

Pupil premium strategy statement

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	Oughtrington Primary
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	14% (53 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year 2021-2024
Date this statement was published	September 2021 (updated 2022 and 2023)
Date on which it will be reviewed	September 2024
Statement authorised by	Gill Marsland (HT)
Pupil premium lead	Laura Paddock/Helen Smith (DH)
Governor lead	Yvonne Poskitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,870
Recovery premium funding allocation this academic year	£145 per pupil £7540
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	£84,410

Part A: Pupil premium strategy plan

Statement of intent

At Oughtrington, our aim is for all pupils, including those in receipt of pupil premium funding, to have high expectations of themselves and to fulfil their potential in all areas. Our pupil premium strategy plan is designed to ensure that disadvantaged children are given the support they need in order to attain similarly to their peers and other pupils nationally, and to become happy, resilient and mentally and emotionally healthy individuals.

Our current pupil premium strategy plan has been written following a comprehensive analysis of our pupil premium childrens' needs. This process includes analysis of attainment data, discussions with class teachers during pupil progress meetings, internal monitoring and observations, as well as considering the voices of pupils and parents. From this, individualised 'small steps targets' are identified, which children work on in a specified time period. Their progress is evaluated at regular intervals and adjustments are made to provision where necessary.

Our Pupil Premium children face barriers in a wide range of areas, including core curriculum areas of reading and writing. Many also require support with speech and language skills, self-confidence, concentration, social skills and fine motor skills. They typically make similar or better progress than non-PP children in these areas but there can be a gap in attainment. Our key objectives are therefore focussed on diminishing the difference between these groups of children, both within our school and against national standards.

Our approach is designed to:

- Identify where basic skills gaps exist for pupils and plan support to rapidly close the gap
- Accelerate attainment in core subject areas
- Break down barriers to accessing the curriculum, including developing key learning skills
- Provide additional, specialist pastoral support for children with social, emotional and behavioural needs
- Be reactive to the needs of children, allowing for a change of approach where the support provided to pupil premium children is not having an impact.

Ensuring high quality teaching for all pupils is central to our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in writing
2	Attainment in reading
3	Mental Health - social and emotional difficulties due to trauma
4	Behaviour- social skills and engagement
5	Additional SEN needs
6	Speech and Language
7	Lack of engagement with access to home learning

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
Improved attainment in reading and writing for our disadvantaged children (challenges 1 & 2)	Improved attainment in reading and writing among disadvantaged children, as indicated by observations, examination of pupil's work and assessment data Any existing gaps between disadvantaged children and their peers in the areas of reading and writing have been reduced, as evidenced by data analysis
Improved levels of resilience and emotional regulation skills for our disadvantaged children (challenge 3)	Improved levels of resilience and overall well-being, as evidenced by teacher and pupil voice, and observations of children
Enhanced behavioural and interpersonal skills for all pupils, particularly our disadvantaged children (challenge 4)	Sustained high levels of positive behaviour and interpersonal skills to be evident through qualitative data from pupil voice, parent, staff and pupil surveys, and through observation of pupils in a range of school contexts
Improved progress for pupil premium children who also have SEND (challenge 5)	Graduated response or EHCP plans to be in place for all pupil premium children who also have SEND Enhanced rates of progress for pupil premium children with SEND, as evidenced

	through internal tracking data, examination of pupil's work and pupil progress discussions with class teacher
Improved speaking and listening skills for disadvantaged children (challenge 6)	Significantly improved speaking and listening skills amongst disadvantaged children, as indicated by a range of measures including observations of spoken interactions, observations of lessons and EYFS attainment data for the early learning goals in Listening, Attention and Understanding, Speaking and Comprehension
All disadvantaged pupils to be able to access home learning (challenge 7)	All disadvantaged children to have the resources and skills to access home learning

