

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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:	Oyster Park Primary Academy
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	53% (161 Y1-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – July 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs J Chapman - Kemp
Pupil premium lead	Mrs H Bodycombe and Mrs J Chapman-Kemp
Governor / Trustee lead	Mr M Callum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,108
Recovery premium funding allocation this academic year	£16,557
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	£253,665

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. At Oyster Park Primary Academy, we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- 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 and 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 the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.
- Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum and to prepare them for the next step in their education
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. In order to achieve our objectives and overcome identified barriers to learning we will

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress

- Additional teaching and learning opportunities provided through highly experienced SEND and SLT leaders and external agencies
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
All of our pupils, regardless of Pupil Premium status are impacted by significant entrenched disadvantage, which has been heightened by the impact of Covid 19. However, there has been proven disproportionate impact on pupils supported through Pupil Premium. This presents itself in a lack of readiness for the next stage of education.	
1	Speech, language and communication
2	Gaps in reading, writing, maths and phonics
3	Attendance and punctuality
4	Social, emotional and mental health
5	Parental engagement
6	Specific SEND needs
7	Lacking cultural capital and low aspirations for future destinations.

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
Improve outcomes in Reading, Writing and Maths for all year groups	<p>Diminish the difference between progress and attainment disadvantaged and non-disadvantaged pupils in all year groups.</p> <p>Ensure pupils achieve outcomes in line with, or above national average at the end of Year 2 and Year 6</p>

Improve outcomes in Phonics	At least 80% of pupils will pass the PSC At least 80% of pupils will pass the phonics screening recheck
Accelerated speech and language development	NELI intervention for identified pupils completed, data evidences pupils progress. Ensure 70% pupils achieve expected outcomes in Communication and Language at the end of EYFS
Improve outcomes for pupils with identified SEND	Diminish the difference in progress and attainment between SEND and Non-SEND pupils in all year groups (SEND Disadvantaged and Non-SEND Disadvantaged)
Improve attendance and reduce PA	Ensure attendance of disadvantaged pupils is at least 96%. Diminish the difference between disadvantaged PA and Non-Disadvantaged PA ensuring both are below 10%
Appropriate and effective support for pupils SEMH	Effective collaborative working with external professionals embedded. Pupil and parent voice evidences impact.
Provide opportunities for developing 'cultural capital' through enrichment and experience	Financial factors are not a barrier to attending visits or taking part in enrichment opportunities. Academic outcomes in all Key Stages increase as a result, measured by termly tracking data and end of KS results.

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: £ 90,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Supporting great teaching:</u> Investment in professional Development for teaching staff and support staff Training for all relevant staff to ensure accelerated learning and curriculum impact – Read to Write (+3months Individualised Instruction) Support for Early Career Teacher. Forest School Training	QFT has a positive impact for pupil premium pupils. Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged (-6 months progress for poorly performing teachers versus +6 months years' for highly effective ones). (see also preamble to Sir John Dunford's 10 point plan 2014).	1, 2, 4, 6

Pupil Premium Champion to monitor provision for PP throughout the school (HT)	Effective targeted monitoring can ensure that targeted support is used effectively and have a positive impact on progress and attainment for pupil premium pupils	1-7
Improving the quality of the curriculum and teaching pedagogy - ensure key development areas within the School Development Plan are deliverable – particularly in relation to early writing and mathematics.	Core and Non-Core subjects to continue to be developed to ensure pupils access a broad and balanced curriculum thusly supporting the development of cultural capital and providing pupils with the skills and knowledge they need in order to access the next stage in their education, make links between their learning and build on prior knowledge.	2 and 7
Develop and embed culture of oracy across school to ensure we provide a high quality oracy education that empowers pupils, regardless of their background, to find their voice for success in school and in life. Voice 21 school – Curriculum development strand and the development of 2 oracy champions	<p>Studies of UK children born at the millennium have shown that at the age 3, the language skills of children in the poorest 20% of the population were, on average, 17 months behind children in the wealthiest 20%.</p> <p>On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers and these gaps grow throughout school widening to a five years' difference by the age of 14.</p> <p>Evidence shows that a high-quality education can: Improve academic outcomes, improve literacy development, increase confidence and wellbeing, equip students to thrive in life beyond school and shrink the language gap. (Voice 21 Oracy Education Charity)</p> <p>Research from EEF shows the average pupil who receive spoken language interventions makes approximately 5+ months progress over a year.</p>	1, 2, 4, 6
Speech and Language Therapist to support for 12 days in EYFS and 6 Days in KS1 and KS2	<p>Pupils enter Nursery assessed as working below age related expectations in communication and language. This impacts on their ability to access the curriculum. Research by Stanford University published in 2013 identified that 2-year-old children of lower-income families may already be six months behind in language development and 5-year-old children from lower socioeconomic backgrounds were assessed as 2 years behind in language development. The 'word gap' of pupils impacts on their future attainment not only in Reading but in all areas of the curriculum. This is clearly reflected in our EYFS on entry data.</p> <p>Following a second school closure due to the Covid19 pandemic we have seen an increase in speech and language being a barrier to learning across school therefore this academic year we have increased the SLA to provide specialist SALT support for KS1 and KS2.</p>	1
Non-class based Inclusion Lead to ensure the needs of all vulnerable pupils (SEN/PP/LAC) are met,	Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long term impact for all pupils, including those with SEND.	6

