Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oasis Academy Clarksfield
Number of pupils in school	420 (R – Y6)
Proportion (%) of pupil premium eligible pupils	206/ 420 = 49% Breakdown: 203/420 = PP 48% 3/ 420 = CLA 7%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	November 2025, March 2026, July 2026
Statement authorised by	Rebecca Morrish, Principal
Pupil premium lead	Zahra-Mae Mohamed, Assistant Principal for Inclusion
Governor / Trustee lead	Emma Johnson, Regional Director

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP: £300,365 CLA: £11,725 Total: £312,090

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£312,090

Part A: Pupil premium strategy plan

Statement of intent

Oasis Academy Clarksfield is a learning powered school. We are passionate about all children making good progress regardless of their starting points. We intend for all children, in particular children who are disadvantaged, to be given ample opportunities to be successful and ultimately become lifelong learners.

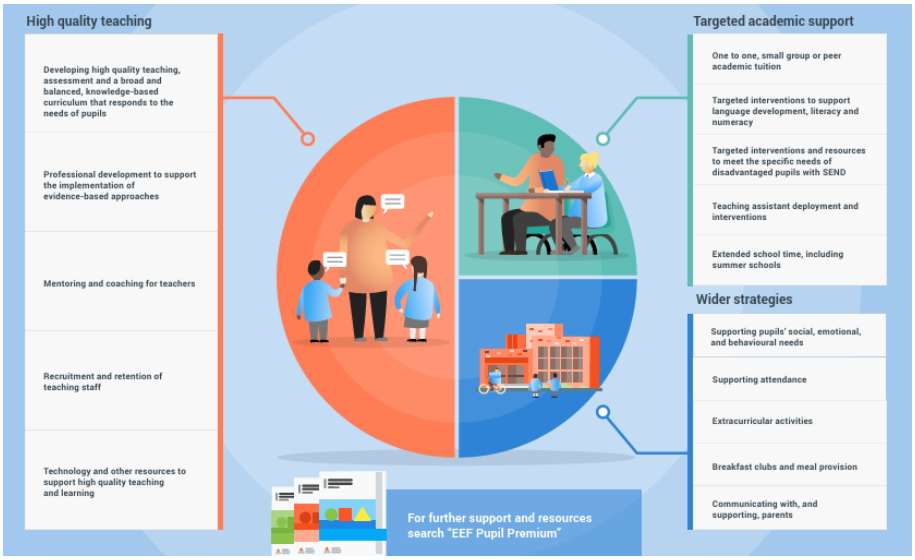
We invest our pupil premium entitlement carefully to reflect our education needs. The EEF (The Education Endowment Foundation) has found that disadvantaged pupils have been the worst affected by school closures and that this gap had remained constant nationally. At Oasis Academy Clarksfield, we ensure 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.

Based on the academic, attendance and behavioural data for disadvantaged pupils, we have identified a number of key areas which have the highest leverage to make a difference with a focus on effective implementation. These key areas are embedded into a broader strategic cycle of a 3 year period. The key priorities are heavily based on strong educational research, predominantly from the EEF (The Education Endowment Foundation), Sutton Trust and National College.

To ensure that they key priorities will be successful, and so that impact can be accurately measured, we have broken them down into short, medium and long term outcomes, where practice and impact is monitored in a yearly cycle. The key priorities link strongly to our LOP (Localised One Plan) and build onto existing successful practices within the school to ensure a sustained impact for disadvantaged pupils.

Challenges

Oasis Academy Clarksfield is situated in an area of significant socio-economic need with high cultural diversity: Based on the IMD data where 30.4% of Oasis Academy Clarksfield pupils live in the 10% most deprived area, 42.6% of pupils at OA Clarksfield, live in similarly deprived areas. Many of our children speak Urdu or Romanian as their first language and speak their first word of English when they begin their school life with us. Life experiences, enrichment and Speech & Language needs are a huge barrier to their learning and development.



