

# Occold Primary School Pupil Premium Strategy Statement



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	Occold Primary School
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	22% - 14 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years (assuming PP funding is consistent)
Date this statement was published	15.10.21
Date on which it will be reviewed	Termly
Statement authorised by	Paul Parslow-Williams
Pupil premium lead	Paul Parslow-Williams
Governor / Trustee lead	Carol Peters

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£18,830</b>
Recovery premium funding allocation this academic year	<b>£2030</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<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	<b>£20,060</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### Our philosophy

At Occold Primary School we value the abilities and achievements of all our pupils and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may well vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them all the support that they need to reach their potential.

Overcoming barriers to learning is at the heart of our Pupil Premium use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Our priorities are as follows:

1. Ensuring that there is high quality teaching and learning in every class.
2. Closing the attainment gap between disadvantaged pupils and their peers.
3. Providing targeted academic support for pupils who are not making the expected progress.
4. Increasing engagement with families of 'hard to reach' children.
5. Addressing non-academic barriers to attainment such as well-being, attendance and behaviour.
6. Ensuring that all disadvantaged pupils are fully included in the life of the school

## Challenges

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

Challenge number	Detail of challenge
1	Rural isolation- limited access to culture and resources.
2	Poor mental health of parents/ family members.
3	Poor family attitude towards schooling.
4	Turbulence due to movement between schools and houses- sometimes across counties.
5	Challenging behaviours.
6	Medical conditions and SEND.
7	Financial challenges, limited resources at home.

## 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
Increased academic outcomes	<ul style="list-style-type: none"><li>• Pupils will make good progress from their starting points, in line with their peers.</li></ul>
Self – confidence	<ul style="list-style-type: none"><li>• Children will feel more confident to join in fully with events and opportunities in school as well as the outside community.</li></ul>
High aspirations	<ul style="list-style-type: none"><li>• Children will be ambitious when talking about their future.</li></ul>
Increased levels of reading	<ul style="list-style-type: none"><li>• Children will have a love of reading and books from early on in their time in school.</li><li>• They will develop into fluent readers.</li></ul>
Improved behaviour	<ul style="list-style-type: none"><li>• As children feel more supported in school, their behaviour will improve (fewer behaviour incidents recorded)</li></ul>
Improved academic achievement in some specific areas	<ul style="list-style-type: none"><li>• Through tutoring and one to one sessions, children’s academic ability in some specific areas identified as weaknesses should be greater than expected.</li></ul>
Improved wellbeing and mental of pupils	<ul style="list-style-type: none"><li>• Children score more highly in the wellbeing check.</li></ul>

## 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: £5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo released from class for one to one THRIVE sessions and other interventions as necessary (£5,000)	EEF Social and Emotional Learning: Moderate impact for very low cost based on very limited evidence +4 months	1, 2, 5 and 6.
CPD on reading- early reading (£250)	EEF Phonics: High impact for very low cost based on very extensive evidence +5 months	1, 3, 4, 6 and 7.
CPD on dyslexia and reading comprehension strategies (£250)	EEF Reading Comprehension: Very high impact for very low cost based on extensive evidence. +6 months	1, 3, 4, 6 and 7.

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

**Budgeted cost: £28,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA hours to support the specific needs of individuals- sensory room (£12,000)	EEF Behavioural Interventions: Moderate impact for low cost based on limited evidence +4 months	2, 3, 5 and 6.
EP assessment to get a more accurate understanding of needs (£1,200)	EEF individualised Instruction: Moderate impact for low cost based on limited evidence +4 months	4, 5 and 6.
Nessy reading (£600)	EEF: Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence + 4 months	1, 3, 4, 6 and 7.
Gym trail (£600)	EEF: Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence + 4 months	1, 3, 4, 6 and 7.
1 to 1 reading tutor	EEF 1 to 1 tuition: High impact for moderate cost based on moderate evidence +5 months.	1, 3, 4, 6 and 7.

