



2022-2025
Pupil Premium Strategy Statement

Year 3 of 3

Contents

Pupil premium strategy statement	3
School overview	3
Part A: Pupil premium strategy plan	4
Statement of intent	4
Challenges	5
Initial Intended outcomes	6
Revised outcomes 2024-25	7
Activity in this academic year	8
Teaching	9
Targeted academic support (for example, tutoring, one-to-one support structured interventions)	11
Wider strategies (for example, related to attendance, behaviour, wellbeing)	13
Part Bi: Review of the previous academic year [2022/23]	16
Outcomes for disadvantaged pupils	16
Part Bi: Review of the previous academic year [2023/24]	17
Externally provided programmes	23

Pupil premium strategy statement

This statement details our school's use of pupil **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.

Any changes and updates made to this document at the end of Year 1 of the strategy are evident in **purple**.

School overview

Detail	Data
School name	Oakwood
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023 September 2024 September 2025
Statement authorised by	
Pupil premium lead	Thomas McMorris Executive Headteacher
Governor / Trustee lead	Anne McWilliams

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£194,220
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	£194,220

Part A: Pupil premium strategy plan

Statement of intent

Our mission is to provide an outstanding education for the children of Eastbourne, enabling every child at Oakwood to 'be better every day'. In our 'culture of kindness' we strive to instil in children our values of **Knowledge, Equality, Determination** and **Achievement**.

We recognise that at least 40% of our children qualify for the Pupil Premium Grant, significantly more than the National average, and therefore our approaches to teaching and learning and our systems that promote **equality** and equity are designed to deliver the best outcomes for all our pupils – what we do for one group, is good for all.

One of the Oakwood values that shapes the nature of our work and frames our view of children's success is **Achievement**. In conjunction with our School Improvement Plan and Equalities Objectives, this strategy is designed, weighted towards ['wider strategies'](#), to create access to our ambitious and rigorous curriculum so that children develop skills and securely acquire knowledge, achieving success against their personal goals.

In a community where socio-economic disadvantage is not uncommon, it is an important that this strategy sets out to mitigate disadvantage for all through increasingly impactful **teaching**. With a focus on shared, highly effective pedagogy, our universal teaching should equip children knowledge, skills and understanding. Skillful implementation of our well-sequenced, broad and balanced curriculum enables teachers to support children to develop strong knowledge of the world around them, where they acquire substantive and disciplinary knowledge. Our primary aspiration is that all our pupils are fluent and able readers, who have a love of learning. We believe that 'Reading is the key that unlocks all learning.' and that if children are successful in learning to read, they are more likely to be successful in reading to learn. **Targeted academic support** will support children making slower progress to make rapid progress from their starting points.

Through this strategy document, we outline the actions we will endeavour to take to mitigate many known effects of socio-economic disadvantage in . Around 20% of the Oakwood student body live with a Special Educational Need and or Disability. It is not uncommon for these children to also qualify for the Pupil Premium Grant. Our **targeted academic support** and **wider strategies** ensure that the Inclusion policies and protocols at Oakwood, are implemented skillfully by a range of professionals to ensure that children's primary needs are identified and met. A crucial commitment that shapes the nature of our school's timetable is our **determination** that all children can access our academic offer and thrive in their life beyond education, is designing a system that enables all Oakwood children to make rapid progress from their starting points, including 'Communication and Interaction' and 'Social and Emotional Health'.

Challenges

At the launch of this strategy, the key challenges faced by children eligible for the Pupil Premium Grant and their families.

Detail of Challenge 2022-2024	
1	Poorly developed English and mathematic skills that prevent pupils achieving fluency in these subjects and hamper progress in the wider curriculum.
2	Factors that impact negatively on pupils' emotional wellbeing and success at school, such as pupil attendance and parental engagement.
3	Ensuring a high-quality curriculum for all learners, including pupils' personal development.

Following an evaluation of a range of performance indicators at Oakwood and expert training from [Marc Rowland](#) in 2023/24, this table seeks to re-articulate key challenges that might inhibit pupil achievement at Oakwood Primary Academy.