Challenge number	Detail of challenge
1	**<u>Speech, language and communication needs</u>** 55% of our children recognised as having a SEND need are also our disadvantaged children. Communication and Interaction is our main areas of need (44% of our children recognised as having SEND) which means that a high number of our disadvantaged children struggle with Speech, Language and communication difficulties such as: • Producing speech sounds accurately and in the right places in words • Speaking fluently without hesitating or prolonging or repeating words and sounds • Their receptive language (making sense of what people say) • Their expressive language (having the language to use to express themselves) • Interacting with others (understanding the non-verbal rules of communication or using language in different ways to question, clarify or describe things) • Joining words together into sentences, sentences to build up conversations and longer stretches of spoken language. • Having a limited subject specific vocabulary This impacts on their academic achievement as well as their communication, development of relationships with theirs peers and can in some cases impacts their social, emotional, mental health directly if not supported by early intervention.

2	**Reading** Historically, reading in the Reception baseline assessments has been significantly low, with PP children achieving lower than their peers. The EEF recommends prioritising the development of communication and language to enable them to access the rest of the curriculum.
3	**Lack of exposure to cultural capital** Observations and discussions with children demonstrate their lack of cultural capital. Many of our disadvantaged children underperform academically due to the barriers lack of cultural capital create. Children struggle to relate to texts and make links in their learning due to not experiences a wide range of experiences that prepare them for what comes next.
4	**Attendance of PP children including persistent absence** Attendance data over the last year shows that disadvantaged pupils is lower than their peers. Especially for our children who are disadvantaged with SEND. This year we have 3 Children Looked After, we are monitoring their attendance carefully to ensure they attend school regularly and that barriers to their attendance are actively removed.
5	**Costing of living crisis** Rising petrol, food and energy prices have had a huge impact on many of our families. The Joseph Rowtree Foundation (JRF) state that the poorest families still face an ££440 shortfall in disposable household income despite the government's multi-billion pound plan. Many of our lowest income families will struggle to afford the rising bills. 7m household are going without essentials, with 5.4 million households living with food insecurity and 4.3m in arrears. There had been no progress across 2023-2024.
6	**Maths** In 2025, 61% of disadvantaged Key Stage 2 pupils reached the expected standard in combined reading, writing and maths which was in line with the national average in 2024 (DfE, Using pupil premium: guidance for schools). Our children who are identified as disadvantaged currently outperform those who are not at age related and exceeded age related expectations in Maths across school. As the EEF state "The Pupil Premium is intended to support the life chances of socio-economically disadvantaged pupils and compensate for this disadvantage, which extends to high attainers" we continue to see our maths provision as a priority.

Intended outcomes

Intended outcome	Success criteria
The in-school attainment gap in Reading, Writing and Maths will continue to narrow between PP and non-PP children and we will prioritise giving children the support to exceed age related expectations.	• Quality First teaching to maintain with all teachers meeting or exceeding their career expectations for 2025-2026 Autumn: Spring: Summer: • Subject deep dives, learning walks and book looks show effective scaffolding for the lowest 20% of children in all lessons that ensures independence • Subject deep dives, learning walks and book looks show more able a children have opportunities to master their learning. • Tutor groups for targeted children (key marginal children and those who could exceed age related expectations) to accelerate progress. • All CLA children make good or better progress. • Pupil progress meetings are interim to allow for rigorous monitoring of PP children • Summative pupil progress meetings ensure they track PP children effectively, where ALT can then provide support and ensure challenge for high attainers.
Children with Speech and Language difficulties are identified early, referred to SALT and support in place so that they can overcome their S&L barrier. Children with S&L difficulties make good progress in line with their peers.	• SENDCo to have fortnightly drop ins into Nursery to support early identification of children with SEND including S&L. • SEND team to set up Coffee Morning for all new parents/carers who will be applying for Nursery and Reception places so that we can triage information and support with any referral pathways prior to children joining us • Referrals made to SALT and rigorous monitoring of waitlists to ensure no children slip through the net. • SALT therapist working onsite fortnightly to support targeted children, model intervention and set new targets quickly for those waiting to re-access LA SALT • SALT therapist working onsite fortnightly to deliver specialist training to staff • LSAs to continue to have professional development to ensure that we are providing effective targeted academic support. • Wellcomm to be explicitly taught across EYFS

