

Pupil premium strategy statement

School overview

Metric	Data
School name	King's Academy Oakwood
Pupils in school	105
Proportion of disadvantaged pupils	9.52% (11 pupils) Year R- 3.33% Year 1- 10.71% Year 2-17.65% Year 3-13.33%
Pupil premium allocation this academic year	£14,795.00 (£1345.00 per pupil)
Academic year or years covered by statement	2020-2021
Publish date	September 2021 Updated April 2021
Review date	September 2021
Statement authorised by	Sarah Howells – Executive Principal
Pupil premium lead	Jacqui Tate - Head of Primary
Governor lead	Mark Ducker - Chair

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

Measure	Activity
Priority 1	Ensure that the teaching of phonics is consistently applied across the academy and that resources are readily available so that all students make rapid progress.
Priority 2	Ensure that quality first teaching is of the highest standard for all students through an in depth teaching and learning CPD offer.

Barriers to learning these priorities address	<p>Staff have had previous experience of different phonics programmes.</p> <p>Research based focus needs to be applied to all CPD to ensure quality and effectiveness.</p>
Projected spending	£7,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above results in KS1 Reading (and KS2 when applicable)	Sept 21
Progress in Writing	Achieve national average or above results in KS1 Writing (and KS2 when applicable)	Sept 21
Progress in Mathematics	Achieve national average or above results in KS1 Mathematics (and KS2 when applicable)	Sept 21
Phonics	Achieve national average or above expected standard in PSC	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve the cultural capital of our disadvantaged students.
Priority 2	Raise standards of attainment and progress in core curriculum with a focus on English and Maths.
Barriers to learning these priorities address	Disruption due to Covid Pandemic (this is in addition to catch-up funding). Intervention support needed.
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Creating an embedding after school clubs with a range of experiences offered.
Priority 2	Increasing pastoral support available to disadvantaged students, particularly focusing on emotional needs.
Barriers to learning these priorities address	Parents reluctance for support for their child.
Projected spending	£3,000

Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	<p>Ensuring all staff are well trained in the delivery of our phonics programme and have access to resources to support learning.</p> <p>Ensuring our CPD programme is rigorous and targeted to areas recognised as areas for development</p>	<p>Use of INSET days and additional cover provided by teachers</p> <p>Teaching and Learning leads on SLT creating Research based Teaching and Learning website and programme of CPD.</p> <p>Participation in DDI process a key target for all staff.</p>
Targeted support	<p>Whole school reading and literacy programme being implemented.</p> <p>Small group literacy and numeracy support and staffing of this.</p> <p>Intervention support in non-core subjects</p>	<p>Team leaders working with department leaders to implement this.</p> <p>Two HLTAs employed to cover small group literacy and numeracy support as well as one-one support when needed.</p> <p>Class teachers or LSAs given time to run non-core intervention.</p>
Wider strategies	<p>Student welfare and wellbeing</p> <p>Engaging families facing most challenges</p>	<p>Trained ELSA to offer increased pastoral support to students.</p> <p>Knowing our families well and working closely with external agencies.</p>

Review: last year's aims and outcomes

Aim	Outcome
Achieve attendance levels in line with non-disadvantaged peers	Whilst this was disrupted somewhat due to the COVID 19 pandemic, our disadvantaged students maintained attendance levels in line with the National Average, where this was not the case, attendance support plans were put in place. In order to support this further an Attendance officer was employed from September 2020.
Students with the lowest levels of literacy and numeracy to make progress in line with their peers through targeted intervention and support.	Students who were identified as needing additional support completed small group additional phonics, literacy and numeracy taught by a class teacher. Students were making good progress, this progress slowed down during the period of remote

	learning though the intervention continued remotely. A HLTA was employed from September 2020. A dedicated primary SENDCo is joining in September 2021.
Increase Wellbeing support	Our family support advisor has provided a range of additional support to our families and young people, as the need increased due to the pandemic, we increased our provision through the recruitment of an ELSA.