<p>including through improved identification of SEND needs.</p> <p>Class teachers to be more involved in teaching SEND pupils directly, as well as through the work of well-trained and deployed TAs.</p> <p>Purchase of standardised diagnostic assessments and interventions for SEND.</p> <p>17% of pupils are PP/SEND</p>	<p>Also mastery learning (+5 months), collaborative learning (+5 months)</p> <p>These will rapidly become part of QFT throughout the school, again 'biased towards' PP pupils' where appropriate.</p> <p>SEND in Mainstream Schools EEF Recommendations</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/why-trust-nfer-tests/</p> <p>Improving social and emotional learning in Primary schools EEF Recommendations (+4 months)</p>	
<p>Increased attainment in Reading</p> <p>Raise the profile of reading, increase reading skills (especially comprehension), especially for boys and struggling readers)</p>	<p>Expected Reading attainment pre-pandemic increased at both KS1 and KS2. The % of pupils achieving GDS also increased within both Key stages. Gaps in learning following two school closures have widen, a high % of pupils did not access reading at home.</p> <p>Need to continue to develop literature within the library areas/classrooms/home environment and predominantly across the curriculum</p> <p>EEF Toolkit - Reading comprehension strategies (+6 months)</p> <p>EEF Literacy in KS2 Recommendation 3 (2017)</p>	2
<p>RWI Leader to focus on phonics teaching, purchasing resources, delivering training and feedback to staff on impact of teaching</p>	<p>Low number of children achieving the threshold for the Phonic Screening Check-Especially PP children – continue to build on progress made 2021 -2022 and 2022 - 2023.</p> <p>The Education Endowment Foundation (EEF) shows phonic intervention can support an additional 4 months progress.</p> <p>See also EEF EY Toolkit – C&L approaches (+ 6 months)</p> <p>EEF Preparing for Literacy</p> <p>EEF Improving Literacy in KS1 Recommendation (updated)</p>	2
<p>To develop a Mastery approach.</p> <p>Training</p> <p>Resources</p>	<p>% of children working at greater depth below national at the end of each key stage.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>See also metacognition and self-regulation (+8 months)</p> <p>EEF Preparing for Literacy</p> <p>EEF Improving mathematics in the Early Years and KS1</p> <p>EEF Improving Literacy in KS1 Recommendation (updated)</p>	1, 2
<p>EYFS Outdoor- To develop a language rich outdoor environment to support the</p>	<p>Outdoor adventure learning experiences, especially those involving collaborative learning,</p>	1, 2

developing interests of boys specifically	are shown to have a positive impact on learning (EEF toolkit +4 months)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £88,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended school time – small group tutoring (1:6)	To provide small group intervention before school for children especially those who are PP. QFT has a positive impact for pupil premium pupils, especially in a small group situation Research shows high quality feedback supports rapid progress (EEF toolkit +8 months) QFT will ensure a long-term impact for all pupils but especially disadvantaged	1,2
Raise attainment at the end of KS1 and KS2 through use of additional Support Staff	To support children entering Reception, Year 1 and Year 2 who are below/well below ARE in R,W&M – gaps magnified due to impact of lost learning during two school closures – Covid Pandemic	2
Oral Language Intervention- NELI Package (EYFS) Talk Boost- Language development intervention programme written by SALT £250 for additional resources Communication Friendly Spaces training	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. See EEF toolkit Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families. See Early Years Toolkit – C & L approaches (+6 months)	1