	• All children below ARE (Y1-6) for Speech and Language to be assessed using the Language Link assessment tool and to receive intervention to target gaps and accelerate progress. • All children leave EYFS with a Speaking & Listening score at or above their chronological age unless there is a significant SEND need.
Ensure all children working below ARE leave KS1 and KS2 age related in Reading, Writing and Maths unless they have an identified development need.	• To ensure 1 member of staff to be a Basic Skills across each phase to target children who are working below age related expectation across core subjects • To sustain and continue to implement our responsive intervention menu through CPD to ensure that we we are providing effective targeted academic support • Year 1 phonics data for PP children to be in line with peers unless they have an identified development need • Year 2 end of year data for PP children to be in line with peers unless they have an identified development need • Year 6 SATs data for PP children to be in line with peers unless they have an identified development need • All apprentices to have bespoke training sessions developed and delivered by SEND team • All LSAs to have bespoke CPD sessions developed and delivered by the SENDCo • All LSAs to receive external SALT training
The cultural capital gap is narrowed. Children are given ample opportunities to experience a wide range of enrichment opportunities. *(Successful last year so continued again).*	• Enrichment opportunities to be mapped out across the new curriculum. • Evolve lead to support staff with planning enrichment opportunities off-site that are carefully mapped to the new curriculum • Continue to develop the work with the Music Service and hold music showcases for parents and carers • Continue to work towards gaining the Music Mark for school in collaboration with the Music Service • Continue to work towards the 100 Clarksfield Pledge • Marvelous Monday's based on the 100 Clarksfield Pledge, so all children have access to a range of clubs that have clear end points

<table>
<tr>
<td>To achieve and sustain improved attendance, particularly for disadvantaged and CLA pupils. Attendance for disadvantaged and CLA pupils to be in line with or better than their peers.

(Very Successful last year so continued again).</td>
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Attendance officer to attend Local Authority and Trust Wide development
Attendance slot in ALT meetings to specifically identify children within each band of attendance recognising vulnerable groups
Principle and Attendance officer meet each Monday to review risk register and identify target children
Monitor and act on persistent absence, using the Attendance Graduated Response for early identification and intervention
Continue to foster good relationships with parents and carers
Provide reasonable adjustment to facilitate older siblings pick up/drop offs e.g. entering via the office, breakfast club etc. to ensure children can always attend school
Two key members of staff who can translate into most common languages to support the communication between families and Attendance officer
To meet 96% at the end of Summer 2 being above National Average (94.5%)

<table>
<tr><td colspan="3">Autumn</td></tr>
<tr><td>PP</td><td>CLA</td><td>Non-PP</td></tr>
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<tr><td colspan="3">Spring</td></tr>
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<tr><td colspan="3">Summer</td></tr>
<tr><td>PP</td><td>CLA</td><td>Non-PP</td></tr>
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<td>Our most vulnerable families will be supported through the cost of living crisis.

(Successful last year so continued again.)</td>
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Work with the HUB to develop a food bank to target families of PP children.
Free breakfast club available – targets vulnerable families (work with the DSL to identify vulnerable PP families)
HUB provide frozen ready meals to PP families in need.
School to provide additional support in accessing uniform for vulnerable families.