Detail of challenge 2024	
1: Next-phase readiness	
<i>Some children might not be well prepared for the next stage of their education</i>	
Some children might join Oakwood with developmental delay in language acquisition, understanding and application. These children's vulnerabilities might be compounded by their communication profile.	
Joining Early Years, children's Early Reading starting points might be low and leadership and teaching of an exceptional standard is required; rapid progress will be required from starting points in reading and in the other core subjects.	
Children's SEMH profile might inhibit their ability to communicate themselves and emulate our value of determination; this might lead to slower progress, affecting children's 'secondary school readiness'.	
2: School engagement	
<i>Some children and/or their family might not yet be able to engage with the school's offer</i>	
Not all families prioritise school attendance and therefore children's safety cannot be ensured, development might be delayed and academic achievement might be impeded.	
3: Safety and success at school	
<i>Some children's presentation might lead to reduced likelihood of their safety or success at school</i>	
Some SEND learners with complex needs might not yet able to access our curriculum offer according to their Individual Support Plans and their year group's national curriculum expectations:	
<ul style="list-style-type: none"> • Cognition and Learning needs might preclude successfully accessing the learning from the child's year group national curriculum objectives and linked assessments • SEMH profiles might impede children's ability to behave appropriately and safely in the school environment. • Communication and Interaction needs might preclude children's ability to keep themselves and others safe and access the school curriculum. • Children's ASC profiles are likely to require explicit modelling and enhanced opportunities to communicate and socialise. 	
4: Socio-economic challenges	
<i>41% of OPA children experience state-defined 'disadvantage'</i>	
Not all families are able to provide a healthy breakfast for children and as such hunger might impede physical development, motivation, attention and therefore achievement.	
Some families require an earlier school start time or later collection time in order that they can study, look for employment or attend their place of work.	

Some families may need financial support from the school to ensure access to school life and access to our Personal Development opportunities

Initial Intended outcomes

At the point of constructing this three-year plan, we initially set out to meet the following outcomes and associated success criteria:

Intended outcome	Success criteria
<i>Lowest 20% of learners make accelerated progress in Reading, Writing and Maths.</i>	<ul style="list-style-type: none"> Models for the teaching of reading are embedded, and teaching is consistent, leading to good outcomes for pupils. Pupils achieve in-line with National expectations in the Phonics Screening Check (PSC) at the end of Year 1. Outcomes for disadvantaged pupils meet or exceed National expectations. Individual tutoring supports the lowest 20% of pupils in Year 6 to make progress across the core subjects. Tutoring sessions are provided in pupils in YR/1/2 when there are gaps in reading / phonic knowledge.
<i>Attendance of disadvantaged pupils is improved.</i>	<ul style="list-style-type: none"> Pupil attendance meets or exceeds National data. Attendance Officer is appointed to the role. Systems, processes and reporting lead to the effective management of pupil attendance. The percentage of pupils who are persistently absent decreases, so that this is in-line with National averages. The curriculum for disadvantaged pupils meets their needs and is adapted as necessary. Attendance referrals are rigorous and effective communication is maintained with external agencies. Parents better understand the importance that attendance has on outcomes for their child. Improved attendance is recognised and celebrated.
<i>Disadvantaged pupils have access to high quality personal development opportunities.</i>	<ul style="list-style-type: none"> There is targeted support for pupil premium pupils to attend after school clubs and extra-curricular opportunities (individual music tuition / PGL etc). Personalised support plans for individual pupils / small groups of pupils who have difficulty in thriving in mainstream schooling are in place and these pupils access a curriculum to meet their needs. Disadvantaged pupils attend 'Forest School' lessons from Autumn 2023, promoting positive learning experiences for pupils. Level 2 keyworker support is maintained, and referrals to this service is made at point of need.

