

Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Oriel Academy
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	34.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	E A Linney Executive Principal
Pupil premium lead	Kirstie Livesey, Assistant Principal for Inclusion
Governor / Trustee lead	Mandy Lancy, RCEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,396
Recovery premium funding allocation this academic year	£13,000
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	£168,396

Part A: Pupil premium strategy plan

Statement of intent

At Oriel Academy West London we target the use of the Pupil Premium Grant funding to ensure that our pupils, irrespective of their background or the challenges, receive the highest quality of education allowing them to achieve in line with national data, including progress for those who are high attainers.

Quality first teaching is at the centre of our quality of education, with a focus on areas identified, in which disadvantaged pupils require the most support.

Our strategy is also integral to wider school plans for education recovery and we are targeting support for disadvantaged pupils through the National Tutoring Programme (NTP). This programme will support pupils whose education has been affected, including non-disadvantaged pupils.

We recognise that disadvantaged pupils can face a wide range of barriers which might impact on their learning. Our approach will be to use our internal assessment data to ensure an early intervention is put in place to allow disadvantaged pupils and disadvantaged more able pupils to close the attainment gap and ensure progress is made.

Our Pupil Premium Strategy Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to achieve academic success.

Our ultimate objectives are to:

- to remove barriers to learning created by poverty, family circumstance and background
- narrow/close the attainment gap between disadvantaged pupils and non-disadvantaged pupils in school in line with national data
- ensure all disadvantaged pupils are able to read fluently and with good understanding to enable them to access the breadth of our curriculum offer in EYs, KS1 and KS2
- develop confidence in pupil premium pupils ability to communicate effectively in a wide range of contexts
- enable disadvantaged pupils to look after their social and emotional wellbeing and to develop resilience and independence
- access a wide range of opportunities for pupil premium pupils in Early Years to develop their knowledge and understanding of the world
- to reduce the numbers of disadvantaged pupils' absences and persistent absence to ensure it is in line with national data and in line with non-disadvantaged pupils.

In order to achieve our objectives and overcome the identified barriers to learning we will:

- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- 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 and first hand learning experiences to develop their cultural capital experience
- 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.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate identification of pupils in need of support, to enable us to act swiftly by putting in place a targeted intervention to enable pupils to progress in line with national data
- ensure that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, adaptations are made to ensure they can access the curriculum and progress

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify pupil premium pupils and will plan specific intervention and support for individual pupils based on observations and assessments which will be reviewed at least termly.

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication gap Internal assessment, observations and discussions have identified speech, language acquisition and communication are underdeveloped. The gaps in oral language acquisition skills and vocabulary are more common among disadvantaged pupils from Reception through to Year 6.
2	Early phonics/reading attainment/progress gap Internal data indicates that disadvantaged pupils have greater difficulties recognising the relationship between the sounds of the spoken language and the letters or groups of letters or syllables of the written language than their peers. This impacts their development as readers and their comprehension, as they have difficulties decoding words which impacts negatively on the meaning of the text.

3	<p>End of KS attainment/progress gap Reading Writing & Mathematics</p> <p>Internal assessment indicates that disadvantaged pupils attainment and progress is below that of non-disadvantaged pupils. 2020/21 shows a gap of 21% in expected standard in RWM at KS2 between disadvantaged pupils and non-disadvantaged pupils. Historically, on entry to Reception baseline data indicates that, our disadvantaged pupils arrive in school, with experiences significantly below that of non-disadvantaged pupils. The gap diminishes as children progress through KS1 and KS2 but our ultimate objective is to close the gap in progress and attainment by the end of KS2.</p>
4	<p>Attendance and punctuality</p> <p>Our attendance data indicates that attendance among disadvantaged pupils is below that of non-disadvantaged pupils and a greater proportion are classed as persistent absentees. The last 3 years suggests that attendance amongst disadvantaged pupils has been 2% lower than non-disadvantaged pupils. 39% of disadvantaged pupils have been persistently absent compared with 14% of non-disadvantaged pupils.</p>
5	<p>Emotional well-being</p> <p>Our internal observations indicate that for some disadvantaged pupils their emotional well-being, social and behavioural needs affect their ability to make progress and this impacts on their readiness to learn.</p>