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

Budgeted cost: £74,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Attendance initiatives (proportion of rewards and salary from PP)</p> <p>FSW with Responsibility for attendance proportionately funded</p>	<p>Pre pandemic attendance had increased and was in line with national. School had also reduced PA. However, attendance is now below national. The impact of the pandemic on pupils good attendance habits and parental anxiety has impacted significantly, attendance remains an on-going challenge.</p> <p>FSW with responsibility for attendance post supports ambition to make and sustain improvements through monitoring and response to poor attendance and management of incentives/rewards.</p> <p>Raise profile of good attendance</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p> <p>See Improving School Attendance: support for schools and local authorities August 2022 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3
<p>Emotional Literacy Support Assistant (ELSA) (Part funded from PP) and Learning Mentor (Part funded from PP)</p> <p>To work with identified pupils and deliver ELSA sessions daily to targeted PP children</p> <p>Support provided to families</p> <p>FSW ELSA/Drawing and Talking Resources</p>	<p>Increased number of SEMH issues amongst disadvantaged pupils. Children facing barriers to learning because of this.</p> <p>EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	4
<p>Employment of FSW x 2</p> <p>Increased targeted support for vulnerable families to enhance pupils' attendance, learning and SEMH</p> <p>Targeted action and work with families to address safeguarding issues.</p>	<p>School ranked 112th most deprived out of 114 LA schools on the IDACI scores</p> <p>To ensure children are safe through monitoring of and response to welfare/safeguarding concerns.</p> <p>To support families so that home circumstances support readiness for learning.</p> <p>To build positive home school relationships and maximise parental support for learning.</p> <p>EEF Toolkit – parental involvement (+3 months)</p>	5
<p>Families, Enjoying, Everything, Together (FEET)</p> <p>Staffing- 1 NN 1 FSW</p>	<p>Children and families can be supported and receive early intervention before children begin school. Parents have confidence in and feel supported by the school. Parents know how to support children at home</p> <p>Early intervention for families to engage with school routines and to support families ensuring school readiness where possible</p> <p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.</p>	5

	See Early Years Toolkit – C & L approaches (+6 months)	
Nurture Groups – unstructured times 1x behaviour Specialist TA Resources to deliver bespoke nurture intervention	<p>Pupils find unstructured times challenging, this impacts on their readiness to access learning following playtimes and lunchtimes. Social skills/PSED/emotional regulation needs developing (Overall average impact +3 months)</p> <p>The EEF states: Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues.</p> <p>EEF states that ‘On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months).</p> <p>See Ofsted 2013 p18 and Pathways to Success recommendations (DfE / NFER 2015)</p>	4
Increased knowledge and tolerance of different faiths and cultures Multi-Cultural Workshops (50% from PP) - To broaden knowledge and experiences	<p>Children have limited experiences and knowledge of different faiths and cultures. Children need exposure to develop tolerance.</p> <p>EEF Toolkit S & E aspects (+4 months) Metacognition (+7 months)</p>	7
Guest speakers- Raising aspirations, visits from a range of professionals across school, visits from topic linked experiences e.g. Great Fire of London Speaker, Toys in the past, Ambulance, Fire Services, Forest Schools	<p>Children have limited experiences, aspirations and knowledge of the wider world due to poverty of expectation and lack of exposure.</p> <p>EEF Toolkit S & E aspects (+4 months) Metacognition (+8 months) EEF Enrichment recommendations: Outdoor Adventure Learning (+4 months) Sports Participation (+2 months)</p>	7

Total budgeted cost: £253,665

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 2022 to 2023 academic year.