Revised outcomes 2024-25

Following a review of our progress against our objectives above, reduced Pupil Premium funding and falling pupil numbers in the South East of England, the table below sets out our newly articulated outcomes. We seek to achieve these **by the end of the final year of our current strategy plan**, the success criteria below detail how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children make rapid progress in Early Reading	<ul style="list-style-type: none"> The Early Learning Goal in Word Reading and Comprehension indicates rapid progress since starting school Year 1 Phonic Screening Check outcomes are in line with national averages for 'all' and 'disadvantaged' Teacher assessment in Reading at the end of KS1 is commensurate with PSC success at the end of Year 1
Children make rapid progress in the core curriculum	<ul style="list-style-type: none"> Statutory assessment outcomes demonstrate that OPA indicators are in the top 25% of similar schools and close the gap on National Internal assessments, including those linked to interventions, demonstrate progress in knowledge, skills and understanding Tutoring for lower attaining pupils leads to rapid progress from their starting points
Children demonstrate meaningful engagement and safe behaviours	<ul style="list-style-type: none"> All teaching is at least effective A suite of SEMH interventions is well embedded Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school The school's behaviour and anti-bully policy is well understood Children targeted for SEMH intervention demonstrate progress in specified areas Children demonstrate progress against Individual Support Plan and Individual Behaviour Plan targets Children can list their trusted adults and how to report/disclose their worries Reduced suspensions on 2023-24
All pupils attend school full time	<ul style="list-style-type: none"> Statutory School Age attendance demonstrates growth on 2023-24 and narrows the gap on 'national' Children can articulate the purpose of school attendance Reduced persistent absence indicators Children feel safe when they attend school Children report a sense of belonging at school There is targeted support for pupil premium pupils to attend after school clubs and extra-curricular opportunities

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 under the headings of:

- Teaching
- Targeted academic support
- Wider Strategies

Teaching		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt the Read Write Inc. Curriculum and associated pedagogy. To ensure the continued success of this, appoint and train an Early Reading leader in order that children are supported by highly skilled colleagues so that they make rapid progress from their baseline.	<p>Read Write Inc. Phonics is a teaching programme developed by Ruth Miskin. It includes systematic synthetic phonics, reading and applying phonics to decodable books, and skills for writing, including handwriting and compositional writing. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p>	1 3
To embed Daily Supported Reader in Year 1 and 2.	<p>https://www.hackneyservicesforschools.co.uk/product/daily-supported-reading-programme-dsr</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 3
To embed Destination Reader in Years 3 to 6.	<p>https://www.hackneyservicesforschools.co.uk/DR</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 3
<p>To embed AET Maths (Maths Mastery).</p> <p>To implement the 'Mastering Number' programme in EY / KS1.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</p>	1 3
Refine the Implementation of our Trust-wide knowledge-rich wider curriculum, to improve outcomes for all learners, including those	<p>Engaging with evidence to inform our thinking on curriculum design helped to develop the following active ingredients for curriculum design across our schools:</p> <ul style="list-style-type: none"> • Schema building. Careful thought is given to how schema build, with the right amount of essential knowledge identified, prioritised, and sequenced 	3

<p>entitled to pupil premium.</p>	<p><i>systematically, deliberately building upon prior learning.</i></p> <ul style="list-style-type: none"> • Spacing content. <i>Opportunities in the short, medium, and long term for retrieval to strengthen memory.</i> • Organising key concepts with repetition in mind. <i>Developed through planned repeated encounters of key concepts and 'big ideas'.</i> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies</p> <p>https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum</p>	
-----------------------------------	--	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
The leadership of SEND, will ensure early identification of children requiring academic intervention or alternative provision.	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	1 2 3 4
Administer Read Write Inc. Fast Track Tutoring for 'lowest 20%' and those needing 'keep up' support.	<p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tutoring can be an effective tool for helping pupils recover lost education; in our school we plan to use adults that children know to help support with learning. We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p>Clear, positive and encouraging communication between staff and pupils is important. An evaluation which found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1 3

