

Mile Oak Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Mile Oak Primary
Number of pupils in school	456
Proportion (%) of pupil premium eligible pupils	32.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	09.09.2022
Date on which it will be reviewed	August 2023
Statement authorised by	Luke Lording
Pupil premium lead	Holly Taylor and Jen Wilks
Governor / Trustee lead	Susan Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,850
Recovery premium funding allocation this academic year	£16,312
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£228,162

Part A: Pupil premium strategy plan

Statement of intent

At Mile Oak Primary school we are determined to ensure that our disadvantaged pupils' attainment and progress exceeds national average scores. It is the responsibility of all staff to strive to overcome the impact of socio-economic disadvantage on pupil learning and achievement and improve the outcomes of our pupils. This is an ongoing process across the school and implementation is monitored carefully.

We focus on high-quality teaching and learning in all areas and use structured interventions to supplement this where necessary. We make excellent use of ongoing diagnostic assessment to ensure we are challenging the relevant barriers to learning and responding to our pupils' needs.

We pride ourselves on using evidence-informed approaches across the school with this strategy central to school improvement priorities. Relevant evidence and research is made available to all staff and we, as senior leaders, ensure there is interconnectivity between school strategy documents.

Distributed leadership ensures that all leaders drive the standards and practices detailed throughout the strategy and there is a collective understanding and responsibility.

The pupil premium strategy is central to the work of subject leaders in designing, implementing and evaluating their curriculum areas across the school. It is this strategy that ensures our curriculum is coherent, purposeful and provides the skills, knowledge, opportunities and aspiration necessary for our pupils to become successful learners and fulfilled citizens suitably equipped for the future.

The strategy hinges on:

A shared ethos – all staff are responsible for challenging barriers for our pupils and previous attainment is not an anchor for future attainment - *A belief that all can succeed is fundamental to the success of the pupil premium strategy* (Blatchford, 2020)

Positive relationships with pupils and the wider school community

High-quality teaching for all

Access to effective, early intervention

Development of literacy skills – with a strong focus on communication

Incorporation of quality experiences and broadening horizons

Supporting pupil and family wellbeing

Accurate impact evaluation - *Impact evaluation must be robust and rigorous. It must evaluate and not be used to prove innovations, strategies and approaches are working.*
(Rowland, 20121)

Challenges

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

Challenge number	Detail of challenge																														
1	<p><u>Attendance</u></p> <p>3% Gap in attendance between pupil groups with 60% of those PA in a vulnerable group.</p>																														
2	<p><u>Writing</u></p> <table><tr><th>Disadvantaged Pupils</th><th>2018</th><th>2019</th><th>2022</th><th>LA</th><th>National</th></tr><tr><td>Number of pupils</td><td>25</td><td>23</td><td>20</td><td>597</td><td></td></tr><tr><td>% Expected standard in Reading</td><td>64.0</td><td>60.9</td><td>75.0</td><td>46</td><td>52</td></tr><tr><td>% Expected standard in Writing</td><td>60.0</td><td>56.5</td><td>50.0</td><td>35</td><td>41</td></tr><tr><td>% Expected standard in Maths</td><td>68.0</td><td>73.9</td><td>60.0</td><td>45</td><td>52</td></tr></table> <p>Despite our writing data being above local and national outcomes, it is below our data for reading and maths. Furthermore, it is the subject with the greatest gap in attainment and data, which is supported through internal data.</p> <p>Observations and pupil shadowing demonstrates that the building of language skills and cultural capital is having a positive impact on pupils’ engagement, confidence and outcomes in writing. This is a priority for monitoring and continued implementation.</p>	Disadvantaged Pupils	2018	2019	2022	LA	National	Number of pupils	25	23	20	597		% Expected standard in Reading	64.0	60.9	75.0	46	52	% Expected standard in Writing	60.0	56.5	50.0	35	41	% Expected standard in Maths	68.0	73.9	60.0	45	52
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3	<p><u>Oracy</u></p> <p>The development of effective oral communication skills (oracy)</p> <p>Reception baseline assessment highlights language as a priority focus area across the school. Upon entry in September, 25% of children were assessed as age-related for <u>listening, attention and understanding</u> with 27% assessed at age related for <u>speaking</u>. This number is reduced for those eligible for pupil premium funding with 18% assessed as on track for <u>listening, attention and understanding</u> and 9.1% for <u>speaking</u>.</p>																														

