

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Oulton Primary School
Number of pupils in school	317
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021-23
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	R Horton
Pupil premium lead	R Horton
Governor / Trustee lead	S Howard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,070
Recovery premium funding allocation this academic year	£16,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,072
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£217,237</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### School Vision

The targeted and strategic use of pupil premium will support children in their learning and we aim to reduce the attainment and achievement gaps between pupil premium and non-pupil premium children both in school and nationally.

#### General Barriers Faced by Oulton's Pupil Premium Children:

- Our pupil premium children often have a narrow range of vocabulary and poor speaking and listening skills. These limits in language can limit academic progress in English, Maths and the wider curriculum
- Our pupil premium children can lack basic skills such as being able to write their own name (on entry to Reception), accurate spelling, knowledge of maths facts and efficient calculating methods
- Our pupil premium children often experience a lack of enrichment opportunities outside of school compared to non-pupil premium children due to financial constraints or a lack of opportunities made available to them
- Our pupil premium children's attendance rates have been historically lower than non-pupil premium pupils. This can have an impact on attainment and limit pupils' aspirations

#### Key Principles of Oulton's Pupil Premium Spending

By following the key principles below, we believe we can maximise the impact of our premium spending.

#### Building Belief:

We will provide an environment where:

- staff believe in ALL children
- staff have a solution focused approach so that children can progress despite presenting barriers
- staff support children to access and engage with learning
- staff build aspirations and a readiness for transition to high school

#### Analysing Data:

The school will ensure that

- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence
- All staff are involved in the analysis of data so that they are fully aware of the requirements for pupil premium funding and who is classed as pupil premium

#### Identification of Pupils:

- The Head Teacher alongside the Leadership Team will be responsible for Pupil Premium provision
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate premium funding to support any pupil or groups of pupils the school has legitimately identified as needing support- support is readily available for all and is not dependent on pupil premium status
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time. However, many initiatives will focus on the provision/improvement of 'Quality First Teaching' rather than specific small group approaches
- We ensure that teaching and learning opportunities meet the needs of all pupils
- Underachievement at all levels is targeted, including those children who are more able but not achieving their full potential

### **Quality First Teaching:**

We will continue to ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school.

- All teachers will share good practice within the school and draw on external expertise
- The school will provide high quality professional development
- The Leadership Team will facilitate the improvement of assessment through joint levelling and moderation

### **Individualising Support:**

“Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by;

- Analysing the individual needs of the child and identifying their barriers to learning
- Aiming to accelerate progress by moving children to at least age-related expectations (ARE) especially in English and Maths
- Tailoring interventions to the needs of the child
- Allocating funding to a series of interventions grouped in progressive waves. The ultimate outcome of which will be that pupils will achieve their academic and personal potential
- Funded interventions will include pastoral support where appropriate e.g., attendance support, family liaison, development of social skills
- Providing extensive support for parents to support their children’s learning within the curriculum.
- Providing additional provision for SEND pupils which will be funded through a combination of SEND funding and their Pupil Premium allocation where applicable
- Recognising and building on children’s strengths to further boost confidence
- Providing individualised interventions for set periods of time to support children in times of crisis

### **Monitoring and Evaluation:**

We will ensure that:

- A wide range of data sources are used – achievement data, pupils’ work, observations, learning walks, case studies and staff, parent and pupil voice

- Assessment data is collected on a regular basis and the impact of interventions is monitored regularly
- Teaching staff attend and contribute to regular pupil progress meetings
- Regular feedback is given to children and their adults
- We will involve the widest possible group of appropriate stakeholders, members of the staff team, the Governing Body, pupils and their families, in making suggestions about pupil premium strategies and evaluating their outcomes

### Reporting

It will be the responsibility of the Head Teacher, or a delegated member of staff, to produce Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards narrowing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils and nationally).
- an outline of the provision that was made since the last meeting.
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a specific provision.

Members of the Governing Body will ensure that an annual strategy statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been.