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<td>To develop our Social and Emotional learning approaches to develop skills to be more inline with peers, improve mental health and academic attainment.</td>
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Regular Inclusion Meetings to ensure early identification for all children and a holistic, joined up approach in meeting their needs.
Continue to develop our Wave 2 and 3 offer to better meet this area of need

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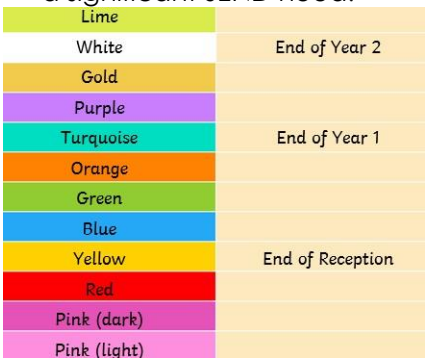
	• Develop lunchtime club offer and share this with children to improve attendance • Continue to implement OPAL play. • Develop implementation of the Movement Room to provide a space for children to physically regulate their nervous system so that they are more ready to learn • Sustain the Safeguarding and Pastoral Apprentice role to ensure capacity to deliver targeted support

Inclusive High Quality Teaching

Budgeted cost: £86,180

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost
To continue to prioritise the development in basic skills to improve the standards across core subjects.	• The EEF (The Education Endowment Foundation) states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research. • It also stated that additional small group support is effective when targeted at pupils from disadvantaged backgrounds • Children can make up to 4+ months additional progress across the year from small group tuition	3	• Year 1 and 2 Phonics Screening is 80% or higher • Phonics monitoring shows that 100% of the teaching of Phonics is good or better • All children in EYFS and KS1 leave their year groups reading the expected. • Regular assessments show all disadvantaged children make good progress from their starting points. • New members of staff fully trained in BRP, phonics, precision teaching and guided reading.	Cost of 2x EYFS LSA Apprentice with oncosts: £18,000 x 2 = £36,000 Cost of Reading Plus Intervention: £9180 Cost of 1x LSA 4 with oncosts: £41,000

	• The Sutton Trust report by John Jerrim highlights the gap in achievement in Reading between high achieving boys from disadvantaged backgrounds and their wealthier peers. • Standards in Reading across the school are below National. There are gaps in children's learning due lack of exposure to cultural capital • ALT have identified Early Reading as the highest leverage action to make the biggest difference in the attainment and progress of disadvantaged children across the curriculum.		• All children in KS1 to be reading a book banded book relevant for their age there is a significant SEND need. 	
To continue to develop interim pupil progress meetings between summative PPMs to effectively track data for PP children and develop summative PPMs to ensure all members of ALT attend to support with early identification and gap analysis for all children	• In house data reflects gaps in children's learning. • The EEF (The Education Endowment Foundation) explains that disadvantaged children have been the worst affected by the school closures and lockdown and that this gap had remained constant nationally between 2022-2023	1 & 3	• Staff use data from QLAs to identify target children • All children make good or better progress against their starting points • Phase leaders are clear on the strengths and developments of their team • Disadvantaged children make accelerated progress and the gap between disadvantaged and their peers narrows. • All vulnerable groups are clearly identified within meetings to ensure that their process is meticulously monitored and supported	Time for ALT to facilitate Interim and summative PPMs added to 1265 No Cost

CPD for staff on shared teaching pedagogies around the best way that children learn	• Pedagogy is important because it gives teachers an insight into the best practices for a classroom setting. • The EEF states that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. • The EEF states that schools should focus on building teacher knowledge and pedagogical expertise. • The Sutton Trust states that "the difference between an effective teacher and a poorly performing teacher is large" and that "with an effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher". • Fellow (2019) states that "in terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.	1	• 100% of teaching is good or better including new staff and ECTs. Autumn: 50% Spring: 80% Summer: 100% • PPMs show that PP children are making good or better progress and in line with their peers • All teachers to have continued and responsive CPD to develop strength in scaffolding and adapting the new curriculum to meet the needs of all learners • Instructional Coaching partners are well chosen to ensure that all partners have opportunities for deliberate practice.	No cost
Support for Early Careers teachers	• The EEF found that supportive and consistent mentoring of ECTs can foster a sense of belonging and stability that helps teachers feel more connected and supported in their schools.	1 & 6	• All ECTs and teachers new to Oasis Academy Clarksfield in 2025/2026 to receive an experience mentor and engage with each coaching cycle on StepLab • All mentors to be allocated time for peer-to-peer observation and vital professional discussions • All ECTs and teachers new to Oasis Academy Clarksfield in 2025/2026 to receive a	No cost

