

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	Oughtrington Primary
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	13% (51 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year 2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Gill Marsland (HT)
Pupil premium leads	Helen Smith/ Val Forrest (DH)
Governor lead	Yvonne Poskitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,040
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	N/A

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. 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, mental health, 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 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 mental health needs, as well as for 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 quality first 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
4	Behaviour- social skills and engagement
5	Additional SEN needs
6	Speech and Language

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 our disadvantaged children (challenge 4)	Where applicable, clear improvements in levels of positive behaviour and interpersonal skills to be evident through qualitative data from pupil, parent and staff voice, as well as through observation of pupils in a range of school contexts and examination of CPOMs entries
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 oracy skills for disadvantaged children (challenge 6)	Significantly improved oracy (speaking and listening) skills amongst disadvantaged children, as indicated by a range of measures including observations of spoken interactions, observations of lessons and, where relevant, of attainment data

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: £15,116.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Pixl testing and intervention package 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>	1 & 2
Diagnostic test for reading (L'explore, Reading Plus) Budgeted cost: £2000	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 Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio that demonstrates statistically significant effects on improving student outcomes. https://www.readingplus.com/efficacies/	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, 5, 6</p>
<p>Monitoring of teaching of reading and promoting reading for pleasure Budgeted cost: £500</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 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</p>
<p>Targeted use of assistant SENCo to support target children with additional learning needs 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>5</p>
<p>Monitor the impact of Restorative Practice</p>	<p>EEF Guidance report:</p> <ul style="list-style-type: none"> ● Improving Behaviour in Schools 	<p>3,4</p>

and review and update school's code of conduct, to ensure that there are high behavioural expectations, clarity of expectations and consistency of approach Budgeted cost: £168.00	Creating a Culture: How School Leaders can Optimise Behaviour (Tom Bennet)	
Invest in additional resources and training to support delivery of Read,Write Inc phonics and reading programme Budgeted cost: £112.00	EEF Guidance reports: <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>	1,2

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
Use of trained TA to implement reading interventions Budgeted cost: £7,283.33	EEF Guidance reports: <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>All recommend use of high-quality structured interventions to help pupils who are struggling with literacy</p>	2
Ensure pupils have access to Nessy and SpeechLink programme to enhance literacy skills	As above	1,2,5

Budgeted cost: £1040.00		
Fund TAs/class teachers to provide small group or 1:1 interventions Budgeted cost: £6270.00	EEF Guidance report: <ul style="list-style-type: none"> • Making Best Use of Teaching Assistants EEF Teaching and Learning Toolkit indicates a potential impact of +4 months for the targeted deployment of TAs who are trained to deliver interventions	1,2, 5
Fund staffing to ensure that speech and language programmes for individual children can be delivered Budgeted cost: £7,283.33	EEF Guidance reports: <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 '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	5, 6

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

Budgeted cost: \$34,076.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to implement the OPAL Play Programme plus resources Budgeted cost: £10,116.44	The Case for Play in Schools: A Review of the Literature Supporting School Improvement through Play: An Evaluation of South Gloucestershire's Outdoor Play and Learning Programme	3,4
Funding after School club places for individual children Budgeted cost: £ (£1510.50)	UCL: Out of school activities during primary school and KS2 attainment	3,4

Helping towards cost of residential and trips for specific children £600	As above	3,4
Targeted SEMH sessions with SENCO/Pastoral support (ELSA) 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	3,4

Total budgeted cost: £71,040

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 2023 to 2024 academic year.

Following the return of statutory assessments, performance measures have been received for 2023 to 2024.

KS2

In reading, 79% of children were expected+. 76% of Pupil Premium children achieved the expected standard or above.

In writing, 73% of children were expected+. 63% of Pupil Premium children achieved the expected standard or above.

In maths, 79% of children were expected+ 88% of Pupil Premium children achieved the expected standard or above.

Combine RWM, 65% of children were expected+ 62% of Pupil Premium children achieved the combined expected standard or above

In Grammar, 82% of children were expected+, 62% of Pupil Premium children achieved the expected standard or above.

KS1

In reading, 79% of children were expected+. 58% of Pupil Premium children achieved the expected standard or above.

In writing, 61% of children were expected+. 50% of Pupil Premium children achieved the expected standard or above.

In maths, 72% of children were expected+. 42% of Pupil Premium children achieved the expected standard or above.

Y1 Phonics screening, 82% of children passed, 33% of Pupil Premium children passed.

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 indicate that the behaviour, well-being and mental health continue to be significant challenges for many of our disadvantaged pupils. We continued to

use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Following the continued development 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 2024/2025 academic year.

Externally provided programmes

Programme	Provider
Multi Sports Club	EDSTART
Computing	Computer Explorers
Cooking	Kiddi-Cook