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>Improve targeted support for disadvantaged pupils whose skills in speech and language are assessed as poor. Small group or individual sessions with a TA focusing on improving children's expressive and receptive vocabulary as well as their basic listening and narrative skills.</p>	<ul style="list-style-type: none"> Assessment information shows a marked improvement in disadvantaged pupils achieving expected outcomes in line with their non-disadvantaged peers in Communication and Language and Speaking and Listening at the end of EYFS.
<p>Improved attainment in reading and phonics knowledge among disadvantaged pupils</p>	<ul style="list-style-type: none"> 95% of disadvantaged pupils passing the Phonic Screening Check in Year 1 by 2023/24. Disadvantaged pupils achieve outcomes in-line with, or above national data at the end of EYFS, KS1 and KS2 in reading.
<p>Improved attainment and progress and across the curriculum particularly in mathematics, reading, writing for disadvantaged pupils.</p>	<ul style="list-style-type: none"> Percentage of disadvantaged pupils at the end of KS2 achieve at least in line with national data or above national data in Reading, Writing & Mathematics.



	<ul style="list-style-type: none"> • KS2 outcomes in 2023/24 show that the gap between disadvantaged pupils and non-disadvantaged pupils has closed in reading, writing and mathematics
<p>To achieve improved attendance levels for all pupils particularly for disadvantaged pupils.</p>	<p>High rate of attendance from 2023/24 demonstrates that:</p> <ul style="list-style-type: none"> • Overall absence rate is below 5% and the attendance gap between disadvantaged pupils has diminished • The portion of pupils who are persistently absent is below 7% and for disadvantaged pupils the PA rate will be in line with or is not more than 2% lower than the non-disadvantaged pupils • Data will indicate an increased proportion of parental/carer engagement with school regarding attendance and punctuality
<p>To achieve improvement in the well-being needs of all pupils in receipt of pupils premium funding are met to ensure they are ready for learning.</p>	<ul style="list-style-type: none"> • Pupils' well-being needs are met and supported to ensure they are attending school in line with their peers and are supported to ensure they are ready for learning. • Disadvantaged pupils making rapid progress in small group interventions • Significant increase in percentage of disadvantaged pupils participating in enrichment activities • Data from pupil voice demonstrates improved well-being of disadvantaged pupils

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: £67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the use of targeted support for disadvantaged pupils whose skills in speech and language are assessed as poor. Small group or individual sessions with a TA focusing on improving children's expressive and receptive vocabulary as well as their basic listening and narrative skills.</p> <p>Using a storytelling approach to enable pupils to develop these skills by talking about a series of thematic images and creating, re-telling and summarising stories.</p>	<p>Early language development and communication skills are recognised as a primary indicator of child well-being due to the link between language and other social, emotional and learning outcomes. 1 in 4 children who struggled with language at the age of 5 did not reach the expected standard of English at the end of primary school, compared with 1 in 25 children who had good language skills aged 5.</p> <p>In 2017/18, 84% of all children reached a good level of development in communication and language skills, compared to only 71.9% of children who were eligible for free school meals.</p> <p>https://foundationyears.org.uk/wp-content/uploads/2020/01/PHE-LED-events-2020.pdf</p> <p>https://schoolsweek.co.uk/reception-children-need-to-speak-first-to-close-the-language-gap/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1, 2, 5</p>
<p>Provide CPD on high quality inclusive teaching for all pupils (disadvantaged and non-disadvantaged).</p> <p>INSET for Teachers, RQTs & ECTs on including differentiated learning, strategies to support SEN pupils' learning in class.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>There have been a host of new initiatives and reforms that recognise the importance of teacher quality, ECF, NPQs. These exemplify a growing consensus that promoting effective professional</p>	<p>1, 2, 3, 4, 5</p>