	Through regular assessment, tracking, shadowing, discussions and observations it is evident that a lack of oracy has had a significant impact on self-esteem, confidence and future academic success.
4	<p><u>Cultural Capital – 1st hand experiences</u></p> <p>Internal observations, data, tracking, pupil and parent conferencing and shadowing highlights requirement to incorporate first-hand life experience throughout the curriculum offer. Evidence states that first-hand experience is essential for language acquisition and embedding new knowledge.</p>
5	<p><u>Wellbeing</u></p> <p>Through regular discussions, observations and shadowing of pupils, we have identified an increased need to support pupils' social and emotional wellbeing. 70% of our SEMH support sessions are attended by our most vulnerable children. 84% of our family champion support sessions are provided to our families whose children are eligible for pupil premium funding.</p> <p>Referrals for additional support through external agencies and our internal pastoral support have more than doubled in the last 2 years.</p> <p>Access to external support for children is decreasing across the city due to the growing needs across Brighton and Hove.</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
Diminished difference between disadvantaged learners and other pupils through a strong sense of belonging	<p>All staff 'Think Big' for all pupils</p> <p>Culture of collective responsibility for the outcomes of our vulnerable groups</p> <p>Accurate identification of barriers to learning and achievement</p> <p>Accurate identification of disadvantage</p> <p>Effective pupil progress meeting identify priorities</p> <p>All pupils have access to high quality teaching and learning</p> <p>Intervention is used to supplement classroom practice</p> <p>Pupil premium strategy is central to all school decisions</p>

	<p>Accurate evaluation of intervention</p> <p>Policy, practice and routines have an unwavering focus on high-quality, impactful teaching.</p> <p>Scaffold up</p> <p>Flexible PDMs to ensure the opportunity to provide CPD based on robust evaluation</p> <p>Weekly monitoring focus on work scrutiny / incisive feedback</p>														
<p>Disadvantaged pupils' literacy outcomes exceed LA and national scores at KS2 and are in line with other Mile Oak outcomes.</p> <table border="1"> <tr> <th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr> <tr> <td>PP</td><td>75%</td><td>50%</td><td>60%</td></tr> <tr> <td>All</td><td>77%</td><td>52%</td><td>63%</td></tr> </table> <p>(Last reportable data drop – 2022)</p>		Reading	Writing	Maths	PP	75%	50%	60%	All	77%	52%	63%	<p>Writing data in in line with reading data at reportable data drops.</p> <p>Maintain above national expectations for reading and phonics.</p>		
	Reading	Writing	Maths												
PP	75%	50%	60%												
All	77%	52%	63%												
Pupils communicate effectively and confidently	<p>Whole school progression in tier 2 and 3 language used in planning</p> <p>Explicit vocabulary teaching</p> <p>Pre-teaching of vocabulary</p> <p>Over-learning of vocabulary</p> <p>Early and effective intervention</p> <p>Language focus in all areas</p> <p>Pupils are word curious</p> <p>Rich texts used to support learning</p> <p>Modelling of language</p> <p>All pupil have a voice in the classroom</p>														
Pupils are culturally enriched	<p>Regular access to visits, visitors and events linked to curriculum</p> <p>Access to future prospects e.g. university, careers, apprenticeships</p> <p>Access to wider community</p>														
Pupils are able to regulate their behaviour and emotions	<p>Zones of regulation used across the school</p> <p>Consistent use of self-regulation language</p> <p>Explicit teaching of self-regulation strategies</p> <p>Explicit teaching of the language of self-regulation</p> <p>Use of emotion coaching across the school</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: £ 110,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership Focus on High Quality Teaching for all learners	<p><i>A belief that all can succeed is fundamental to the success of the pupil premium strategy (Blatchford, 2020)</i></p> <p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020)</i></p> <p><i>Where staff set audacious goals and chase big dreams, they are more likely to see their vision become a reality (Blatchford, 2020)</i></p> <p>Leaders at all levels drive the pupil premium strategy. One person cannot own the pupil premium strategy, it is a community effort to improve outcomes for these children (Rowland, 2021)</p>	1, 2, 3
Continued embedding of the Mile Oak SSP	<p>Phonics is the only route to decoding. It is essential that there is early identification of pupils who are at risk of falling behind and immediate intervention provided.</p> <p>Consistency across the school is necessary to ensure pupils learn to read quickly. All pupils must complete the phonics programme.</p>	1, 2
Explicit vocabulary instruction	<p>Diagnostic assessment has shown that language acquisition is a priority for pupils.</p> <p><i>“At least 40% of pupils lack the vocabulary to access their learning.” (Voice 21)</i></p> <p><i>‘Schools should follow strategies that address the impact of socioeconomic disadvantage on learning in the long term. These include limited vocabulary, underdeveloped oral language.’</i> Rowland, 2021</p>	1, 3