Intended outcome	Review of Impact 2022 - 2023		
Improve outcomes in Reading, Writing and Maths for all year groups	OE Autumn 2022		
	UFS – OT GLD Cohort – 16%, OT GLD PP – 5%, OT GLD Non-PP – 15%		
	Y2 – OT RWM Cohort – 11%, OT RWM PP – 3%, OT RWM Non-PP – 21%		
	Y6 – OT RWM Cohort – 38%, OT RWM PP -34%, OT RWM Non-PP – 47%		
	End Summer 2023		
	UFS – GLD Cohort – 65%, GLD PP – 61%, GLD Non-PP – 69%		
	Y2 – RWM Cohort – 39%, RWM PP – 19%, RWM Non-PP – 67%		
	Y6 – RWM Cohort – 52%, RWM PP -47%, RWM Non-PP – 63%		
	Steps Progress 2022 – 2023		
	UFS		
WR Cohort – 6.8, WR PP – 7%, WR Non-PP – 6.7%			
W Cohort – 5.9, W PP – 6.2, W Non-PP – 5.8			
M Cohort – 6.3, M PP – 6.2, M Non-PP – 6.4			
Y2			
R Cohort – 5.8, R PP – 5.6, R Non-PP – 6.1			
W Cohort – 6, W PP – 5.6, W Non-PP – 6.5			
M Cohort – 6.1, M PP – 6, M Non-PP – 6.1			
Y6			
R Cohort – 6.4, R PP – 6.2, R Non-PP – 6.8			
W Cohort – 8.9, W PP – 8.9, W Non-PP – 8.8			
M Cohort – 6.6, M PP – 6.6, M Non-PP – 6.6			
See Groups Data Autumn 2022, Spring 2023, Summer 2023			
See Progress Data Summer 2023			
Improve outcomes in Phonics			
	Assessment Point	ATM 1 2022-2023	SUM 2 2022-2023