<p>INSET for Teachers, RQTs, & ECTs on on-going formative assessment and summative assessment, underpinned by robust evidence and expertise.</p>	<p>development plays a crucial part in improving classroom practice and pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf</p>	
<p>Provide support for ECTs by providing 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits.</p> <p>Appoint an effective, experienced Middle Leader to work alongside 5 x ECTs in school, ensuring the ECF is implemented fully, acting as mentor and coach to the ECTs. The highly effective mentor will impart knowledge and guidance to ECTs, ensuring good plus outcomes for all pupils including disadvantaged pupils.</p>	<p>Recent research has shown that effective professional development includes creating classroom content, modeling techniques for teachers to use in their classrooms and feedback on lessons. The findings indicate that any effective professional development should consist of a match to existing teachers needs, a match to school needs, teacher involvement in the design/planning of professional development activities and active participation opportunities.</p> <p>A mentor needs to provide structured support and the more experience a teacher has, the better suited they are to the position.</p> <p>https://www.gov.uk/government/publications/early-career-framework</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint an approved NTP provider to deliver high quality tailored tuition supporting pupils from disadvantaged backgrounds.</p>	<p>Tutoring is one of the most effective ways to accelerate pupil progress. Evidence suggests that small groups and one-to-one tuition can boost progress by 3 to 5 months per pupil. By providing high-quality tuition through the NTP, the catch-up opportunity will be extended to pupils whose education has been impacted the most by the COVID-19 pandemic.</p> <p>https://www.zeneducate.com/national-tutoring-programme</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p> <p>One-to-One Tuition Pilot Course Evaluation Final Report – Institute of Education</p>	<p>1, 2, 3, 4, 5</p>
<p>Timetable intervention groups using class data from CTs, delivered by TAs after school, using Timetables Rock Stars and Lexia to accelerate progress of disadvantaged pupils and any other pupils identified in Reading and Maths.</p> <p>These programmes provide personalised learning to pupils without impacting on teaching time and resources.</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2, 3, 4, 5</p>



	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>https://www.youtube.com/watch?v=6NiPc59a958</p> <p>https://shinetrust.org.uk/case-study/times-tables-rock-stars/</p>	
<p>Employ a Speech & Language Therapist to ensure disadvantaged pupils' speech, language and communication skills allow them to achieve their educational potential.</p> <p>SALT to provide training to CTs, TAs/LSAs so they can identify the signs of speech, language and communication needs in disadvantaged pupils and support them appropriately to ensure the pupils achieve in line with their peers.</p> <p>SALT to work directly with identified disadvantaged pupils and their families to develop personalised strategies to support a child's individual needs.</p>	<p>We have more evidence than ever before demonstrating the direct impact of Speech, Language and Communication Needs (SLCN) on children's life chances.</p> <p>Just 26% of young children with SLCN made expected academic progress in the Early Years Foundation Stage compared with 69% of all children.</p> <p>Just 15% of pupils with identified SLCN achieved the expected standard of reading, writing and mathematics at the end of their primary school years, compared with 61% of all pupils.</p> <p>Only 20.3% of children with SLCN gained grade 4/C or above in English and Maths at GCSE, compared with 63.9% of all pupils.</p> <p>Children with poor vocabulary skills are twice as likely to be unemployed when they reach adulthood.</p> <p>60% of young offenders have low language skills.</p> <p>https://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS1_Literacy_Guidance_2017.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/KS2_Literacy_Guidance_2017.pdf</p> <p>EEF T&L toolkit</p>	<p>1, 2, 3, 4, 5</p>



<p>Embed Lexia Reading intervention for disadvantaged pupils to close that attainment gap with non-disadvantaged pupils achieving rapid progress PiXL Therapies Interventions (Reading, Writing, Maths) used to accelerate progress for identified disadvantaged pupils so they are on target to reach their predicted estimates at the end of their Key Stage.</p>	<p>EEF research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs. The evaluation also found that the programme had a positive effect on skills that are important for future literacy development. EEF T&L toolkit PiXL https://www.pixl.org.uk/_site/data/files/primary/D8E0BD21046B583EC67E02DD474CF69D.pdf</p>	<p>1, 2, 3, 5</p>
<p>Embedding the use of Individual Pupil Passports shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and ensuring that every learning opportunity is maximised.</p>	<p>Pupil passports support the implementation of Quality First Teaching (QFT) within a classroom environment. The IPP is designed to support QFT within a mainstream classroom environment to allow the class teacher to effectively differentiate the curriculum accordingly. Special Educational Needs in Mainstream Schools: Evidence Review.</p>	<p>1, 2, 3, 5</p>