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: £14,488.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Pixl testing and intervention Budgeted cost: £3240	EEF Guidance reports: <ul style="list-style-type: none"> Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2 <p>Tests can provide reliable insights into the specific strengths and weaknesses of each pupil, and can therefore help to pinpoint the exact areas in which pupils need to receive precision teaching</p>	2
Purchase of diagnostic test for reading (L'explore) Budgeted cost: £864.00	Screening for Dyslexia Using Eye Tracking during Reading Mattias Nilsson Benfatto , Gustaf Öqvist Seimyr, Jan Ygge, Tony Pansell, Agneta Rydberg & Christer Jacobson Published: December 9, 2016 https://journals.plos.org/plosone/article?id=10.1371/journal.pone.016550 - research results from this study suggest that eye movements in reading can be highly predictive of individual reading ability, and that eye tracking can be an efficient means to identify children at risk of long-term reading difficulties, including dyslexia	2

<p>TA Training Budgeted cost: £1781.08</p>	<p>EEF Guidance report:</p> <ul style="list-style-type: none"> ● Making Best Use of Teaching Assistants <p>EEF Teaching and Learning Toolkit indicates a potential impact of +4 months for the targeted deployment of TAs who are trained to deliver interventions</p>	<p>1,2</p>
<p>Training and coaching to enhance staff's approach to teaching of reading and promoting reading for pleasure</p> <p>Budgeted cost: £840.00 + £100.00 = £940.00</p>	<p>EEF Guidance reports:</p> <ul style="list-style-type: none"> ● Preparing for Literacy: Improving communication, language and literacy in the early years ● Improving Literacy in Key Stage 1 ● Improving Literacy in Key Stage 2 <p>'What Works? Research and Evidence for Successful Teaching' (Lee Elliot Major and Steve Higgins, 2019) states that improving classroom teaching leads to learning benefits including improved child outcomes including independent thinking, self-esteem, confidence, grit and problem-solving skills</p>	<p>1,2</p>
<p>Training and coaching to enhance staff's teaching of writing</p> <p>Budgeted cost: £70.00 + £30.00 = £100.00</p>	<p>EEF Guidance reports:</p> <ul style="list-style-type: none"> ● Preparing for Literacy: Improving communication, language and literacy in the early years ● Improving Literacy in Key Stage 1 ● Improving Literacy in Key Stage 2 	<p>1,2</p>
<p>Targeted use of assistant SENCo to support target children with additional learning needs</p> <p>Budgeted cost: £7,283.33</p>	<p>DfE Publication SEN Support: A rapid evidence assessment</p> <p>The most effective support relies on full and recent assessment of individual strengths and weaknesses, TAs need proper training and thorough knowledge to have maximum impact</p> <p>Our Assistant SENCo is highly skilled and has extensive experience in working with children with a wide range of SEND needs, therefore is the member of staff most likely to have an impact with target children</p>	<p>1,2,5,6</p>

<p>Implement Restorative Practice and review and update school's code of conduct, together with monitoring to ensure that there are high behavioural expectations, clarity of expectations and consistency of approach</p> <p>Budgeted cost: £168.00</p>	<p>EEF Guidance report:</p> <ul style="list-style-type: none"> ● Improving Behaviour in Schools <p>Creating a Culture: How School Leaders can Optimise Behaviour (Tom Bennet)</p>	<p>3,4</p>
<p>Staff training in how to use software packages, shared drives and how to use google classrooms in order to have maximum impact on learning</p> <p>Budgeted cost: £.F.O.C</p>	<p>EEF Guidance Report:</p> <ul style="list-style-type: none"> ● Using digital technology to improve learning <p>EEF Rapid Evidence Assessment Distance Learning</p>	<p>7</p>
<p>Invest in additional resources and training to support delivery of Read,Write Inc phonics and reading programme</p> <p>Budgeted cost: £112.00</p>	<p>EEF Guidance reports:</p> <ul style="list-style-type: none"> ● Preparing for Literacy: Improving communication, language and literacy in the early years ● Improving Literacy in Key Stage 1 ● Improving Literacy in Key Stage 2 <p>Very extensive evidence to support effectiveness of effectively implementing a systematic phonics programme</p>	<p>1,2</p>