			carefully planned induction offer to feel confident in delivering 'What Great Looks Like' at OAC • 100% of ETCs and New Teachers to feel supported within their role • PP children in classes where there is an ECT or new teacher to Clarksfield to be making good or better progress and in line with their peers	
Investing in retention of teachers	• The EEF states that to high-quality teaching is the most powerful lever we have for improving education outcomes, particularly for pupils from socio-economically disadvantaged backgrounds. • The EEF found that schools with higher levels of disadvantaged pupils face the biggest recruitment and retention challenges. These schools, on average, have higher levels of staff turnover, as well as more unfilled vacancies and fewer subject-specialist teachers.	1 & 6	To ensure that our teachers benefit from our targeted professional development offer, accessing: • Oasis teacher Educator Navigator • National Professional Qualification for SENDCos (NPQSEND) • National Professional Qualification for Middle Leaders (NPQML) • National Professional Qualification for Middle Leaders (NPQSL) • Qualification for Headteachers (NPQH) • Local Leader in Education (LLE) • National Leader in Education (NLE) • National Lead Practitioner (Oasis role) • Special Lead in Education (SLE) • Senior Mental Health Lead (SMHL	No cost

Targeted academic support

Budgeted cost: £51,661

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost

To sustain our whole school focus on Speech and Language. To sustain daily Wellcomm interventions in EYFS To sustain Language Link interventions for all children working below ARE (Y1-6) in Speech, Language and Communication	• The EEF Teaching and Learning Toolkit states that oral language interventions have a very high impact for very low cost based on extensive evidence. • Previous year's delivery of Wellcomm interventions showed excellent progress for targeted children. • The National Collage explains the importance of Reception Language and Literacy to help children made accelerated progress across all subjects. • Environment guidance developed to ensure classrooms are language rich including the use of Tower Hamlets Language Frames.	2	• All children leave EYFS with a Speaking & Listening score at or above their chronological age unless there is a significant SEND need. • PP children achieve in line with non-PP pupils. • Year 1 CPD delivered to Year 1 staff to close the gap between Reception and Year 1. • EYFS targeted CPD to develop the continuous provision offer to ensure it is language rich	Infant Language Link and Junior Language Link intervention = £750 per year

Provide small group tutoring sessions targeting gaps in children's learning to accelerate progress with a focus on basic skills.	• The EEF (The Education Endowment Foundation) states that small group tuition has a very high impact for very low cost based on extensive evidence. • Data across school highlights target children who require some additional tutoring to enable them to make accelerated progress.	1 & 3	• Disadvantaged children make accelerated progress and the gap between disadvantaged and their peers narrows.	£30 per hour totalling £20,000
Additional phonics sessions targeted at disadvantaged pupils who require more support.	The EEF (The Education Endowment Foundation) states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research.	1 & 3	• Disadvantaged children make accelerated progress and the gap between disadvantaged and their peers narrows. • Disadvantaged children are working in line or better than the phonics long term plan.	No cost
LSA CPD to enhance the professional development of all staff.	• The EEF states that an effective form of support is coaching. Recommendation 4 in the EEF's 'Making Best Use of Teaching Assistants' schools should ensure that Tas are fully prepared for their role in the classrooms.	1, 2, 3 & 4	• LSAs take part in instructional coaching sessions. • StepLab shows 100% compliance. • All apprentices to have bespoke training programme delivered by SEND team	No cost