	<table><tr><td>Y1 Cohort at ARE</td><td>1/41 3% (OE Y1)</td><td>32/41 78% (June 2023 PSC)</td></tr><tr><td>Y1 Cohort at or on Track for ARE</td><td>11/41 26% (OE Y1)</td><td></td></tr></table>	Y1 Cohort at ARE	1/41 3% (OE Y1)	32/41 78% (June 2023 PSC)	Y1 Cohort at or on Track for ARE	11/41 26% (OE Y1)																																																																																																																																																																																									
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Accelerated speech and language development	<p>NELI assessments completed UFS cohort to identify pupils who would benefit from the intervention.</p> <p>Intervention delivered to 2 groups of pupils by 2 NELI trained members of staff during Spring and Summer Terms 2023.</p> <p>All 11 pupils who completed the intervention made better than expected progress.</p> <p>See Wider Strategies Provision Mapping 2022 – 2023 – individual tracking data.</p>																																																																																																																																																																																														
Improve outcomes for pupils with identified SEND	<p>% Pupils at or above ARE Summer 2023</p> <table><tr><th></th><th colspan="3">SEN Support</th><th colspan="3">EHCP</th><th colspan="3">Non SEN</th></tr><tr><th></th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th></tr><tr><td>N</td><td>9</td><td>9%</td><td>18%</td><td>0</td><td>0</td><td>0</td><td>53%</td><td>53%</td><td>53%</td></tr><tr><td>UFS</td><td>53%</td><td>53%</td><td>53%</td><td>0</td><td>0</td><td>0</td><td>79%</td><td>79%</td><td>90%</td></tr><tr><td>Y1</td><td>41%</td><td>50%</td><td>46%</td><td>0</td><td>0</td><td>0</td><td>67%</td><td>72%</td><td>78%</td></tr><tr><td>Y2</td><td>32%</td><td>37%</td><td>47%</td><td>0</td><td>0</td><td>25%</td><td>61%</td><td>67%</td><td>82%</td></tr><tr><td>Y3</td><td>17%</td><td>11%</td><td>17%</td><td>0</td><td>0</td><td>0</td><td>96%</td><td>78%</td><td>96%</td></tr><tr><td>Y4</td><td>25%</td><td>10%</td><td>20%</td><td>0</td><td>0</td><td>0</td><td>61%</td><td>43%</td><td>46%</td></tr><tr><td>Y5</td><td>21%</td><td>14%</td><td>29%</td><td>0</td><td>0</td><td>0</td><td>81%</td><td>58%</td><td>77%</td></tr><tr><td>Y6</td><td>11%</td><td>17%</td><td>33%</td><td>25%</td><td>25%</td><td>25%</td><td>85%</td><td>96%</td><td>92%</td></tr></table> <p>Steps Progress Data Academic 2022 - 2023</p> <table><tr><th></th><th colspan="3">SEN Support</th><th colspan="3">EHCP</th><th colspan="3">Non SEN</th></tr><tr><th></th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th><th>R</th><th>W</th><th>M</th></tr><tr><td>N</td><td>6.5</td><td>6.3</td><td>6.5</td><td></td><td></td><td></td><td>8</td><td>8</td><td>7.6</td></tr><tr><td>UFS</td><td>7.4</td><td>6</td><td>6.5</td><td>10</td><td>6</td><td>9</td><td>6.4</td><td>5.9</td><td>6.1</td></tr><tr><td>Y1</td><td>5.2</td><td>5.5</td><td>5.8</td><td>5</td><td>5</td><td>5</td><td>5.6</td><td>5.9</td><td>6</td></tr><tr><td>Y2</td><td>5.5</td><td>5.5</td><td>5.8</td><td>4</td><td>4.8</td><td>5.8</td><td>6.1</td><td>6.4</td><td>6.3</td></tr><tr><td>Y3</td><td>6</td><td>5.7</td><td>5.7</td><td>6</td><td>5</td><td>6</td><td>6.2</td><td>6.4</td><td>6.2</td></tr><tr><td>Y4</td><td>4.7</td><td>5.1</td><td>4.4</td><td>4</td><td>5</td><td>5</td><td>5.5</td><td>5.4</td><td>5.4</td></tr><tr><td>Y5</td><td>5.3</td><td>4.7</td><td>5.4</td><td>0</td><td>0</td><td>0.5</td><td>6.4</td><td>5.8</td><td>6.5</td></tr></table>		SEN Support			EHCP			Non SEN				R	W	M	R	W	M	R	W	M	N	9	9%	18%	0	0	0	53%	53%	53%	UFS	53%	53%	53%	0	0	0	79%	79%	90%	Y1	41%	50%	46%	0	0	0	67%	72%	78%	Y2	32%	37%	47%	0	0	25%	61%	67%	82%	Y3	17%	11%	17%	0	0	0	96%	78%	96%	Y4	25%	10%	20%	0	0	0	61%	43%	46%	Y5	21%	14%	29%	0	0	0	81%	58%	77%	Y6	11%	17%	33%	25%	25%	25%	85%	96%	92%		SEN Support			EHCP			Non SEN				R	W	M	R	W	M	R	W	M	N	6.5	6.3	6.5				8	8	7.6	UFS	7.4	6	6.5	10	6	9	6.4	5.9	6.1	Y1	5.2	5.5	5.8	5	5	5	5.6	5.9	6	Y2	5.5	5.5	5.8	4	4.8	5.8	6.1	6.4	6.3	Y3	6	5.7	5.7	6	5	6	6.2	6.4	6.2	Y4	4.7	5.1	4.4	4	5	5	5.5	5.4	5.4	Y5	5.3	4.7	5.4	0	0	0.5	6.4	5.8	6.5
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	SEN Support			EHCP			Non SEN																																																																																																																																																																																								
	R	W	M	R	W	M	R	W	M																																																																																																																																																																																						
N	6.5	6.3	6.5				8	8	7.6																																																																																																																																																																																						
UFS	7.4	6	6.5	10	6	9	6.4	5.9	6.1																																																																																																																																																																																						
Y1	5.2	5.5	5.8	5	5	5	5.6	5.9	6																																																																																																																																																																																						
Y2	5.5	5.5	5.8	4	4.8	5.8	6.1	6.4	6.3																																																																																																																																																																																						
Y3	6	5.7	5.7	6	5	6	6.2	6.4	6.2																																																																																																																																																																																						
Y4	4.7	5.1	4.4	4	5	5	5.5	5.4	5.4																																																																																																																																																																																						
Y5	5.3	4.7	5.4	0	0	0.5	6.4	5.8	6.5																																																																																																																																																																																						

