

Pupil premium strategy statement

Oxenhope CE Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	15.6% (28 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 & 2026-27
Date this statement was published	To be agreed at LGB on 27.11.24
Date on which it will be reviewed	27.11.25
Statement authorised by	Kevin Campbell-Wright
Pupil premium lead	Alice Jones
Governor / Trustee lead	Laura Lucas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,128 plus £2,345 CLA funding from LA
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£45,473
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

Part A: Pupil premium strategy plan

Statement of intent

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on ***all pupils***
- focussed support to target ***under-performing pupils***
- specific support targeting ***pupil premium pupils***

We want to support all of our children to achieve well academically. Equally important is our nurturing approach to support and sustain the emotional well-being of all our pupils. As a result, we plan to spend our Pupil Premium Grant wisely to provide every opportunity for our eligible pupils not only to match the achievement of their peers nationally but also to develop their confidence and resilience to overcome any social and emotional challenges they may face. It is embedded in our school vision that we develop deep roots to allow each child and adult to flourish. Children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.

Entitlement to free school meals does not necessarily dictate educational achievement; some of our eligible pupils have been the highest achieving in our school. We continue to focus our support on them to make sure that they achieve at the highest level therefore we implement a bespoke programme of support for each eligible child and create a plan to meet their individual needs.

We use whole-school nurturing strategies to support to our current and previously looked after pupils and also development focussed and specific targeted support to address their needs and individual vulnerabilities.

We base our actions on research done by NFER and the Education Endowment Foundation so that we know there is evidence that the strategies work.

Challenges

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

Challenge number	Detail of challenge
1	Eligible pupils with multiple vulnerabilities do not always make sufficiently rapid progress to meet age related expectations.
2	In a few cases, eligible pupils with high prior attainment, do not always achieve at the highest levels.
3	Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.

4	Attendance below 90%, punctuality issues impact on learning.
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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
Where starting points are lower, eligible pupils make rapid progress to close the gap and draw nearer to age related expectations	<ul style="list-style-type: none"> • Data collected in summer 2025 and 2026 will show that between 95 and 100% of children eligible for Pupil Premium will have made at least expected progress for their starting points from the previous summer • Clear tracking of interventions will demonstrate positive impact on identified children’s learning and their progress has been accelerated from their starting points
Where starting points are higher, pupils continue to achieve at the highest levels	<ul style="list-style-type: none"> • Data collection from summer 2025 and 2026 will show that children who have been predicted Greater Depth will have met that target • Clear tracking of challenge opportunities will have a positive impact on identified children learning and progress has been accelerated from their starting points
<p>Where eligible pupils have social and emotional barriers to learning, the pastoral support team provides support</p> <p>Pupils from disadvantaged backgrounds have high aspirations for themselves</p>	<ul style="list-style-type: none"> • Outcomes will be measured in terms of academic progress as well as emotional and behavioural stability. • Clear tracking of interventions will demonstrate positive impact on identified children’s learning and their progress has been accelerated from their starting points • A whole mental health approach is implemented across school

	<ul style="list-style-type: none"> • Referrals to outside agencies are swiftly carried out to ensure families receive Early Help • RSE, mental health and wellbeing strategies are embedded and taught well throughout the curriculum • The Inclusion team identify and support families effectively to quickly eradicate barriers to learning
<p>Where eligible pupils have attendance barriers to learning, the pastoral support team provides support to improve attendance and any required interventions to ensure that learning is not compromised and emotional needs are met.</p>	<ul style="list-style-type: none"> • Attendance and performance is improved.
<p>Pupil premium pupils will have a breadth of experiences and access to a variety of exciting opportunities to enable them to continue their learning</p> <p>School will deliver an engaging, broad, rich and varied curriculum</p>	<ul style="list-style-type: none"> • All pupil premium pupils will be offered after school activities which will contribute to their needs such as choir, running club, create club and homework club • Teachers will broaden pupil's experiences by planning exciting hooks into learning, visitors into school and a wide variety of trips outside school and outdoor learning • Children will be exposed to a wide variety of social, cultural, enrichment and sporting experiences within and outside the school day
<p>School will develop further links with village pre school to support transition, early identification and referral to Pupil Premium systems.</p>	<ul style="list-style-type: none"> • Eligible pupils will attend school wraparound care, enabling early development of family links and close communication between key practitioners. This will ensure that suitable support is rapidly identified and structure at the outset of their school journey.