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
<p>Allocate trained staff to deliver Speech and Language Intervention to individuals, pairs or small groups.</p> <p>SENDCo to evaluate effectiveness and work with expert teachers to identify those most in need by analysing performance indicators.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>https://speechandlanguage.info/ Speechlink tools are used to support our effective provision.</p>	<p>1 3</p>
<p>School-led tutoring is implemented for the lowest 20% of learners in Year 6.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 3</p>
<p>NELI (Nuffield Early Language Intervention) is implemented to improve pupils' oral literacy.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.teachneli.org/what-is-neli/evidence-and-programme-development/</p>	<p>1 3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint school staff to promote children's welfare, support family engagement, lead professional networks, act as Safeguarding lead, ensure safe behaviour, identify and facilitate early intervention. Staff Roles to include:</p> <p>AHT [DSL/SENDCo] DDSL x4 Attendance Officer</p>	<p>We know it to be the case (see EEF quote below) that having a dedicated, trained specialist for specific roles enables us to build a range of trust-rich relationships built on good communication with our community. This supports families to trust us in sending their children to school.</p>	<p>2 3</p>
<p>Continue the school's effective work with families to ensure good attendance, monitoring our effectiveness half termly.</p>	<p>EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly, relationships that are established early support families to liaise with school and support their children in attending.</p>	<p>2 3</p>
<p>Allocate staff, space, resources and food in order that Breakfast Club runs five days a week 08:00 – 08:30.</p>	<p>We offer breakfast for free to children due to the challenges children are known to face (on the right). It is our intention that by offering breakfast club, families are more inclined to bring their children to school. On average, 70 children attend our breakfast club daily. The EEF recently reported: "Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance."</p>	<p>4</p>
<p>'Therapeutic Thinking' approach to supporting positive pupil behaviour and relationships is implemented.</p>	<p>https://czone.eastsussex.gov.uk/student-management/attendance-behaviour/therapeutic-thinking/key-principles/</p> <p>https://czone.eastsussex.gov.uk/student-management/attendance-behaviour/therapeutic-thinking/what/</p>	<p>3</p>

	https://czone.eastsussex.gov.uk/student-management/attendance-behaviour/therapeutic-thinking/aims/	
<p>Where a pupil's primary need is not yet academic, and their SEMH profile demonstrates significant levels of need will receive Nurture provision in the Hive according to targets on their Individual Support Plan</p> <p>Evaluate pupil development termly.</p>	<p>Children who attend Nurture have a significant chance of improving their learning skills (Gerrard, 2005), including language and literacy skills (Hosie, 2013) and their academic attainment improved, even over the course of just one year (Sloan et al 2016, Reynolds et al 2009);</p> <p>https://www.education-ni.gov.uk/articles/nurture-provision-primary-schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3
<p>Where a pupil's SEMH or Communication and Language profile indicates a need, enriching interventions will be provided by qualified staff in the form of:</p> <ul style="list-style-type: none"> - Forest School - The Hive - Sensory Circuits <p>Evaluate pupil development termly.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): click here for the EEF evidence base.</p> <p>https://forestschoollassociation.org/what-is-forest-school/</p>	3
<p>Provide intervention for Year 6 children most in need of SEMH support and enhanced transition in their preparation for joining secondary school with a view to boosting self esteem and confidence through performance.</p> <p>Evaluate pupil development termly.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): click here for the EEF evidence base</p>	3
<p>The costs to parents for residential / curriculum trips and events are reduced for PP families.</p>	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4

<p>Promote the offer of extra-curricular activities and ensure disadvantaged pupils receive targeted supported to attend, including sports clubs, instrumental lessons, school trips and year group residential.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education/the-power-of-music-to-change-lives-resources</p>	<p>4</p>
--	---	----------

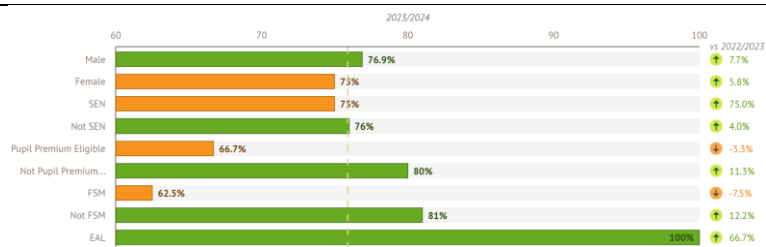
Part Bi: Review of the previous academic year [2022/23]