	• Fellow (2019) states that "in terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.		• LSA induction timetable ensures that all new LSAs receive high quality training on interventions and the scaffolding framework	
• Bespoke CPD delivered by external Speech and Language therapist on specific interventions responsive to need	• Recommendation 4 in the EEF's 'Making Best Use of Teaching Assistants' schools should ensure that TAs are fully prepared for their roles.	2	• Regular assessments show all disadvantaged children make good progress from their starting points.	No additional cost
• Mathematics tutoring sessions targeted at CLA to close knowledge gaps and build fluency	• The EEF Teaching and Learning Toolkit states that that one to one tuition can be effective, providing approximately six additional months' progress on average	1	• Disadvantaged children make accelerated progress and the gap between disadvantaged and their peers narrows. • CLA children achieve in line with non-CLA pupils.	£30 per hour totalling £3420 1stClass@Number: £650
• Employment of a Speech and Language Therapist to work on site every fortnight delivering targeted interventions and support to children identified with SLCN.	• Whole school data shows S&L being a huge barrier to many children's learning.	2	• Data will show that targeted children will make accelerated progress in Reading, Writing and Maths. • All children leave EYFS with a Speaking & Listening score at or above their chronological age unless there is a significant SEND need.	£5500
• LSA Level 2 to deliver Wellcomm interventions in EYFS.	• Whole school data shows S&L being a huge barrier to many children's learning. • Wellcomm is a proven robust toolkit which	2	• Data will show that targeted children will make accelerated progress in Reading, Writing and Maths.	Cost of LSA 2 with oncosts: £21,521

Employ an LSA Level 2 to facilitate Language Link and 1stClass@Number interventions in KS1 and KS2.	enables you to easily identify, support and track children with S&L difficulties.			

Wider strategies

Budgeted cost: £174,249

Activity	Evidence that supports this approach	Challenge number(s) addressed	Measurable Impact	Cost
Continue to further develop Marvelous Mondays linked to the100 Clarksfield Pledge.	• Parent and pupil voice showed that the community was keen for children to access a variety of after school clubs. • Outcomes at GLD, KS1 and KS2 show disadvantaged children struggle access many of the texts due to limited life experience and a poor cultural capital.	4	Pupil and parent voice will reflect positive impact.	£15,000 for resources
Half termly enrichment opportunities in all classes e.g. trip, visitor, experience. Enrichment embedded within the curriculum.	• Staff voice reflected that many staff didn't feel confident planning enrichment opportunities • The EEF (The Education Endowment Foundation) states that arts participation has a very high impact for very low cost based on extensive evidence.	4	• Pupil and parent voice will reflect positive impact. • Data will show the positive impact that the wide range of experiences have had, disadvantaged pupils will achieve in line with their peers in all areas.	£30,000

Attendance Officer employed to monitor and track the attendance of PP and CLA children and reduce persistent absence.	• In house data shows that PP attendance is poorer than non-PP attendance, especially for those who are identified as having SEND. • We have 3 CLA children on roll this year who we need to ensure attend school regularly.	5	• Attendance of PP and CLA children will be at or above National Average and in line with their peers. • PA is in line with National • Disadvantaged children with SEND's attendance will improve to be more line with National	Attendance officer salary plus on costs: £38,000
Ongoing opportunities with the Music Service for a group of Year 6 children to continue to learn the clarinet. Small group lessons in school with a clarinet on loan from the Music Centre to take home to practice. Begin Ukulele lessons targeting PP children.	• The EEF (The Education Endowment Foundation) states that arts participation has a very high impact for very low cost based on extensive evidence. • Parent and child voice shows that children have limited opportunities to learn an instrument outside school.	4	• For Music assessments to show that a group of year 6 children have excelled	£10,000
Bespoke curriculum developed for the PP children who access the HIVE.	• Oldham's Education Secretary found that there are more and more children who require a more specialist environment for some children who's needs cannot be met in the mainstream classroom alone but do not require specialist education • Specialist schools in Oldham are oversubscribed meaning that the level of need to be met within a mainstream school is increasing	2 & 3	• Children to access a SAFE curriculum based on the EEF. **S**equential **A**ctive **F**ocussed **E**xplicit • Data will show that targeted children will make accelerated progress in reading, writing and maths. • EHCP evidence gathering will	£1000 for resources