	<table><tr><td>Y6</td><td>8.2</td><td>12.5</td><td>8.3</td><td>2</td><td>4.5</td><td>1.8</td><td>5.9</td><td>6.9</td><td>6.2</td></tr></table> <p>See SEND Impact Report Summer 2023</p>	Y6	8.2	12.5	8.3	2	4.5	1.8	5.9	6.9	6.2												
Y6	8.2	12.5	8.3	2	4.5	1.8	5.9	6.9	6.2														
Improve attendance and reduce PA	<table><tr><td colspan="2">Combined Attendance Y1 – Y6 – 91.6%</td></tr><tr><td colspan="2">Combined Attendance R – Y6 – 91.2%</td></tr><tr><td colspan="2">Whole School Attendance – 90.6%</td></tr><tr><td colspan="2">PP Attendance – 90.1%</td></tr><tr><td colspan="2">Non-PP Attendance – 93.4%</td></tr><tr><td>PA Y1 – 6</td><td>PA R – Y6</td></tr><tr><td>28.3%</td><td>32.2%</td></tr><tr><td>Disadvantaged PA Y1-6</td><td>Disadvantaged PA R – Y6</td></tr><tr><td>33.9%</td><td>33.9%</td></tr><tr><td>Non Disadvantaged PA Y1-6</td><td>Non Disadvantaged PA R- Y6</td></tr><tr><td>20.7%</td><td>20.7%</td></tr></table> <p>See Attendance Impact Report Summer 2023</p> <p>See Wider Strategies Provision Mapping 2022 - 2023</p> <p>See Attendance Action Plan Reviewed 2022-2023</p>	Combined Attendance Y1 – Y6 – 91.6%		Combined Attendance R – Y6 – 91.2%		Whole School Attendance – 90.6%		PP Attendance – 90.1%		Non-PP Attendance – 93.4%		PA Y1 – 6	PA R – Y6	28.3%	32.2%	Disadvantaged PA Y1-6	Disadvantaged PA R – Y6	33.9%	33.9%	Non Disadvantaged PA Y1-6	Non Disadvantaged PA R- Y6	20.7%	20.7%
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33.9%	33.9%																						
Non Disadvantaged PA Y1-6	Non Disadvantaged PA R- Y6																						
20.7%	20.7%																						
Appropriate and effective support for pupils SEMH	<p>Lunchtime Nurture provision facilitated for KS2 pupils, reduction of behaviour incidents at unstructured times and lost learning time reduced due to pupils being ready to begin afternoon learning.</p> <p>KS1 Nurture provision established Summer 2023 to support identified pupils with SEMH needs. Reduction in behaviour incidents from Spring 2023 to Summer 2023.</p> <p>ELSA support provided to identified pupils.</p> <p>Bespoke SEMH support delivered FSW to identified pupils.</p> <p>See PP Provision Mapping Wider Strategies 2022 – 2023</p> <p>See Behaviour Tracking 2022 - 2023</p>																						
Provide opportunities for developing ‘cultural capital’ through enrichment and experience	<p>Cost of educational visits subsidised for all year group.</p> <p>Cost of external visitors to school to support and enrich curriculum and develop culture capital subsidised.</p> <p>Examples include:</p> <p>Y6 residential to RobinWood</p> <p>Y5 trip to Northern Ballet</p> <p>Y3 – Whitby Geography Field Trip</p> <p>Y2 – Thackray Museum of Medicine</p> <p>Y1 – Yorkshire Air Museum</p> <p>UFS – National Railway Museum</p> <p>Reading Workshops for all year groups</p> <p>History themed days delivered by external professionals.</p> <p>West End In Schools Drama and Dance Pantomime Workshop all year groups</p>																						

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
RWI phonics	Oxford University Press
Timestable Rockstars	TT Rockstars
Purple Mash	2 Simple

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Our context:

Oyster Park Primary Academy is a larger than average, 2 form entry Primary school, with a 39 place Nursery, situated in an area of significant socio-economic deprivation- Ranked as 112th most deprived out of the 114 schools in the Wakefield LA (IDACI). 88% of pupils live within IDACI decile 1 which is within the 10% most deprived areas.

The school is amongst the 10% most deprived neighbourhoods within the country. Historically children enter the school working well below expected for their age, especially within the Prime Areas of Learning.

There are a wide range of barriers we face as a school due to the local context. Many of these barriers are a product of the level of deprivation our children experience. These barriers have been further impacted by the school closures brought about by the global pandemic. We recognise as a school the low starting points of our pupils, especially within the Prime Areas of Learning. We know we have to do more when it comes to enriching vocabulary and focussing on language development. The vast majority of our children have limited experiences and knowledge of the wider world. Our curriculum provides a range of enrichment opportunities and the development of key knowledge to broaden their experiences and to expose them to the wider world. Another aspect that we work hard to support is mental health and wellbeing. A large number of our pupils have experienced events that can impact significantly upon their wellbeing. As a school, we have a range of staff trained in supporting our pupils and their families. The Wellbeing Award for Schools, which we have been successful in achieving, recognises the wide range of support in place for our families.