Outcomes for disadvantaged pupils

- In 2023, 88% of pupils in Year 1 passed the Phonics Screening Check (PSC).
- 92% of pupils entitled to pupil premium passed the check. This is higher than the overall cohort and compared to pupils not entitled to pupil premium (86%).
- At 92%, pupils entitled to pupil premium achieved better in 2023 than was achieved in 2022 (72%) – this is a +20% difference.
- Fewer pupils entitled to pupil premium achieved the expected standard in Reading at the end of Key Stage 1 (50%), compared to 95% of pupils who do not receive pupil premium funding.
- More pupils entitled to pupil premium achieved the expected standard in Writing at the end of Key Stage 1, compared to 2022. (67% in 2023, vs 55% in 2022 (+12%))
- At Key Stage 2, 66% of pupils achieved the expected standard in Reading. 65% of pupils entitled to pupil premium achieved the expected standard in Reading, illustrating that they achieved broadly in-line with all pupils.
- More pupils entitled to pupil premium achieved the expected standard in 2023 compared with 2022. There was an increase of +2%.
- At Key Stage 2, 67% of pupils achieved the expected standard in Writing. 63% of pupils entitled to pupil premium achieved the expected standard in Writing – this is just below the average of the cohort (-4%).
- More pupils entitled to pupil premium achieved the expected standard in 2023 compared with 2022. There was an increase of +2%.
- 47% of pupils achieved the expected standard in the GPS test in 2023. This is +12% higher than compared to 2022 (35%).
- In Reading, the average scaled score increased from 99.84 in 2022 to 100.21 (100 is the expected standard) for pupils entitled to pupil premium.
- In Maths, the average scaled score increased by +2.6 points, from 94.9 to 97.5 for pupils entitled to pupil premium.
- In GPS, the average scaled score increased by +2.2 points, from 96.9 to 99.1 for pupils entitled to pupil premium.

Part Bi: Review of the previous academic year [2023/24]

Intended outcome	Success criteria
Lowest 20% of learners make accelerated progress in Reading, Writing and Maths.	<ul style="list-style-type: none"> Models for the teaching of reading are embedded, and teaching is consistent, leading to good outcomes for pupils. Pupils achieve in-line with National expectations in the Phonics Screening Check (PSC) at the end of Year 1. Outcomes for disadvantaged pupils meet or exceed National expectations. Individual tutoring supports the lowest 20% of pupils in Year 6 to make progress across the core subjects. Tutoring sessions are provided in pupils in YR/1/2 when there are gaps in reading / phonic knowledge.
Early Years	
<div> <div> <p>Good Level of Development</p> <div> <p>Achieving a good level of development 2023/2024</p> <p>65.5%</p> <p>2023/2024 — 65.5% 2022/2023 — 65.4% National Average — 68.5% National Percentile — 100</p> </div> <div> <p>Not achieving a good level of development 2023/2024</p> <p>34.5%</p> <p>2023/2024 — 34.5% 2022/2023 — 34.6% National Average — 31.5% National Percentile — 100</p> </div> </div> <div> <p>2023/2024</p> <p>25 50 75 100</p> <p>Male 53.8% vs 2022/2023 -1.7%</p> <p>Female 75% +5.8%</p> <p>SEN 25% +25.0%</p> <p>Not SEN 72% +4.0%</p> <p>Pupil Premium Eligible 55.6% -4.4%</p> <p>Not Pupil Premium... 70% +1.3%</p> <p>FSM 50% -10.0%</p> <p>Not FSM 71.4% +2.7%</p> <p>EAL 100% +66.7%</p> </div> <div> <p>Literacy</p> <div> <p>Emerging: comprehension 2023/2024</p> <p>10.3%</p> <p>2023/2024 — 10.3% 2022/2023 — 26.1%</p> </div> <div> <p>Expected: comprehension 2023/2024</p> <p>89.7%</p> <p>2023/2024 — 89.7% 2022/2023 — 73.1%</p> </div> <div> <p>Emerging: word reading 2023/2024</p> <p>20.7%</p> <p>2023/2024 — 20.7% 2022/2023 — 30.8%</p> </div> <div> <p>Expected: word reading 2023/2024</p> <p>79.3%</p> <p>2023/2024 — 79.3% 2022/2023 — 69.2%</p> </div> <div> <p>Emerging: writing 2023/2024</p> <p>27.6%</p> <p>2023/2024 — 27.6% 2022/2023 — 34.6%</p> </div> <div> <p>Expected: writing 2023/2024</p> <p>72.4%</p> <p>2023/2024 — 72.4% 2022/2023 — 65.4%</p> </div> </div> <div> <p>50 60 70 80 90 100</p> <p>Male 76.9% +7.7%</p> <p>Female 81.3% +12.0%</p> <p>SEN 30% +50.0%</p> <p>Not SEN 84% +12.0%</p> <p>Pupil Premium Eligible 66.7% -3.3%</p> <p>Not Pupil Premium... 85% +16.3%</p> <p>FSM 62.5% -7.5%</p> <p>Not FSM 85.7% +17.0%</p> <p>EAL 100% +66.7%</p> </div> <div> <p>Mathematics</p> <div> <p>Emerging: number 2023/2024</p> <p>24.1%</p> <p>2023/2024 — 24.1% 2022/2023 — 50.8%</p> </div> <div> <p>Expected: number 2023/2024</p> <p>75.9%</p> <p>2023/2024 — 75.9% 2022/2023 — 69.2%</p> </div> <div> <p>Emerging: numerical patterns 2023/2024</p> <p>24.1%</p> <p>2023/2024 — 24.1% 2022/2023 — 54.6%</p> </div> <div> <p>Expected: numerical patterns 2023/2024</p> <p>75.9%</p> <p>2023/2024 — 75.9% 2022/2023 — 65.4%</p> </div> </div> </div>	