			reflect high quality learning and support.	
Movement room will developed for the PP children who require an increased sensory diet to regulate their nervous system and be at a state ready to learn	• Specialist schools in Oldham are oversubscribed meaning that the level of need to be met within a mainstream school is increasing • Research shows a very clear relationship between the socioeconomic circumstances in which children are raised and their risk of experiencing ACEs. There is a cumulative relationship between ACEs and the development of poor physical, mental and behavioural health outcomes. • Individuals with ACEs tend to have lower overall well-being and poorer self- regulation (Dube et al., 2003	3, 4 & 5	• Data will show less undesired behaviour events recorded on Bromcom • Sensory Circuit assessment data will show progress in children's sensory integration abilities	£10000 for resources
Curriculum resources to enable teachers to effectively deliver the curriculum.	• The EEF states that disadvantaged children were the most severely affected by the school closures. The curriculum needs to be effectively resourced to ensure that teachers can deliver the curriculum to aid catch up recovery.	1 & 4	• Data will show that targeted children will make accelerated progress in Reading, Writing and Maths as well as the wider curriculum.	£11000 for resources

OPAL	• OPAL has been shown to support an 80% drop in reported behaviour and first aid incidents, 20% more afternoon teaching time and an increase in resilience, collaboration and inclusion. By developing our lunch time offer to meet a wider range of needs for our vulnerable children we hope to improve attendance and wellbeing.	7 & 4	• Data will show that targeted children will make accelerated progress in Reading, Writing and Maths as well as the wider curriculum. • Attendance of our most vulnerable groups will improve along with belonging	Cost of OPAL: £12,000
Social Emotional Support	• The EEF states that children from disadvantaged backgrounds, on average have weaker SEL skills at all ages than their better off peers. This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment. They have found that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	7	• Behaviour data logged on BromCom will show a decrease in incidents of targeted children. • Data will show that targeted children will make accelerated progress in Reading, Writing and Maths as well as the wider curriculum.	ELSA training for SEMH Practitioner: £1000 Cost of DSL Apprentice with oncosts: £26,000
Breakfast Club	• The EEF states that providing free, universal before-school breakfast clubs can benefit pupils.	6	• All PP children from vulnerable families will have adequate support to ensure their children are fed well.	£5249
Food Bank	• The BBC have reported that the poorest families still face an £800 shortfall despite the Government's multi-billion pound plan.	6	• Increased parental engagement with PP families.	£5000

Uniform Support	• By creating an inclusive culture, making sure pupils feel seen, understood, and safe, especially more vulnerable students who may have fewer protective factors than others will ensuring a prerequisite for an effective school brings happiness, a feeling of safety and being part of the community (EEF)	6	• All PP children from vulnerable families will have adequate support to ensure their children are comfortably dressed in line with our uniform policy • Increased parental engagement with PP families.	£10000

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 2024 to 2025 academic year.

Intended outcome	Success criteria
The in-school attainment gap in Reading, Writing and Maths will continue to narrow between PP and non-PP children. *(Successful last year so continued again).*	• Quality First teaching to maintain with all teachers meeting or exceeding their career expectations for 2024-2025 Autumn: 86% Spring: 92% Summer: 100% • Subject deep dives, learning walks and book looks show effective scaffolding for the lowest 20% of children in all lessons • Subject deep dives, learning walks and book looks show more able a children have opportunities to master their learning. • Tutor groups for targeted children to accelerate progress. • All CLA children make good or better progress. • Pupil progress meetings are interim pupil progress meetings track PP children effectively.