### Challenges

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

Challenge number	Detail of challenge
1	Some pupils across the Early Years and KS1 have lower than expected speech and Language skills- this has a negative impact on their phonics/writing/reading as they are unable to correctly form the speech sounds in their independent work.
2	At the end of KS1 and KS2, disadvantaged pupils achieve less well than non-disadvantaged pupils.
3	The proportion of disadvantaged children who do not pass or just pass Y1 and Y2 phonics test is higher than non-disadvantaged pupils.
4	Some pupils present with challenging behaviour and suspected attachment difficulties. This stops them and their peers from accessing quality first teaching.
5	Some pupils and families require additional external support to enable their children to be emotionally ready to access their learning in school.

## 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
<p>Pupils, who are disadvantaged, communicate effectively and clearly making their meaning known. Pupils are equipped to access and participate in the curriculum and not held back by communication difficulties</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make good progress in their learning/development</li> <li>• Learning environments are communication friendly and support pupils at different levels of language development via symbols, labels, monitoring and bespoke support</li> <li>• Exit assessments from specific therapy plans demonstrate clear progress</li> <li>• Disadvantaged pupils, with communication difficulties, make good progress in phonics and reading as demonstrated by ongoing and statutory assessments</li> </ul>
<p>Pupils, who are disadvantaged, achieve the best possible outcomes; not only in Reading, Writing and Maths but across the entire curriculum</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make good progress in their learning/development in relation to their individual starting points</li> <li>• Work produced by pupils is of good quality and shows clear progression</li> <li>• The progress gap between disadvantaged and other children is narrowing across school and compared to national</li> <li>• All children are well supported to develop the knowledge, skills and independence needed to access the next phase of their education</li> </ul>
<p>Disadvantaged pupils can read at an age-appropriate level with fluency which enables them to access the broader curriculum</p>	<ul style="list-style-type: none"> <li>• Pupils gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning</li> <li>• Most disadvantaged pupils in Year 1 achieve the expected standard in the national phonics check. The disadvantaged pass rate in Year 2 indicates that pupils have made good progress from Year 1</li> <li>• At all stages, reading attainment is assessed and gaps are addressed quickly using appropriate and well-pitched texts/books</li> </ul>
<p>Children's SEMH needs have limited impact on their/others learning</p>	<ul style="list-style-type: none"> <li>• The school's behaviour policy is used consistently across school</li> <li>• Children (or their parents) access a range of support systems which positively impacts outcomes in school and more widely</li> <li>• Pupils make good progress in their learning/development in relation to their individual starting points</li> <li>• Behaviour records show that disruption to teaching and learning is minimised</li> </ul>

## 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: **£25,294**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Proportion of salary of KS1 Leader/Phonics Leader to be released each day to coach, mentor and deliver CPD for RWI programme</i> 7.5hrs x £38 x 38-weeks <b>£15,482</b></p>	<p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
<p>RWI Spelling Resources/Online portal <b>£977</b></p>	<p><i>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</i> <a href="#">Early Literacy Approaches   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
<p>Maths No Problem! Resources <b>£7,500</b></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2
<p>Maths No Problem! Insights System and Assessment <b>£1,335</b></p>	<p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a> The Maths — No Problem! Primary Series was assessed by the DfE's expert panel, which judged that it met the core criteria for a high-quality textbook to support teaching for mastery. As a result, the MNP Primary Series are recommended textbooks for schools on the mastery programme. <a href="#">Maths- No Problem!</a></p>	2

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

Budgeted cost: **£120,931**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early intervention and assessment of speech and communication issues with rapid intervention by Speech and Language Therapist.</p> <p><b>£11,000</b></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><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Delivery of SaLT developed programmes by trained speech and language assistant (75 days of support over the year)</p> <p><b>£15,000</b></p>		1
<p>40% school contribution to School Led Tutoring</p> <p><b>£14,666</b></p> <p>*tutor to deliver small group phonics and maths intervention to UKS2 children</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3
<p>Contribution to salary of TA to deliver daily NELI language sessions in YR</p> <p><b>£13,815</b></p>	<p>The NELI intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p> <p><a href="#">Nuffield Early Language Intervention (NELI)</a></p>	1
<p>Contribution to salary of TA to deliver daily Read Write Inc Fresh Start every afternoon (2-groups)</p> <p><b>£8,500</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Small group tuition has a moderate evidence base with the expected impact of 4+ months progress for those included. Intensive tuition in small groups is often provided to support lower attaining learners or</p>	2