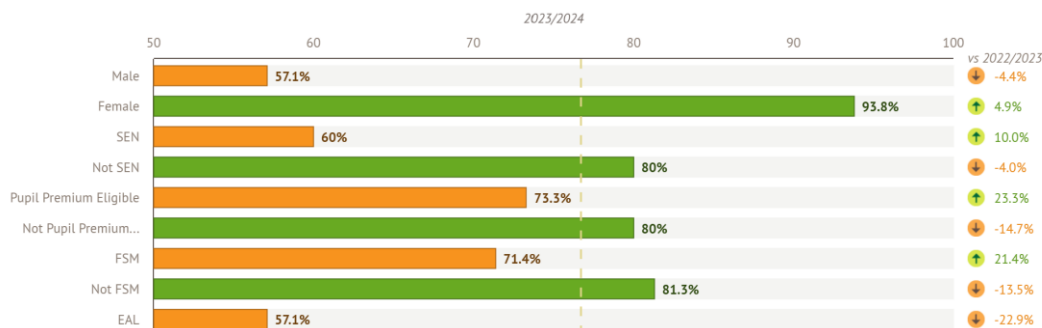
66% of the Reception cohort in 2023/24 achieved a good level of development, with 50% of children eligible for FSM and 56% of children eligible for the Pupil Premium grant achieving the GLD. Whilst this belies our ambition for PPG eligible children, it is representative of excellent progress from of their baselines, which detail that at Autumn half term 2023, 67% of Reception aged children could retain and apply fewer than 15 single letter sounds.

Phonics Screening Check and Read Write Inc.



We are proud to report that, again, Oakwood children achieved more highly than their peers locally and Nationally in the Phonics Screening Check. 87% of Year 1 passed the check, with 75% of children eligible for the Pupil Premium Grant passing successfully, only 5% short of 'all' children Nationally.

Oakwood Primary Academy - Year 2												
Term Set	Total number of children	0-15	16-24	25-30	31-34	35-40	41-46	47-51	52-57	58-63	64-68	69-74
Baseline												
Autumn half term	28		7%		4%		7%		4%		18%	11%
End of Autumn term	28			4%		7%		7%		7%		14%
Spring half term	29			3%		7%	3%				10%	10%
End of Spring term	31			3%			6%		3%		6%	10%
Summer half term	31			3%					3%	3%	6%	10%
End of Summer term	29				3%						24%	72%



The school's hard work to mitigate disadvantage was effective in the teaching of early reading and ensuring children's 'next phase readiness' with 77% of Year 2 children assessed as EXS in reading. 73% of disadvantaged children were awarded EXS, this represents an upturn in attainment for PPG students of 23% in comparison to 2022/23.

Key Stage 2

Maths

Achieved expected standard Maths

2023/2024

63.2%



Reading

Achieved expected standard Reading

2023/2024

68.4%



Working at expected standard Writing (TA)

2023/2024

68.4%



Whilst our attainment indicators do not yet match our ambitions for all children, the school's hard work to promote achievement and mitigate disadvantage resulted in a 16% increase in 'all' children achieving the expected standard in reading, writing and maths combined. Our 'combined' EXS figure for 'all' of 53% is 7% short of 'national' and our 'combined' EXS figure of 47% for Pupil Premium Eligible students is 1% above disadvantaged children nationally.