Children with Speech and Language difficulties are identified early, referred to SALT and support in place so that they can overcome their S&L barrier. Children with S&L difficulties make good progress in line with their peers. *(Successful last year so continued again).*	• SENDCo to have fortnightly drop ins into Nursery to support early identification of children with SEND including S&L. • Referrals made to SALT and rigorous monitoring of waitlists to ensure no children slip through the net. • SALT therapist working onsite fortnightly to support targeted children, model intervention and set new targets quickly for those waiting to re-access LA SALT • SALT therapist working onsite fortnightly to deliver specialist training to staff • LSAs to have Intensive Interaction training. • WellComm to be explicitly taught across EYFS • All children below ARE for Speech and Language to be assessed using the Infant or Junior Language Link tool and to receive intervention to target gaps and accelerate progress. • All children leave EYFS with a Speaking & Listening score at or above their chronological age unless there is a significant SEND need.
Ensure all children working below ARE leave KS1 and KS2 age related in Reading, Writing and Maths unless they have an identified development need.	• To ensure 1 member of staff to be a Basic Skills across each phase to target children who are working below age related expectation across core subjects • To develop intervention menu that is responsive to our current needs to ensure progress • Year 1 phonics data for PP children to be in line with peers unless they have an identified development need • Year 2 end of year data for PP children to be in line with peers unless they have an identified development need • Year 6 SATs data for PP children to be in line with peers unless they have an identified development need • All apprentices to have bespoke training sessions developed and delivered by Regional SENDCo team and ALT • All LSAs to receive external SALT training
The cultural capital gap is narrowed. Children are given ample opportunities to experience a wide range of enrichment opportunities. *(Successful last year so continued again).*	• Enrichment opportunities to be mapped out across the new curriculum. • Evolve lead to support staff with planning enrichment opportunities off-site that are carefully mapped to the new curriculum • Continue to develop the work with the Music Service and hold music showcases for parents and carers • Continue to work towards gaining the Music Mark for school in collaboration with the Music Service • Continue to work towards the 100 Clarksfield Pledge • Tremendous Tuesday based on the 100 Clarksfield Pledge, so all children have access to a range of clubs that have clear end points
To achieve and sustain improved attendance, particularly for disadvantaged and CLA pupils. Attendance for disadvantaged	• Attendance officer using risk register to track attendance and PA • Principle and Attendance officer meet each Monday to review risk register and identify target children • Monitor and act on persistent absence

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<td>and CLA pupils to be in line with or better than their peers.

(Successful last year so continued again. PA has dipped so this needs monitoring).</td>
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Good relationships with parents and foster carers
Reasonable adjustment to facilitate older siblings pick up/drop offs e.g. entering via the office, breakfast club etc. to ensure children can always attend school
Two key members of staff who can translate into most common languages to support the communication between families and Attendance officer
To meet 96% at the end of Summer 2 being above National Average (94.5%)

<table>
<tr><td colspan="3">Autumn</td></tr>
<tr><td>PP</td><td>CLA</td><td>Non-PP</td></tr>
<tr><td>93.74%</td><td>99.15%</td><td>94.45%</td></tr>
</table>
<table>
<tr><td colspan="3">Spring</td></tr>
<tr><td>PP</td><td>CLA</td><td>Non-PP</td></tr>
<tr><td>93.78%</td><td>99.15%</td><td>94.19%</td></tr>
</table>
<table>
<tr><td colspan="3">Summer</td></tr>
<tr><td>PP</td><td>CLA</td><td>Non-PP</td></tr>
<tr><td></td><td></td><td></td></tr>
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<td>Our most vulnerable families will be supported through the cost of living crisis.

(Successful last year so continued again.)</td>
<td>

Work with the HUB to develop a food bank to target families of PP children.
Free breakfast club available – targets vulnerable families (work with the DSL to identify vulnerable PP families)
HUB provide frozen ready meals to PP families in need.
School to provide additional support in accessing uniform for vulnerable families.

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<td>To develop our Social and Emotional learning approaches to develop skills to be more inline with peers, improve mental health and academic attainment.</td>
<td>

Regular Inclusion Meetings to ensure early identification for all children and a holistic, joined up approach in meeting their needs.
Develop lunchtime club offer and share this with children to improve attendance
Appoint a play co-ordinator and plan for a successful implementation and monitoring of OPAL play.
Increase the Inclusion Team's capacity for an 'SEMH' practitioner role

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Externally provided programmes

Programme	Provider
Partner Schools	Manchester United Foundation
Music Service	Oldham Music Service