

Pupil premium strategy statement 2021-2022

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	Oak Hill Academy
Number of pupils in school	462 / 480
Proportion (%) of pupil premium eligible pupils	120 (25.97%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	Mrs Aine Linney Executive Principal
Pupil premium lead	Mr George Ridgway Assistant Principal
Governor / Trustee lead	Mrs Mandy Lancy Regional CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,400
Recovery premium funding allocation this academic year	£11,036
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	£172,436

Part A: Pupil premium strategy plan

Statement of intent

The intent for pupil premium children is to achieve excellence in all areas of learning including academically, emotionally and socially. We want them to develop into well rounded individuals. The aim is to close the gap between disadvantaged pupils and the rest of the cohort and for their progress to be accelerated. We aim for our pupil premium children to have experiences in line with their peers and for there to be no barriers to their learning.

Our Pupil Premium Strategy Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to achieve academic success.

Our ultimate objectives are to:

- to remove barriers to learning created by poverty, family circumstance and background
- narrow/close the attainment gap between disadvantaged pupils and non-disadvantaged pupils in school in line with national data
- ensure all disadvantaged pupils are able to read fluently and with good understanding to enable them to access the breadth of our curriculum offer in KS2
- enable disadvantaged pupils to look after their social and emotional wellbeing and to develop resilience and independence
- to reduce the numbers of disadvantaged pupils absences and PA to ensure it is in line with national data and in line with their peers.

In order to achieve our objectives and overcome the identified barriers to learning we will:

- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- target funding to ensure that all pupils have access to trips, residential and first hand learning experiences to develop their cultural capital experience
- provide opportunities for all pupils to participate in enrichment activities including sport and music
- provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate identification of pupils in need of support, to enable us to act swiftly by putting in place a targeted intervention to enable pupils to progress in line with national data
- ensure that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, adaptations are made to ensure they can access the curriculum and progress.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify pupil premium pupils and will

plan specific intervention and support for individual pupils based on observations and assessments which will be reviewed at least termly.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils is lower than their non-disadvantaged peers. Our assessment and monitoring indicate that in 2020/21 there was a gap of 7% in the expected standard of RWM between disadvantaged pupils and their non-disadvantaged peers.
2	Our internal observations indicate that for some disadvantaged pupils their emotional well-being, social and behavioural needs affect their ability to make progress
3	Internal observations have shown that we need a higher level of support for our pupils with multiple vulnerabilities (Disadvantaged and SEND).
4	To achieve improved attendance levels for all pupils particularly for disadvantaged pupils and pupils with SEND.
5	To improve the enrichment opportunities of our most disadvantaged and vulnerable pupils through our engaging curriculum, providing cultural capital and life chances such as external visitors, trips and experiences.
6	To improve parental engagement linked to supporting pupils learning at home.

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
Improve attainment and progress amongst disadvantaged pupils across the curriculum, with a focus on reading, writing and mathematics.	KS2 outcomes for disadvantaged pupils are at least in line with national expectations in reading, writing, and mathematics combined. In 2023/24, KS2 combined RWM, will show the percentage of disadvantaged pupils will meet the expected standard in line with FFT20 estimates.
To improve and sustain the wellbeing of all pupils, particularly the disadvantaged pupils' social, emotional and mental health.	Pupils' wellbeing needs are met and supported to ensure they are ready for learning. Disadvantaged pupils making rapid progress in small group interventions. Data from pupil voice demonstrates improved wellbeing of disadvantaged pupils.



Internal observations have shown that we need a higher level of support for our pupils with multiple vulnerabilities (Disadvantaged and SEND).	Assessment data shows a marked improvement in the progress of SEND pupils and disadvantaged pupils. TAs and LSAs are highly trained in adapting the curriculum to provide activities.
To raise and achieve sustained improvement in attendance for all pupils, particularly disadvantaged pupils.	Overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged and non-disadvantaged pupils is not more than 2% Persistent absenteeism is below 8% and the figure amongst disadvantaged pupils is not more than 2% higher than their non-disadvantaged peers. Data will indicate an increased proportion of parent/carers engagement with school regarding attendance and punctuality.
To widen the world of disadvantaged pupils' cultural capital through greater opportunities to experience a wider variety of cultural activities including clubs, trips and visits.	Children's experiences raise aspiration and awareness of opportunities, events, people and places within and beyond their immediate locality. Significant increase in percentage of disadvantaged pupils participating in enrichment activities such as, school clubs, school trips, residential and enrichment activities throughout the year as evidenced by data.
To improve parental engagement linked to supporting pupils learning at home.	When schools establish trusted relationships with parents and pupils, children believe that school is important, parents feel trusted, and teachers are supported to teach at their best. Simply - we all achieve more. https://www.headteacher-update.com/best-practice-article/the-four-pillars-of-parental-engagement-schools-families-1/241453/ Parental engagement has a positive impact on average 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider what support you can give to parents to ensure home learning is of high quality. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement

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: £77,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a more consistent approach to the teaching of phonics so more pupils make sustained progress.</p> <p>Continuation of the delivery of a discrete phonics lesson to accelerate the progress of pupils who enter Year 3 and have not passed the Phonic Screening Check.</p>	<p>Research tells us that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1 / 3
<p>Provide CPD on high quality inclusive teaching for all pupils to support and embed the Aspirations No Limits Curriculum</p> <p>Support for new ECTs in identification, provision and assessment of the disadvantaged children in their class</p> <p>We will fund teacher CPD and release time to embed the key elements of the transdisciplinary learning approach to ensure all work is suitably differentiated and challenging to meet the needs of all learners.</p>	<p>Research tells us that high quality teaching is pivotal in improving children's outcomes.</p> <p>Effective professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality_Assurance_of_Teachers_Continuing_Professional_Development.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</p>	all



<p>Provide CPD on high quality inclusive teaching for all pupils, including disadvantaged pupils with SEND to further develop an understanding of pupils needs.</p> <p>Provide CPD for staff on how to adapt activities to provide an inclusive teaching and learning environment for all.</p> <p>Provide support for ECTs by providing 2 years of professional development designed to help early career teachers develop practice, knowledge and working habits.</p>	<p>Provide guidance on how participants can adapt professional development. Adaptations should be made with the needs of the pupils at the forefront of planning and delivery.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-report/s/effective-professional-development</p> <p>https://www.gov.uk/government/publications/induction-for-early-career-teachers-england</p>	1/3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching in class</p> <ul style="list-style-type: none"> - in the moment feedback - peer-peer coaching 	<p>Small group tuition is most likely to be effective if it is targeted at pupils's specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Peer tutoring is most effective when used to review or consolidate learning, rather than introducing new material.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	all



<p>Daily Afternoon PIXL intervention</p> <p>Pre learning activities (08:40am with a TA)</p> <p>Over learning activities (pm with a TA)</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1/3/4</p>
<p>Appoint an approved NTP provider to deliver high quality tailored tuition supporting pupils from disadvantaged backgrounds.</p>	<p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small groups and on-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition through the NTP, the catch-up opportunity will be extended to pupils whose education has been impacted the most by the COVID-19 pandemic.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1/3/4</p>
<p>Employ a Speech and language Therapist to ensure disadvantaged pupils' speech, language and communication skills allow them to achieve their educational potential.</p> <p>SALT to provide training to TAs / LSAs so they can identify the signs of speech, language and communication needs in disadvantaged pupils and support them to ensure the pupils will achieve in line with their peers.</p> <p>SALT to work directly with identified</p>	<p>We have more evidence than ever before demonstrating the direct impact of Speech, Language and Communication Needs (SLCN) on children's life chances.</p> <p>Just 15% of young children with SLCN achieved the expected standard of reading, writing and mathematics at the end of their primary school years, compared with 61% of all pupils.</p> <p>Only 20.3% of children with SLCN gained grade 4/C or above in English and Maths at GCSE, compared with 63.9% of all pupils.</p> <p>Children with poor vocabulary skills are twice as likely to be unemployed when they reach adulthood.</p> <p>60% of young offenders have low language skills.</p> <p>https://www.bercow10yearson.com/wp-content/uploads/2018/04/Bercow-Ten-Years-On-Summary-Report-.pdf</p>	<p>1/3/4</p>



disadvantaged pupils and their families to develop personalised strategies to support a child's individual needs.	https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Provide Phonics interventions to systematically teach pupils the relationships between sounds and the written spelling patterns that represent them.	<p>The teaching of phonics should be matched to children's current level of skill. Phonics improves the accuracy of the child's reading but not their comprehension. It is important that reading, including comprehension, is taught explicitly.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1/3/4