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

Budgeted cost: £35,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Remove barriers to disadvantaged pupils accessing and understanding the wider curriculum and the wider world by offering cultural opportunities.</p>	<p>It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically.</p> <p>Within education, we aim to reduce and in time eradicate inequality. Some pupils have very little cultural and social input from elsewhere and therefore may miss opportunities others are able to access. School needs to fill the gaps that disadvantaged pupils have.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>EEF T&L toolkit</p>	<p>1, 2, 3, 4, 5</p>
<p>Monitoring of attendance by AP for Inclusion, Associate Principal, Attendance Officer & HSLW to ensure disadvantaged pupils are attending school in line with their peers and in line or above national data.</p> <p>First day calls for Persistent Absentees and all disadvantaged pupils and any pupils falling below thresholds will be referred to the Educational Welfare Officer or School Nurse.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening the attainment gap.</p> <p>There is evidence that supporting parents with their first child will have benefits for siblings.</p> <p>There is evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p>	<p>1, 2, 3, 4, 5</p>
<p>Provide emotional support for disadvantaged pupils and vulnerable pupils – HSLW to work on Emotional Literacy with pupils</p> <p>HSLW to work with disadvantaged families to enable pupils to have full access to educational opportunities and overcome any identified barriers to learning.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and emotional learning (SEL) skills at all ages than their more affluent peers. Lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>EEF T&L toolkit, Parent Engagement Review of best Practice in Parental Engagement – DfE Research Report</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £168,396

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Impact:

In response to the changes about National Assessments and Examinations due to the COVID-19 pandemic, the Trust as part of its ongoing work in monitoring standards across the schools decided to institute a process to give schools confidence in their moderation processes and to ensure consistency in teacher assessments. As part of our assessment process our pupils at the end of KS2 sat 2019 SATS Papers in Reading, Writing and Mathematics.

The estimates we set for our pupils were formulated by FFT 50 and our disadvantaged pupils achieved these targets in Reading, Mathematics and Combined at the end of KS2.

To enable disadvantaged pupils to access Remote Education during lockdowns caused by Covid-19, we actively and robustly engaged with disadvantaged pupils and their families. Class teachers, teaching assistants, SLT and HSLW phoned disadvantaged families twice a week, to report on engagement and uploaded work. Lexia, Nessy and Times tables Rock Stars logins were circulated to disadvantaged families together with 68 devices and two dongles to allow disadvantaged pupils access to remote learning. Disadvantaged families were given priorities in our bubbles during lockdown. Disadvantaged families accounted for 60% of the 98 pupils who attended school on a daily basis during this period. Paper packs and live interventions were delivered to pupils with SEND. Speech and Language sessions continued for targeted disadvantaged pupils. We continued to deliver a broad and balanced curriculum to pupils during this time. Identified pupils who were struggling to engage in remote education were invited to take a place in school. Our disadvantaged pupils at the end of the academic year 2019/20 was 39.4% significantly above the national figure of 20.9% in 2019.

Externally provided programmes

Programme	Provider
20 Week Nuffield Early Language Intervention (NELI)	Developed by Nuffield Foundation – funded academics.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We have purchased Chrome Books to ensure that there is at least 1 between 2 pupils in every year's class. This has made the delivery of online programmes designed to accelerate pupils' progress e.g. Nessy, Accelerated Reader, Lexia, Times Tables Rock Stars easy to carry out. These online interventions are a key resource in ensuring pupil progress accelerates, closing the gap between disadvantaged pupils and non-disadvantaged pupils.