

Pupil premium strategy statement



OAKRIDGE PAROCHIAL SCHOOL

This statement details our school's use of pupil premium for the 2022 to 2023 academic year 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	Oakridge Parochial School
Number of pupils in school	29
Proportion (%) of pupil premium eligible pupils	6 pupils (20%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	17/11/2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Jonathan Preston
Pupil premium lead	Jonathan Preston
Governor / Trustee lead	Mike Waite

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5180
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,698
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	£12,878

Part A: Pupil premium strategy plan

Statement of intent

“Friendship, Generosity, Perseverance.”

Our School motto, which are also our values, encompasses our ultimate objectives for all of our pupils, and none more so than our most disadvantaged children.

Vision Statement

We are a nurturing, creative school which makes the most of the opportunities in our inspiring location. Our pupils are kind, generous, resilient learners who understand the value of friendship, embrace challenges and develop the skills and independence they need to thrive in the world.

‘They will be like a tree planted by the water
that sends out its roots by the stream.

It does not fear when heat comes;
its leaves are always green’.

Jeremiah 17:8

Challenges

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

Challenge number	Detail of challenge
1	Catch Up Learning
2	Social & emotional barriers (the need for counselling & therapy)
3	Access to remote learning
4	Access to extra-curricular activities to enable socialisation, confidence building

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
1) Catch up learning will be successful through appropriate interventions.	<ul style="list-style-type: none">• Gaps in learning identified and addressed, ensuring good and better progress• Appropriate interventions put in place• Progress measured and monitored carefully.

<p>2) Improved social/emotional health and wellbeing of PP children</p>	<ul style="list-style-type: none"> • Appropriate behaviour/social/emotional support offered to PP children • Parental support offered to parents of PP pupils • PSHE taught to a high standard throughout the school • Pupils report positively on pupil surveys • Appropriate referrals made to outside agencies.
<p>3) Access to remote learning will have parity with non-PP children</p>	<ul style="list-style-type: none"> • In the case of further isolation periods (due to Covid-19) hardware will be immediately available and of high quality.
<p>4) Curricular and extra-curricular activities will be readily available</p>	<ul style="list-style-type: none"> • Opportunities to take part in clubs, trips and school journeys will be accessible to all children.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO training and dissemination to staff	<p>Research (DFE/ASK) has found 7 key ingredients of effective SEN support listed as follows:</p> <ol style="list-style-type: none"> 1. Inclusive culture, leadership and management 2. High quality teaching 3. Use of expertise 4. Personalisation 5. Flexible use of evidence-based strategies 6. Progress tracking 7. Communication and collaboration <p>The skills obtained through SENCO training will have a good impact on progress of PP children.</p>	1 & 2

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant salaries.	<p>The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.</p> <p>Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	1 & 2

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

Budgeted cost: £ 2,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra-curricular Activities</i>	Maslow's hierarchy of needs – physiological needs and enrichment, belonging, self-esteem Children have been previously engaged, with a notable improvement in their mental health and wellbeing.	2 & 4

Total budgeted cost: £ 12,878

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.

There were no KS2 or KS1 PP children at the school who took end of key stage tests or teacher assessments in 2021-2022.

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