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

Budgeted cost: £21, 846.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of trained TA to implement interventions provided by L'explore reading assessment package and Pixl</p>	<p>EEF Guidance reports:</p> <ul style="list-style-type: none"> ● Preparing for Literacy: Improving communication, language and literacy in the early years ● Improving Literacy in Key Stage 1 	<p>1,2,5</p>

Budgeted cost: £7,283.33	<ul style="list-style-type: none"> ● Improving Literacy in Key Stage 2 <p>All recommend use of high-quality structured interventions to help pupils who are struggling with literacy</p>	
Ensure pupils have access to Nesy and SpeechLink programme to enhance literacy skills Budgeted cost: £1040.00	As above	1,2,5
Fund TAs/class teachers to provide small group or 1:1 interventions Budgeted cost: £6270.00	<p>EEF Guidance report:</p> <ul style="list-style-type: none"> ● Making Best Use of Teaching Assistants <p>EEF Teaching and Learning Toolkit indicates a potential impact of +4 months for the targeted deployment of TAs who are trained to deliver interventions</p>	1,2,5
Fund staffing to ensure that speech and language programmes for individual children can be delivered Budgeted cost: £7,283.33	<p>EEF Guidance reports:</p> <ul style="list-style-type: none"> ● Preparing for Literacy: Improving communication, language and literacy in the early years ● Improving Literacy in Key Stage 1 ● Improving Literacy in Key Stage 2 <p>'What Works? Research and Evidence for Successful Teaching' (Lee Elliot Major and Steve Higgins, 2019) states that improving pupils' speaking and listening skills can lead to an attainment gain of up to 5 months</p>	1,2,5,6

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

Budgeted cost: £49,055.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to implement the OPAL	The Case for Play in Schools: A Review of the Literature	3,4

Play Programme plus resources Budgeted cost: £5095 + £20,000	Supporting School Improvement through Play: An Evaluation of South Gloucestershire's Outdoor Play and Learning Programme	
Funding after School club places for individual children Budgeted cost: £ (£1510.50)	UCL: Out of school activities during primary school and KS2 attainment	1,2,4
Helping towards cost of residential and trips for specific children £600	As above	1,2,4
Calmness sessions with SENCO/Pastoral support Budgeted cost: £7,283.33 + £7,283.33 = £14,566.66	EEF Report: <ul style="list-style-type: none"> ● Improving Social and Emotional Learning in Primary Schools 	3,4
Employ Pastoral Lead who can build relationships with key families, deliver 1:1 sessions for pupil premium children with high level Budgeted cost: SEMH needs etc. £7,283.33	EEF Report: <ul style="list-style-type: none"> ● Improving Social and Emotional Learning in Primary Schools Toolkit of evidence based interventions to promote inclusion of children with SEMH needs	2,3,4

Total budgeted cost: £85,420.56

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.

Following the return of statutory assessments, performance measures have been received for 2022 to 2023.

KS2

In reading, 92% of children were expected+. 85% of Pupil Premium children achieved the expected standard or above.

In writing, 80% of children were expected+. 57% of Pupil Premium children achieved the expected standard or above.

In maths, 75% of children were expected+ 43% of Pupil Premium children achieved the expected standard or above. .

KS1

In reading, 68% of children were expected+. 40% of Pupil Premium children achieved the expected standard or above.

In writing, 61% of children were expected+. 40% of Pupil Premium children achieved the expected standard or above.

In maths, 84% of children were expected+. 50% of Pupil Premium children achieved the expected standard or above.

Due to very small group sizes and high proportion of disadvantaged children also having Special Educational Needs, the data above does not always reflect individual's progress throughout school.

Our assessments and observations indicated that pupil behaviour, well-being and mental health continue to be significantly impacted. The impact is particularly acute for disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach with the activities detailed in this plan.

Following the implementation of OPAL Play, we have seen an increase in confidence, social skills, teamwork and resilience. Our OPAL Play offer will continue to be built on and invested in throughout the 2023/2024 academic year.

Externally provided programmes

Programme	Provider
Multi Sports Club	EDSTART