	<p>those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small Group Tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Salary of 3 x TAS (2 x KS2 and 1 x LKS2) to enable the delivery of small group teaching in Phonics and Maths in addition to targeted small group interventions/pre-teaching for targeted pupils.</p> <p><b>£57,950</b></p>	<p>Small group tuition has a moderate evidence base with the expected impact of 4+ months progress for those included. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small Group Tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>



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

Budgeted cost: **£72,542**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Salary of 2x Learning Mentors trained to deliver specific interventions, counselling, family support, attendance improvement. <b>£53,875</b></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): <a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning.</p>	4, 5
<p>ELSA CPD for Learning Mentor and purchase of associated resources</p> <p>Training - £600 Resources - £575 <b>£1,175</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/Self-Regulation-EEF">Self-Regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/Improving-School-Attendance">Improving School Attendance</a> advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4, 5
<p>CPOMs subscription to log and allow analysis of behavioural incidents/response and enable targeted intervention/support <b>£950</b></p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/Behaviour-interventions-EEF">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5
<p>Purchase of Cluster Services including attendance, family support, young persons counselling and <b>£15,666</b></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): <a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/Self-Regulation-EEF">Self-Regulation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/Improving-School-Attendance">Improving School Attendance</a> advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4, 5

15-Week SEMH placement for Pupil Premium Child £5,525 4-Week SEMH placement for Pupil Premium Child £1,100 6-Week SEMH placement for Pupil Premium Child £2,400 Transport £300 <b>Total</b> <b>£9,325</b>	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	4
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**Total budgeted cost: £227,216**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Intended outcome	Actual outcome/ progress towards this																																																																																																							
1. Pupils, who are disadvantaged, communicate effectively and clearly making their meaning known. Pupils are equipped to access and participate in the curriculum and not held back by communication difficulties	<p>EYFS</p> <table border="1"> <thead> <tr> <th rowspan="3">Indicator</th> <th colspan="2">Eligible Cohort<sup>1</sup></th> <th colspan="2">FSM Eligible: FSM Eligible</th> <th colspan="2">Not FSM eligible</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">School</th> <th colspan="2">School</th> </tr> <tr> <th>6</th> <th>35</th> <th>Value</th> <th>Gap</th> <th>Value</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Good level of development<sup>2</sup></td> <td>33.3%</td> <td>-26.7%</td> <td>33.3%</td> <td>-26.7%</td> <td>60.0%</td> <td></td> </tr> <tr> <td>Average total point score</td> <td>27.7</td> <td>-4.6</td> <td>27.7</td> <td>-4.6</td> <td>32.3</td> <td></td> </tr> <tr> <td>All: At least expected</td> <td>33.3%</td> <td>-26.7%</td> <td>33.3%</td> <td>-26.7%</td> <td>60.0%</td> <td></td> </tr> <tr> <td>Prime: At least expected</td> <td>50.0%</td> <td>-32.9%</td> <td>50.0%</td> <td>-32.9%</td> <td>82.9%</td> <td></td> </tr> <tr> <td>COM: At least expected</td> <td>66.7%</td> <td>-21.9%</td> <td>66.7%</td> <td>-21.9%</td> <td>88.6%</td> <td></td> </tr> <tr> <td>PSE: At least expected</td> <td>66.7%</td> <td>-27.6%</td> <td>66.7%</td> <td>-27.6%</td> <td>94.3%</td> <td></td> </tr> <tr> <td>PHY: At least expected</td> <td>50.0%</td> <td>-35.7%</td> <td>50.0%</td> <td>-35.7%</td> <td>85.7%</td> <td></td> </tr> <tr> <td>Specific: At least expected</td> <td>33.3%</td> <td>-29.6%</td> <td>33.3%</td> <td>-29.6%</td> <td>62.9%</td> <td></td> </tr> <tr> <td>LIT: At least expected</td> <td>33.3%</td> <td>-29.6%</td> <td>33.3%</td> <td>-29.6%</td> <td>62.9%</td> <td></td> </tr> <tr> <td>MAT: At least expected</td> <td>33.3%</td> <td>-49.6%</td> <td>33.3%</td> <td>-49.6%</td> <td>82.9%</td> <td></td> </tr> <tr> <td>UTW: At least expected</td> <td>50.0%</td> <td>-44.3%</td> <td>50.0%</td> <td>-44.3%</td> <td>94.3%</td> <td></td> </tr> <tr> <td>EXP: At least expected</td> <td>50.0%</td> <td>-38.6%</td> <td>50.0%</td> <td>-38.6%</td> <td>88.6%</td> <td></td> </tr> </tbody> </table>	Indicator	Eligible Cohort <sup>1</sup>		FSM Eligible: FSM Eligible		Not FSM eligible				School		School		6	35	Value	Gap	Value	Value	Good level of development <sup>2</sup>	33.3%	-26.7%	33.3%	-26.7%	60.0%		Average total point score	27.7	-4.6	27.7	-4.6	32.3		All: At least expected	33.3%	-26.7%	33.3%	-26.7%	60.0%		Prime: At least expected	50.0%	-32.9%	50.0%	-32.9%	82.9%		COM: At least expected	66.7%	-21.9%	66.7%	-21.9%	88.6%		PSE: At least expected	66.7%	-27.6%	66.7%	-27.6%	94.3%		PHY: At least expected	50.0%	-35.7%	50.0%	-35.7%	85.7%		Specific: At least expected	33.3%	-29.6%	33.3%	-29.6%	62.9%		LIT: At least expected	33.3%	-29.6%	33.3%	-29.6%	62.9%		MAT: At least expected	33.3%	-49.6%	33.3%	-49.6%	82.9%		UTW: At least expected	50.0%	-44.3%	50.0%	-44.3%	94.3%		EXP: At least expected	50.0%	-38.6%	50.0%	-38.6%	88.6%	
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## Y1 Phonics:

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
2327	Oulton Primary School	48	6.3%	25.0%	6.3%	25.0%	12.5%	25.0%	25.6	0.0%	2.1%	4.2%	56.3%	37.5%
	Disadvantaged	18	0.0%	50.0%	11.1%	22.2%	5.6%	11.1%	17.9	0.0%	0.0%	0.0%	83.3%	16.7%
	Non Disadvantaged	30	10.0%	10.0%	3.3%	26.7%	16.7%	33.3%	30.7	0.0%	3.3%	6.7%	40.0%	50.0%

Cohort: Current Year 1 pupils entered for phonics

The threshold mark to be working at or above the standard in phonics is 32

● Q = Maladministration | ● A = Absent | ● D = Disapplied | ● WT - Working towards standard | ● WA - Working at or above standard

## Y2 Phonics:

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome				
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
2327	Oulton Primary School	9	11.1%	22.2%	0.0%	44.4%	11.1%	11.1%	24.6	0.0%	0.0%	11.1%	66.7%	22.2%
	Disadvantaged	5	20.0%	40.0%	0.0%	40.0%	0.0%	0.0%	18.3	0.0%	0.0%	20.0%	80.0%	0.0%
	Non Disadvantaged	4	0.0%	0.0%	0.0%	50.0%	25.0%	25.0%	31.0	0.0%	0.0%	0.0%	50.0%	50.0%

Cohort: Current Year 2 pupils entered for phonics

The threshold mark to be working at or above the standard in phonics is 32

● Q = Maladministration | ● A = Absent | ● D = Disapplied | ● WT - Working towards standard | ● WA - Working at or above standard

## ● KS1

Indicator	School Disadvantaged	Compared to	Gap
Reading >= EXS	11.1 % (Cohort: 9)	75.0 % School All pupils not 'Disadvantaged' (Cohort: 28)	● 63.9% pts
Writing >= EXS	22.2 % (Cohort: 9)	57.1 % School All pupils not 'Disadvantaged' (Cohort: 28)	● 34.9% pts
Maths >= EXS	22.2 % (Cohort: 9)	71.4 % School All pupils not 'Disadvantaged' (Cohort: 28)	● 49.2% pts
Science >= EXS	55.6 % (Cohort: 9)	100.0 % School All pupils not 'Disadvantaged' (Cohort: 28)	● 44.4% pts
RWM >= EXS	0.0 % (Cohort: 9)	50.0 % School All pupils not 'Disadvantaged' (Cohort: 28)	● 50.0% pts
RWMS >= EXS	0.0 % (Cohort: 9)	50.0 % School All pupils not 'Disadvantaged' (Cohort: 28)	● 50.0% pts

KS2 – continues to be a gap between disadvantaged and non-disadvantaged pupils.

