

# Offord Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium and National Tutoring Programme for the 2022 to 2023 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	Offord Primary School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	7 <sup>th</sup> November 2022
Date on which it will be reviewed	31st July 2022
Statement authorised by	LGB
Pupil premium lead	K Ruddock
Governor / Trustee lead	E Simpkin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19390
Recovery premium funding allocation this academic year	£ 2,030 + £2,106 (Tutoring Grant)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 23,526

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. Children can face barriers to learning. Children from disadvantaged backgrounds can face barriers due to poverty which can affect their ability to thrive in education. The focus on our pupil premium strategy is to support disadvantaged pupils to achieve and progress.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We provide support to match the needs of the children to ensure they make the best academic and social progress they can. The support also includes targeted support in class, extra tuition out of class and emotional support. We ensure that lack of money is not a barrier to a full curriculum offer and subsidise costs of trips and experiences so access is available to all children.

Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their non-disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that maths attainment among disadvantaged pupils and girls is lower than their peers, this is especially for those working at greater depth. The challenge is to ensure the foundations of maths is at a good level for all our EYFS/KS1 pupils.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils which is having an impact on their writing. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

3	Observations and discussions with pupils and families have identified social and emotional issues for many pupils. This still may be a result of the lock-downs and lack of enrichment opportunities during this time.
4	Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils especially when comparing those working at greater depth.
5	Records, observations and discussions show that the uptake of extra-curricular activities and enrichment activities is lower in disadvantaged children than non-disadvantaged. Costs of activities appears to be a barrier in families enrolling children along with the awareness of how these activities can have a positive effect on all areas of learning and achievements.

## 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
Maths outcomes have risen for disadvantaged children, who are on average achieving equivalent to non-disadvantaged, this includes those working at greater depth	Great depth in maths at end of KS2 is reaching the targets set from KS1 results. Greater depth in maths is at or exceeding national average
Reading outcomes have risen for disadvantaged children, who are on average achieving equivalent to non-disadvantaged, this includes those working at greater depth	Great depth in reading at end of KS2 is reaching the targets set from KS1 results. Greater depth in reading is at or exceeding national average
Writing outcomes have risen for disadvantaged children, who are on average achieving equivalent to non-disadvantaged, this includes those working at greater depth	Great depth in writing at end of KS2 is reaching the targets set from KS1 results. Greater depth in writing is at or exceeding national average
All disadvantaged children are challenged and supported with academic learning, making good progress in all areas.	Extra support identified and in place. Progress is good for disadvantaged pupils Gap for attainment is closing between non-disadvantaged and disadvantaged children.
Emotional support is in place for every child who needs it at the level that they require.	Trained staff to support children so they feel that their needs are being met. Parents are positive that their children receive appropriate support
All children access enrichment such as visits, visitors, music tuition and clubs – lack of funds is not a barrier	All children able to access trips Access to all for extra-curricular activities within school

## 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: £ 11,526

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths mastery CPD for all staff – teachers and support staff.</p> <p>Engagement with training and delivery of Mastering Number through the NECTM</p> <p>Teacher release time to embed the key elements of guidance in school and work with the Maths Hub on Sustaining a Mastery Approach for maths from EYFS to Y6</p> <p>HLTA to teach maths lessons daily in KS2 alongside teachers to allow for maths to be taught in single year groups</p>	<p>CPD for all staff to ensure that there is good practice and consistency in the teaching of maths in the school from EYFS to Y6. Good quality teaching is proven to raise the attainment for all children but especially disadvantaged children.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1
<p>Read Write Inc CPD for all staff – teachers and Teaching assistants (DfE validated Systematic Synthetic Phonics Programme)</p> <p>Purchase of RWI resources to compliment existing resources.</p>	<p>CPD for all staff to ensure that the teaching of phonics remains robust. Good quality teaching of phonics is proven to raise attainment for all children but especially disadvantaged children who benefit from consistency in approach with clear, direct teaching and reinforcing.</p> <p><a href="#">Education Endowment Foundation - Phonics</a></p>	2, 4
<p>English Lead to complete the NPQLL.</p> <p>English Lead to train and support other staff to improve the vocabulary and oracy skills of all children from EYFS to Y6 and ensure this has a positive effect on writing throughout the school</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Oral language will have an effect on the quality of writing that can be produced. Improving a pupils</p>	2, 4

	vocabulary will have a positive effect on their writing.	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff including all staff having Mental-being training, led by the Pastoral-Support Lead.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £ 5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4
<p>School-led interventions to include pre-teaching and over-learning. Teachers use classroom learning and feedback to identify need and then timely targeted support delivered to children to ensure gaps in learning are addressed.</p>	<p>Interventions targeted at specific needs and knowledge gaps which include pre-teaching and over-learning. These methods can be effective to support low attaining pupils or those falling behind. Can be delivered 1:1 or small group:</p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4

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

Budgeted cost: £ 6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Pastoral Support Lead and provide them with high quality CPD and resources to ensure that we can provide social and emotional support to children in need. A significant proportion of children that receive this support will be disadvantaged.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Our internal assessments, observations and discussion have shown that the effects of Covid-19 have played a significant effect on the mental-health of our children and disproportionately so to those that are disadvantaged. Children cannot learn effectively if their mental-health is not addressed.</p>	<p>3</p>
<p>Whole staff training on behaviour management approaches (Cambridgeshire Steps) with the aim of developing our school ethos and improving behaviour and learning attitudes across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3 &amp; 4</p>
<p>All trips and extra-curricular activities funded to at least half-cost for disadvantaged children.</p>	<p>We want to ensure that all children have access to all extra-curricular activities from residential trips, to music lessons and sports clubs. We did not want any children to have financial hardship being a barrier to learning and wider experiences.</p>	<p>5</p>

**Total budgeted cost: £ 23,526**

## 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils remains slightly lower than that of their non-disadvantaged peers in key areas of the curriculum. The gap between attainment is reducing but our small cohort sizes means that it is difficult to make general comparisons and each year group need to be analysed individually.

As a whole maths has become stronger and children have made rapid progress as shown in our KS2 results. This has been a result of our focus on ensuring good teaching of the subject. All staff have received high quality CPD and an investment has been made to ensure there is the commitment to teach maths in KS2 in year groups. Early maths is taught well to ensure that children are given a solid start from which to build in their mathematical understanding. This is an area that will remain a focus over the next few years.

English assessments have also shown rapid progress for our KS2 pupils, with reading being particularly strong. We continue to be true to our chosen phonics scheme and use it throughout the school. All staff are trained and good quality CPD was provided but needs to continue each year. Writing was the area where attainment was lower. For the younger children we are seeing that writing has been impacted more by the school closures caused by the COVID-19 pandemic. Writing is an area that has been identified for development in 2022/23.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted the previous year, primarily due to COVID-19-related issues. The extra strategies that were put in place, notably the employment of a specific Pastoral Support Lead and the variety of training she received, had a positive impact on the emotional well-being of many of our pupils, including those that are in receipt of Pupil Premium funding. This area will be continued this year, as it is also having a positive effect on the pupil's learning behaviours. We are continuing to build on this approach with the activities detailed in this plan.

Underpinning all of our plans is the drive to provide a broad and balanced curriculum for all our pupils that include a wide range of experiences in our curriculum that grows a love for learning in a modern world.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding

Offord Primary will not receive any Service Pupil Premium Funding in 2020-2021

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?	n/a