave 3 support.

The reading levels for all of these pupils significantly increased as a result of their participation in the programmes, with decoding and comprehension skills enhanced.

Enrichment Opportunities/extended day provision

We have been able to support disadvantaged families to ensure that pupils have access to enrichment opportunities in school. Families have been supported with the cost of trips, including the Year 6 residential (11 pupils) and the cost of extra-curricular sports activities where there is a cost to the parents.

Subsidised/funded breakfast club & after-school places have also been offered. 12 Pupil Premium pupils have taken up funded breakfast club places.

Funding has also been used to purchase school uniform for some pupils.

Externally provided programmes

Below is a list of non-DfE programmes that have been purchased in the previous academic year.

Programme	Provider
Purple Mash	Two Simple Software
Bug Club reading	Active Learn Primary
Musical Subscription	Charanga
Curriculum Maestro	Cornerstones
Nessy Learning Programme	Net Educational Systems
Times Tables Rockstars	Maths Circle Ltd
RM easimaths	RM Education
Espresso Primary	Discovery Education
MyMaths	Oxford University Press
Educational Psychology Service	EPS (London Borough of Hillingdon)