In Reading, there was a 4.5% attainment gap between FSM and non-FSM pupils. However, there was a 5% progress gap in favour of FSM children.

In Writing, there was a 24% attainment gap between FSM and non-FSM pupils and a 18% progress gap in favour of non-FSM pupils

In Maths, there was a 11% attainment gap between FSM and non-FSM pupils and a 18% progress gap in favour of non-FSM pupils

Estab. No.	School	Cohort	RWM*		READING		WRITING TA		MATHS		GPS							
			● Avg.	● High	● Avg.	● High	● Avg.	● High	● Avg.	● High								
2327	Oulton Primary School	45	53.3%	4.4%	104.1	20.7%	73.3%	17.8%	73.3%	11.1%	103.8	28.9%	71.1%	26.7%	104.0	28.9%	71.1%	24.4%
	Disadvantaged	17	41.2%	5.9%	102.3	29.4%	70.6%	17.6%	58.8%	5.9%	102.2	35.3%	64.7%	17.6%	101.4	35.3%	64.7%	11.8%
	Non Disadvantaged	28	60.7%	3.6%	105.3	25.0%	75.0%	17.9%	82.1%	14.3%	104.8	25.0%	75.0%	32.1%	105.6	25.0%	75.0%	22.1%

●<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA

●<Exp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA

●High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA

Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted

In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects

Cohort numbers across different subjects may vary from stated figure

- Whole school focus on consistency across learning environments to support communication and understanding. Visual 'Widgit' symbols used in all classrooms alongside text.

	<ul style="list-style-type: none"> <li>Exit assessments from specific therapy plans demonstrate clear progress – <b>awaiting Chatterbug report</b> Pupils on NHS SSD pathway (3 pupils) have made significant progress. 2 pupils previously met the FFI criteria but now do not, due to their improved speech sound articulation. 1 pupil is now accessing his mainstream class full time as he is able to access the learning/ participate with peers more independently.</li> <li>Disadvantaged pupils, with communication difficulties, make good progress in phonics and reading as demonstrated by ongoing and statutory assessments – <b>need RWI progress data for SaLT chn.</b></li> </ul>
2. Pupils, who are disadvantaged, achieve the best possible outcomes; not only in Reading, Writing and Maths but across the entire curriculum	<ul style="list-style-type: none"> <li>Deep dives in a range of curriculum areas, by both LA SIA and Ofsted, found good quality work showing clear progression.</li> </ul>
3. Disadvantaged pupils can read at an age-appropriate level with fluency which enables them to access the broader curriculum	<p>1:1 RWI assessments (half termly), use of NFER tests (2 x yearly) and ongoing teacher assessment ensure teaching and intervention is appropriately targeted. Disadvantaged pupils targeted by class-based staff for additional reading support.</p>
4. Children's SEMH needs have limited impact on their/others learning	<ul style="list-style-type: none"> <li>Many children and families have been supported by cluster services such as family support and counselling. This has had a positive impact on the emotional needs of pupils and, in some cases, has led to further referrals to agencies such as CAMHS through Mindmate SPA.</li> <li>Placements for individual pupils at alternative provision has meant a decrease in significant behaviour incidents and general disruption to teaching and learning.</li> </ul>

## 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*

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc. Phonics	Ruth Miskin, Oxford University Press
Read, Write, Inc. Fresh Start	Ruth Miskin, Oxford University Press
Read, Write, Inc. Spelling	Ruth Miskin, Oxford University Press
Read, Write, Inc. Handwriting	Ruth Miskin, Oxford University Press
Maths-No Problem! Maths Scheme	Maths-No Problem!
NELI (Nuffield Early Language Intervention)	Nuffield Foundation
Speech and Language Support	Chatter Bugs