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: £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school ethos of attainment for all: at our school we have an ethos of high expectations for all pupils.	1st of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
Addressing behaviour: we have effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support including working with families.	2nd of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
High quality teaching for all: we emphasise “quality teaching first” and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.	3rd of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
Meeting individual learning needs: our staff identify each pupil’s challenges and interests. They seek	4th of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4

the best strategies to help each pupil make the next step in his or her learning. We provide individual support for specific learning needs and group support for pupils with similar needs.		
Deploying staff effectively: we deploy our staff effectively using the best teachers to work with those who need most support. We train our staff carefully to equip them to provide effective, targeted support for pupils.	5th of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
Data driven and responding to evidence: we use data analytically to assess the impact of teaching and identify pupils' needs. We review often and address underperformance quickly.	6th of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
Clear, responsive leadership: our senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment. The school invests heavily in staff training and development.	7th of the 7 key features of provision that NFER research into effective practice identifies.	1,2,3,4
NFER tests purchased to support teachers in identifying specific gaps		1&2

in learning. This enables teachers to individualise/personalise learning to meet pupils' specific needs.		
We will be focusing on the teaching of reading and writing by securing our approach to early reading and implementing a text-based approach to English.	EEF research indicates early start to reading supports comprehension & access to the curriculum	1,2,3,4
Raise expectations of what pupils can achieve in each lesson. Raise expectations of pupils' learning behaviours so that they challenge themselves in all aspects of their learning.	NFER research indicates high expectations as a platform for learning	1,2,3,4
Catch up groups for phonics, reading and maths.	Eligible pupils require support to maintain typical progress. Group plans – timed with clear outcomes	1,2,3,4
Targeted support & investment in spelling focus (SCODE).	Eligible pupils require support to maintain typical progress	1,2,3,4
Raising the profile of greater depth writing in school. CPD offered for teaching around recognising characteristics of greater depth writing and moderation of greater depth writing will take place.	EEF Teaching and Learning toolkit supports this.	1,2,3,4

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

Budgeted cost: £8,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>KS1 and Reception small group intervention to support social and language skills lead by the inclusion & diversity lead and class teachers.</p> <p>More experienced support staff to complete programmes of 'catch up'.</p>	<p>EEF Small group tuition- Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	<p>1,2,3</p>
<p>Teaching assistant contract extended to provide targeted intervention.</p> <p>Teaching assistants throughout school deliver targeted interventions.</p> <p>Teaching assistants will be highly trained on specific interventions to maximise their impact.</p>	<p>EEF- Teaching assistants' interventions.</p> <ol style="list-style-type: none"> 1 Teaching assistants can provide a large positive impact on learner outcomes 2. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. 4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. <p>EEF- Making the best use of teaching assistants</p>	<p>1,2</p>

Engagement with Trust-wide CPD for Teaching Assistants	https://thirdspacelearning.com/blog/how-the-best-schools-use-teaching-assistants-effectively/ - 2020	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,773

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will be continuing to support pupils' social and emotional development, including provision of Nurture Room, Pastoral Support Manager and Inclusion and Diversity Officer, high quality training for specific members of staff.	<p>NFER research indicated that eligible pupils require support with individual, time linked plans to access first teaching effectively.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</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 maths scores.</p> <p>As evidenced in the EEF toolkit, behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p>	1,2,3,4
Subsidised access to specific extra-curricular activities – educational experiences such as trips, music lessons and outdoor learning. Improved physical well-being	<p>The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</p> <p>Planning to get the most from any extra time is important. It should</p>	1,2,3,4

<p>and participation of pupil premium children in extra-curricular activities.</p>	<p>meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</p> <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p>	
<p>Targeted support to monitor and improve attendance. The pastoral support team provides support to improve attendance and any required interventions to ensure that learning is not compromised and emotional needs are met.</p>	<p>The evidence that to avoid gaps in learning and development, children's attendance needs to be regular and sustained. Working closely with parents and carers is a large time investment has been shown to be one of the most effective ways of improving children's attendance.</p>	<p>1,2,3,4</p>
<p>Statutory provision from Pupil Premium, including school uniform subsidy, free milk, educational visits etc</p>	<p>Meet pupil's physical and nutritional needs according to statutory requirements</p>	<p>3</p>

Total budgeted cost: £45,473

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

- Our strategic approach relies heavily on our nurturing approach to improving the emotional well-being of all our pupils as well as the academic achievements of our pupils. The outcomes of this approach are more difficult to measure and monitor than purely academic outcomes. However, we are confident that this approach is instilling our eligible children with the confidence, skills and resilience to overcome challenges and match the achievements of their peers.
- The outcomes for 2023-24 demonstrate that many of our eligible pupils achieve above national age-related expectations. The method of implementing a bespoke programme of support for each eligible child appears to be achieving the desired outcomes for most eligible pupils. The individual plan for each pupil was further refined to improve the outcomes over the year, particularly for the few pupils whose outcomes are not yet matching those of their non-eligible peers.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>Where starting points were lower, eligible pupils made progress to close the gap and draw nearer to age related expectations</p>	<ul style="list-style-type: none"> • Data collected from the 2023-24 academic year shows that children eligible for pupil premium are inline or better than age-related national data in reading, writing and maths.
<p>Where eligible pupils had social and emotional barriers to learning, the pastoral support team provided support. Pupils from disadvantaged backgrounds have high aspirations for themselves.</p>	<ul style="list-style-type: none"> • Interventions to support pupils' emotional and behavioural stability have, for the most part, proved successful • A whole mental health approach has been implemented across school • Referrals to outside agencies have been swiftly carried out to ensure families received Early Help when needed • RSE, mental health and wellbeing strategies are being embedded and taught well throughout the curriculum • The Inclusion team continue to identify and support pupils and families effectively with the aim of quickly eradicating barriers to learning