Compared to 2022/23, in 2024 EXS achievement for pupil premium eligible students increased by 2% in Reading, 4% in Writing and by 22% in Maths.

Evaluation

We are encouraged by an increase in EXS in our statutory indicators across the school but our ambition is to perform in the top 25% of similar schools. In order to focus our work we have crafted School Improvement Objectives to this end and reframed our Pupil Premium Objectives, outcomes and success criteria accordingly (below).

Intended outcome	Success criteria
Children make rapid progress in Early Reading	<ul style="list-style-type: none"> The Early Learning Goal in Word Reading and Comprehension indicates rapid progress since starting school Year 1 Phonic Screening Check outcomes are in line with national averages for 'all' and 'disadvantaged' Teacher assessment in Reading at the end of KS1 is commensurate with PSC success at the end of Year 1
Children make rapid progress in the core curriculum	<ul style="list-style-type: none"> Statutory assessment outcomes demonstrate that OPA indicators are in the top 25% of similar schools and close the gap on National Internal assessments, including those linked to interventions, demonstrate progress in knowledge, skills and understanding Tutoring for lower attaining pupils leads to rapid progress from their starting points

Intended outcome	Success criteria
<i>Attendance of disadvantaged pupils is improved.</i>	<ul style="list-style-type: none"> • Pupil attendance meets or exceeds National data. • Attendance Officer is appointed to the role. Systems, processes and reporting lead to the effective management of pupil attendance. • The percentage of pupils who are persistently absent decreases, so that this is in-line with National averages. • The curriculum for disadvantaged pupils meets their needs and is adapted as necessary. • Attendance referrals are rigorous and effective communication is maintained with external agencies. • Parents better understand the importance that attendance has on outcomes for their child. • Improved attendance is recognised and celebrated.
<p>Reviewing our performance against our Success Criteria:</p> <ul style="list-style-type: none"> • Pupil attendance is not yet in line with national attendance data for 'all' nor 'pupil premium eligible' students <p style="text-align: center;">INSET FFT SNIP HERE</p> <ul style="list-style-type: none"> • Under the leadership of our Assistant Headteacher for Inclusion [SENDCo and DSL] we have built and trained a network of professionals equipped with the skills to promote attendance. An Attendance Officer has been appointed. Systems, processes and reporting lead to the effective management of pupil attendance and this is tracked meticulously internally and across the Trust. Attendance referrals are rigorous and effective communication is maintained with external agencies. • Our attendance team are proactive members of the Aurora Attendance Professionals Network. • We have not yet realized our ambition for driving down Persistent Absence but our monitoring and associated actions to promote attendance reflect a tenacious and meticulous approach. • Whole school communications, including the weekly headteacher newsletter, are designed with Parents better understand the culture of the school and, upon evaluation, more can be done to promote the importance that attendance has on outcomes for their child. • Weekly whole school celebrations and challenges ensure that improved attendance is recognised and celebrated. 	
Evaluation	
<p>We are encouraged by our increased attendance figures for disadvantaged pupils but our attendance for 'all' and 'pupil premium eligible', we have re-drafted our objective and its success criteria accordingly and have crafted a School Improvement Plan objective to increase the likelihood of sustaining our improvement. Not all children demonstrate the expected standard of behaviour and we therefore need to work hard to ensure that our high expectations and our culture of kindness are embedded in 2024 so that Oakwood is a school that all children want to attend.</p>	
All pupils attend school full time	<ul style="list-style-type: none"> • Statutory School Age attendance demonstrates growth on 2023-24 and narrows the gap on 'national' • Children can articulate the purpose of school attendance • Reduced persistent absence indicators