Implement a systematic and robust approach to the teaching of writing	<p><i>Research evidence has found that the following approaches are effective in teaching writing in primary and secondary schools (What Works Clearinghouse, 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Graham et al, 2011; Santangelo and Olinghouse, 2009):</i></p> <ul style="list-style-type: none"> • <i>Teach pupils the writing process;</i> • <i>Teach pupils to write for a variety of purposes;</i> • <i>Set specific goals to pupils and foster inquiry skills;</i> • <i>Teach pupils to become fluent with handwriting, spelling, sentence construction, typing and word processing;</i> • <i>Provide daily time to write;</i> • <i>Create an engaged community of writers</i> <p><i>(DfE 2012)</i></p>	2, 3, 4
Explicit reading fluency teaching	<p><i>Reading is the gateway to future learning and pupils' reading attainment has been below national averages</i></p> <p>Fluency of reading is also a key indicator for future success in further education, higher education and employment (DfE, 2021)</p> <p>Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging (DfE, 2021).</p> <p>Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance' (DfE, 2021).</p>	1, 2, 3
Effective feedback for learning	<p><i>high quality feedback is essential for increase in progress (+ 3 to +8 months additional progress)</i></p> <p><i>Acquiring the skills to become a self-regulated learner promotes independence and an increase in progress (+ 2 to +7 months additional progress)</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1

<p><i>CPD through weekly learning walks, coaching, instructional coaching, distributed leadership, collaboration, NPQ programme, LA support, regular and targeted professional development meetings:</i></p> <p>High expectations for all Phonics Fluency in reading Reading comprehension Effective use of diagnostic assessment Effective ECT programme of support Effective induction programme Retrieval Practice Use of PLC High Quality Teaching Effective feedback for learning Zones of regulation</p>	<p><i>If we can develop teacher education to be a continuous process in a real sense, rather than the odd inset, workshop or course, then retention rates will improve.’ (Blatchford, 2020)</i></p> <p><i>Increased capacity for leadership has a positive impact on pupil learning and achievement. It also encourages retention which is essential for a successful PP strategy (Blatchford, 2020, EEF, 2020)</i></p> <p>The Ebbinghaus forgetting curve shows how retention decreases over time. With retrieval practice, he showed that the less we forget and the slower the forgetting.</p> <p>Roediger and Karpicke (2006) found that retrieval and low stakes testing is better in terms of long term memory.</p> <p><i>‘Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful strategy for improving academic performance,’ Agarwal et al. 2020</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning</p>	1, 2, 3
<p>Internal cover provision for staff absence (2021 – 2022 in years R – 4)</p>	<p>Relationships – Evidence suggests that our most vulnerable learners are disproportionately impacted through the use of unknown adults therefore, a focus on internal cover, has a positive impact on pupils’ wellbeing and learning.</p> <p><i>‘Every interaction matters.’ (Rowland, 2021)</i></p> <p><i>Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge (Rowland, 2021)</i></p>	1, 5

Effective use of assessment	<i>High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress (EEF, 2020)</i>	1
Recruitment and retention programme and strategic allocation of teachers	<p><i>'Getting the right teachers matched to the right classes is vital.'</i> (Sobel, 2018)</p> <p>High turnover of staff has a detrimental impact on learners' enjoyment and achievement.</p>	1, 5

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

Budgeted cost: £ 55,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Nuffield Early Language Intervention	<p><i>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</i></p> <p><i>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress (EEF, 2020)</i></p> <p>Pupil Premium case studies used to accurately identify potential barriers to learning and effective, personalised intervention implemented.</p>	1, 2, 3
Nurture Provision	<p>Early Intervention to ensure children are school ready, can enjoy and achieve.</p> <p>Social communication has been identified as a priority area for further development in the 2021-2022 cohort of pupils.</p>	2, 3, 5

Pre-teaching (pre-learning) and Same Day Intervention (overlearning)	<p><i>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met (EEF, 2020)</i></p> <p>100% of teachers stated that, during 2020-2021, pupils accessing Pre-teaching were better accessing lessons.</p> <p>2020-2021 data shows that pupils accessing effective pre-teaching made accelerated progress.</p>	1, 2, 3
Additional Phonics/Reading Intervention	<p>Keep up not catch up mantra across the school.</p> <p>Reading is the gateway to the rest of the curriculum.</p>	1, 2, 3
Breakfast and a book	Children identified as needing additional intervention will be ready to learn following breakfast club and provided with daily 1:4 reading teaching following a structure intervention programme	1, 2, 3