	<ul style="list-style-type: none"> Individual PP plans have meant that staff can drill down to the bespoke needs of each PP eligible child.
Where eligible pupils had attendance barriers to learning, the pastoral support team provides support to improve attendance and any required interventions to ensure that learning is not compromised and emotional needs are met.	<ul style="list-style-type: none"> Attendance is in-line with national and is only - 2% lower than non-PP children therefore the inclusion team's work has had an impact. There are less PA PP children than non-PP children
Pupil premium pupils have had a breadth of experiences and access to a variety of exciting opportunities to enable them to continue their learning School has delivered an engaging, broad, rich and varied curriculum	<ul style="list-style-type: none"> Eligible pupils have been offered after school activities which have contributed to their needs and experiences Teachers have broadened pupil's experiences by planning exciting hooks into learning, visitors into school and a wide variety of trips outside school and outdoor learning Children have been exposed to a wide variety of social, cultural, enrichment and sporting experiences within and outside the school day

Attendance

Oxenhope Attendance 2023-2024	95%
National Attendance 2023-2024	94.1%
Oxenhope PP Attendance 2023-2024	94.6%
National Attendance 2023-2024	91.6
Oxenhope non-PP Attendance 2024-2024	95.1%

- PP attendance figures are higher with national
- PP attendance is 0.5% lower than non-pupil premium
- PP attendance for persistent absence is higher than non-pupil premium children. Individual attendance plans, including support from the local authority are now in place to support these pupils.

23-24 Statutory Data

➤ +10% nationally	At or above national	Below national by less than 10%	Well below national by more than 10%
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EYFS – There was one child eligible for PP in R

GLD in R	100%
GLD national –	Not available yet

- With only small numbers of eligible pupils in the cohort, the progress made by individuals is the most important factor. Due to the low number of pupils affected by the data some results and data about our pupils needs to be suppressed to avoid making these figures public to protect individual privacy. Data will be reviewed internally, and provision modified if appropriate.

Phonics - There were only 2 children eligible for PP in year 1

Phonics in year 1	90%
Phonics National	80%
Phonics National PP	68%
Phonics year 1 PP	100%

- With only small numbers of eligible pupils in the cohort, the progress made by individuals is the most important factor. Due to the low number of pupils affected by the data some results and data about our pupils needs to be suppressed to avoid making these figures public to protect individual privacy. Data will be reviewed internally, and provision modified if appropriate.

Phonics retake	No pp children were involved in retake
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- All children including PP children are attaining above national averages.
- All PP children are attaining above national averages for PP children at KS1.
- Catchup groups have proved effective.
- Focuses on reading and writing have proved effective. However
- With only small numbers of eligible pupils in the cohort, the progress made by individuals is the most important factor. Due to the low number of pupils affected by the data some results and data about our pupils needs to be suppressed to avoid making these figures public to protect individual privacy. Data will be reviewed internally, and provision modified if appropriate.

KS2 – Year 6 – There were 7 children eligible for PP

KS2	Oxenhope	National
Maths	84%	73%

Maths PP	86%	61%
Maths Non-PP	83%	81%
Reading –	84%	73%
Reading PP -	86%	64%
Reading Non-PP	83%	80%
Writing –	77%	71%
Writing PP -	57%	60%
Writing Non - PP	83%	79%
Reading, writing, maths combined	68%	61%
Reading, writing, maths combined PP	57%	45%
Reading, writing, maths combined Non-PP	71%	67%

- Pupil premium children are above average PP attainment in all subjects apart from writing, which is slightly below national average. This is cohort specific but we are addressing writing as a priority in our strategies moving forwards.
- Pupil premium reading – having high expectation for reading has impacted on the PP children. Supporting regular reading with the PP children has meant in increase in attainment. Focusing on reading has shown impact.
- Catchup plans for reading writing and maths have proved effective for PP children and have brought attainment significantly above national attainment for PP – particularly in reading and maths.

100% of eligible pupils passed the phonics screening compared to 90% of non-eligible pupils. Both results are results are greater than the national average.

Externally provided programmes

Includes the names of some of the non-DfE programmes that were purchased in the previous academic year. This helps the Department for Education identify which ones are popular in England

Programme	Provider
NFER tests	NFER
SCODE spelling programme	SCODE
Sharon Day Maths	Sharon Day

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Focus on attendance, communication, support for behaviour challenges, general inclusion in nurture support

	strategies. Enhanced support at identified times of anticipated need and factors identified in individual pupil premium plan.
What was the impact of that spending on service pupil premium eligible pupils?	Improved attendance and behaviour. Positive relationships with the pupils and their families.