	<ul style="list-style-type: none"> • Children feel safe when they attend school • Children report a sense of belonging at school • There is targeted support for pupil premium pupils to attend after school clubs and extra-curricular opportunities
Intended outcome	Success criteria
<i>Disadvantaged pupils have access to high quality personal development opportunities.</i>	<ul style="list-style-type: none"> • There is targeted support for pupil premium pupils to attend after school clubs and extra-curricular opportunities (individual music tuition / PGL etc). • Personalised support plans for individual pupils / small groups of pupils who have difficulty in thriving in mainstream schooling are in place and these pupils access a curriculum to meet their needs. • Disadvantaged pupils attend 'Forest School' lessons from Autumn 2023, promoting positive learning experiences for pupils. • Level 2 keyworker support is maintained, and referrals to this service is made at point of need.
<p>Reviewing our progress towards achieving our Success Criteria:</p> <ul style="list-style-type: none"> • There is targeted support for pupil premium pupils to attend after school clubs and extra-curricular opportunities but evaluation demonstrates that this offer can be broadened and diversified so there is an increased likelihood of there being 'something for everyone' • Following the skillful launch of our new approach to Personalised support plans – now known as Individual Support Plans - for individual who demonstrate difficulty in thriving in mainstream schooling are in place. Training for staff has increased the positive impact of this plan and we are keen to refine this in 2024/25 in order that all targets are well understood by school staff so that children meet the goals detailed in their plans. • Children with SEMH profiles indicating a need for 'additionality' to improve their wellbeing and progress towards their individual needs attend a range of highly engaging and well implemented interventions such as 'Forest School' and 'The Hive'. Broadening the pastoral and DDSL team has increased capacity here and we are seeking to increase their impact even further in 2024/25. • Level 2 keyworker support has been maintained, and referrals to this service is made at point of need. 	
Evaluation	
<p>Our personal development offer is strong and pupil welfare and wellbeing is at the forefront of the work of the pastoral team. There is a disparity between the views of school staff and families (summer survey 2024) about the effectiveness of the school's behaviour policy.</p> <p>Oakwood's curriculum extends beyond the academic and our Aurora Wellbeing, RE and RSE curriculum are designed to support pupils to develop in many diverse aspects of life. To support us in achieving our social, moral, cultural and spiritual aims, our values of Knowledge, Equality, Achievement and Determination underpin our hard work. Monitoring and evaluation indicate that these values are not thoroughly understood by all children. Oakwood serves a community in which a greater number of families than is typical face socio economic deprivation and we therefore have committed to an extra-curricular offer that extends children's school day and broadens their experience. The offer does not currently reach a number of children reflective of our ambition and nor does it harness the interests and commitment of school staff. It is our ambition, therefore, that the greatest possible number of opportunities in the greatest number of disciplines are available to all children and we have selected a Personal Development objective to support us in achieving this aim.</p>	

Social and Emotional Mental Health is a common primary need in our SEND community. There is a range of effective interventions in place and these are keenly attended by children and well implemented by well-trained colleagues. This valuable work with pupils, especially those pupils who might be influenced by other factors in their home environment, their community and elsewhere has positive impact on children's experience of school. This minority group have enjoyed their provision; our ambition is to refine and extend this offer in order that all children assessed as eligible for intervention build their confidence and resilience, understanding how to engage with society and live safe, successful lives in modern Britain. Suspension indicators and evaluation of the effectiveness of lessons demonstrates that it is not always the case that the enjoyment and success enjoyed during these interventions is transferred in to meaningful classroom engagement and we seek to ameliorate this risk through SIP objective 2.1.

Children demonstrate meaningful engagement and safe behaviours

- All teaching is at least effective, resulting in meaningful engagement in all lessons
- A suite of SEMH interventions is well embedded
- Selected children have access to a range of skilled professionals for weekly sessions as appropriate (according to demand) and demonstrate progress against established targets, functioning with increased safety and success in and out of school
- The school's behaviour and anti-bully policy is well understood
- Children targeted for SEMH intervention demonstrate progress in specified areas
- Children demonstrate progress against Individual Support Plan and Individual Behaviour Plan targets
- Children can list their trusted adults and how to report/disclose their worries
- Reduced suspensions on 2023-24

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
Read Write Inc	Ruth Miskin
Daily Supported Reader (DSR)	Hackney Learning Trust
Destination Reader (DR)	Hackney Learning Trust
Times Tables Rock Stars	Maths Circle Ltd.
Mastering Number	NCETM
NELI	Nuffield Foundation
Primary Writing Project (PWP)	Talk-4-Writing
Purple Mash	2Simple
Forest School	Forest School Association