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

Budgeted cost: £ [55,067]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of relationships	<p><i>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.</i> (Rowland, 2021)</p> <p><i>Everyone in the school community, including teachers, leaders, learning support staff, office staff and midday supervisors are responsible for building and sustaining positive relationships with all families, including those from</i></p>	1, 2, 3, 4, 5

	<i>disadvantaged backgrounds</i> (Rowland, 2021)	
Building cultural capital through educational visits and visitors; future careers focus; extra-curricular activity	<p>Regular pupil conferencing tells us that some children struggle to identify what might be possible in the future</p> <p>Pupil conferencing has shown that many children would like greater access to extra-curricular opportunities</p>	4, 5
Targeted use of breakfast club to ensure punctuality	<p>Targeting preparedness for learning is a priority.</p> <p>2020-2021 use of targeted breakfast club increased punctuality for vulnerable families.</p>	3, 4, 5
Use of Family Champion to engage families	<p><i>Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.</i> (Rowland, 2021)</p> <p>'Schools should engage with parents in an active and empathetic way' (Sobel, 2018)</p> <p>Support for parents in managing peer-on-peer abuse outside of school, online safety, routines, boundary setting and mental health are a priority based on evidence collected in 2020-2021.</p>	4, 5
Explicit support for SEMH through enhance Learning Mentor Programme, Pet therapy, increased access to School Counsellor	<p>Some of our pupils need a more individualised approach to support their social and emotional needs. The EEF toolkit studies show that effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p> <p>Internal data analysis continues to show greater progress in RWM for PP children in receipt of mentoring.</p>	4, 5
Enrichment to increase cultural capital for all pupils	<i>'Development of quality relationships and communication.'</i> (Sobel, 2018)	4

Implementation of zones of regulation	<i>'Pushes to improve behaviour should be school wide.'</i> (Sobel, 2018)	5
Early intervention	<i>Links with EYFS settings</i>	1, 2, 3, 4, 5
Early Access to forest school	<i>'Improved self-regulation and an increase in self-esteem and self-confidence'.</i> (Sobel, 2018)	1, 2, 3, 4, 5
Financial Support	<i>Poverty proofing practices have shown that decisions about when to provide costed activities must have benefits which cannot be provided in the classroom.</i> <i>At different times, some families may find meeting the costs of various opportunities difficult.</i>	1, 2, 3, 4, 5
Transition	<i>Evidence suggests a dip in progress through transition, particularly cross-school transition.</i>	1, 2, 3, 4, 5

Total budgeted cost: £220,270

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

School Outcomes have improved year on year, which demonstrates that our strategy is having a positive impact on attainment and progress through effective allocation of support for all three tiers (see the table below which shows our data year on year from 2018 and compared to local authority and national data sets).

Disadvantaged Pupils	2018	2019	2022	LA	National
Number of pupils	19	33	27	769	
% Expected standard in Reading	52.6	51.5	66.7	65	62
% Expected standard in Writing	57.9	72.7	63.0	55	55
% Expected standard in Maths	42.1	54.5	55.6	55	56
% Expected standard in GPS	36.8	54.5	44.4	59	59
% Expected standard in RWM	31.6	30.3	40.7	41	43
Reading Progress	-2.2	-1.0	1.3	-0.6	-0.8
Writing Progress	-4.5	0.5	1.5	-0.9	-0.7
Maths Progress	-4.1	-2.3	-0.8	-1.6	-1.1

As shown above, our school progress is above both local and national data.

Targeted academic support strategies were well-designed, delivered by teachers and well attended.

The strategy is known, understood and owned by all staff with every member of staff clear on their responsibility in improving outcomes for our most disadvantaged learners. School culture of early intervention is demonstrated through the targeted support delivered in the Early Years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars and Numbots	ttrockstars
Language Angel	Nubridge Publishing Limited
Discovery RE	DISCOVERY RE LTD
Purple Mash	2simple
Odizzi	Little Travel Bug Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning Mentor 1:1 Breakfast club Extra-curricular access
What was the impact of that spending on service pupil premium eligible pupils?	Increase in attendance Improved self-regulation

Further information (optional)

An internal tracking system is used to identify barriers to learning for vulnerable pupils. This is used to assess the impact of intervention on these barriers and supports all adults in long-term impact analysis.