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

Budgeted cost: £55,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve parental engagement by:</p> <ul style="list-style-type: none"> - inviting parents to take an active part in the parents forum - inviting parents to curriculum workshops, for example in 'how to teach your child reading' and 'how to do maths'. 	<p>There is evidence that personalised messages linked to learning can promote positive interactions between school and home.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <p>Review of best Practice in Parental Engagement – DfE Research Report</p>	6
<p>Art Therapy groups for SEMH</p> <p>Social skills groups for SEMH</p> <p>Provide emotional support for disadvantaged pupils and vulnerable pupils</p>	<p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or math scores.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1/2/3/4/5/6



<p>Parent Liaison Officer to work on Emotional Literacy with pupils.</p> <p>Parent Liaison Officer to work with disadvantaged families to enable pupils to have full access to educational opportunities and overcome any identified barriers to learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p>	
<p>Monitoring of attendance by AP for Inclusion, Associate Principal Attendance Office and Parent Liaison Officer to ensure disadvantaged pupils are attending school in line with their peers and in line or above national data.</p> <p>Identified disadvantaged & 10% disadvantaged PA children targeted for compulsory attendance at Acorns to Oaks Breakfast club.</p> <p>Further develop work with parents and carers to promote good attendance and help remove barriers to attendance.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gap.</p> <p>There is evidence that supporting parents with their first child will have benefits for siblings.</p> <p>There is evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1/2/3/4/6
<p>Support disadvantaged children to access Cultural Capital enrichment opportunities and after school clubs by removing barriers to allow pupils to access and understand the wider curriculum and the wider world.</p>	<p>It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically.</p> <p>Within education, we aim to reduce and in time eradicate inequality. Some pupils have very little cultural and social input from elsewhere and therefore may miss opportunities others are able to access. School needs to fill the gaps that disadvantaged pupils have.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	5
<p>Provide training for all staff in supporting</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and emotional</p>	6



children's mental health and wellbeing. Identify, purchase and share further resources to effectively deliver wellbeing and mental health education. Develop children's emotional literacy.	learning (SEL) skills than their more affluent peers. Lower SEL skills are linked with poorer mental health and lower academic attainment. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £172,436

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 2020 to 2021 academic year.

Oak Hill Academy's 2020 - 2021 PPG Allocation was £177,540

Aim	Outcome
Identify disadvantaged children and 10% Persistent Absent children for Acorns to Oaks Breakfast club in order to be learning ready	Autumn 20: School offer: Identified most vulnerable disadvantaged children and invited them to attend Breakfast club and after school club for free, in order to be learning ready/ or to engage in sports clubs after school with their peers. 10 disadvantaged children attend breakfast club each morning. 8 are 10% PA PP.
Monitor and track disadvantaged children's attendance and 10% PA PP attendance in Spring term 2021	Spring 21: During the January 2021 lockdown / partial closure of the school, identified 10% disadvantaged PA and vulnerable children were invited into school to attend every day. This ensured engagement with the learning that was being set by staff. Those at home were contacted frequently by their class teacher to ensure lessons were completed on time and to a high standard. All year groups ensured that children were regularly interacting with the teacher and engaging with the learning set. IMPACT PP attendance in Spring term 2021 was 95.04%



	<p>PP attendance 2019 to 2020 was 95.09%</p> <p>Pupils identified as 10% PA Number of PP children 10% PA as of 10/03/21 Spring 2021 was 85 2019-2020 stats were not accurate due to the Coronavirus pandemic and National Lockdown of Summer 2019. Stats show there was slight improvement in PP attendance from previous years. 11 PP children from Year 6 attended Breakfast club and morning booster sessions in Spring 2021.</p>
Quality of Education	<p>The quality of education throughout 2020/2021 remained good and outstanding, despite the January to March 8th 2021 lockdown. Children worked remotely from home during this period and identified disadvantaged/ vulnerable children including disadvantaged children were invited to come in to school</p>
To ensure that all pupils receive challenging and engaging lessons through quality first teaching that is good or above	<p>-Quality of online learning meant that coverage remained constant throughout remote working to ensure learning was not affected more than necessary. -Quality of learning and behaviour for learning commented as a strength when school reopened more widely. -Staff identified those who had potentially lost learning time due to lower engagement during lockdown / partial closure of the school if they were working from home. -Targeted quality first teaching in classes and identification of chn for boosters and extra sessions.</p> <p>Impact / outcomes on disadvantaged children: In July 2021, all Year 6 pupils met ARE and 94% of disadvantaged children operating at above national from KS1 met their Above Expected 2021 targets.</p>

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.