(£3,000)		
1 to 1 maths tutor (£3,000)	EEF 1 to 1 tuition: High impact for moderate cost based on moderate evidence +5 months.	1, 3, 4, 6 and 7.
Language link assessments and intervention (£2,000)	EEF: Oral language interventions Very high impact for very low cost based on extensive evidence	1, 3, 4, 6 and 7.
1 to 1 phonics sessions (£4,000)	EEF 1 to 1 tuition: High impact for moderate cost based on moderate evidence +5 months.	1, 3, 4, 6 and 7.
Dynamo maths (£2,000)	EEF: Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence + 4 months	1, 3, 4, 6 and 7.

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

**Budgeted cost: £2,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised after school and breakfast clubs £500	EEF: Extending school time Moderate impact for moderate cost based on limited evidence +3 months	1 and 7.
School uniform-also used an incentive to encourage parents to apply. £500	EEF: School uniform Unclear impact for very low cost based on insufficient evidence	1 and 7.
Subsidised trips (including residential for year 6) £1000	EEF: Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	1, 2, 3, 5 and 7.
THRIVE approach £200 annual sub	EEF Social and Emotional Learning: Moderate impact for very low cost based on very limited evidence +4 months	1, 2, 5 and 6.
Wellbeing sessions £500	EEF Social and Emotional Learning: Moderate impact for very low cost based on very limited evidence +4 months	1, 2, 5 and 6.
Forest School	EEF: Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	1, 2, 3, 5 and 7.

**Total budgeted cost: £36,600 (some additional funding will be gained through school-led tutoring programme)**

## 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.

#### **What did we do to cater for Pupil Premium children during the COVID lockdown?**

- At the start of lockdown food parcels were arranged for pupils using the stocks from the kitchens in the Trust. These were personally delivered by our staff-this did not impact on learning provision-this was additional!
- We arranged weekly food vouchers to be sent to parents and offered support to claim these.
- Frequent contact was made with parents/ pupils and resources provided to cater to the needs of pupils (paper-based tasks when requested/ additional reading books/ loans of laptops).
- When the schools reopened in June pupils were prioritised and offered places back at school. Some pupils who had PP and Early Help/ Social Services intervention were given Key Worker places and attended school throughout lockdown.
- We have administered baseline tests in Autumn 2020 so we could target the gaps pupils had in their learning.
- All pupils had rapid access to an online learning platform. We carried out a survey as to what resources area available at home to support this and plugged the gaps using school IT resources.
- Live teaching took place daily and pupils not attending were followed up with personal calls.
- For pupils reluctant to return to school, online tutoring was organised as a substitute to ensure learning continued.

#### **How did we deploy our funding?**

During the previous academic year we funded a range of activities and interventions through use of the pupil premium. These included:

- one to one tuition
- smaller class sizes
- subscriptions to online adaptive interventions such as Nessy and Dynamo.
- small group booster activity sessions
- increased TA support
- individualised maths tuition
- handwriting intervention
- counselling and nurture group resources and funding e.g. PBT and THRIVE
- SEN resources to address specific needs
- Interactive maths and reading programmes
- behavioural support and specialist provision
- educational psychology assessments
- subsidising of school visits and residential visits

- Individualised intervention to meet the different learning needs of individual pupils
- School visits, clubs and activities.
- Before and after school provision.
- High quality arts experiences such as the Snape Maltings Festival of Music
- Participation in school plays including costumes and travel costs.
- Purchase of school uniform and school resources

### **What have the impacts been?**

There has been a positive impact on progress and attainment through the targeted use of pupil premium funding. This is harder to quantify because of the effect COVID had on end of year results which were also not externally validated. Impacts included:

1. School purchased high quality additional reading books allowing a closer match to reading age. Children were keen to use them and parents were positive.
2. Records of children's use of Nessy showed that even during lockdown progress was being made in phonics intervention and some no longer need this.
3. Children with PP performed well in 'practice' multiplication test.
4. Visits from EP enabled precise diagnosis of PP pupils with SEN.
5. Monitoring of independent writing has shown improvements in grammar and flair.
6. Children lower down in school seem more confident with phase 3 phonics and number recognition.
7. PP children with EBD are benefiting from play-based therapy.
8. All children with PP were able to fully participate in extra-curricular, adventurous and enrichment events. Teachers are noticing a greater engagement by PP children in class who now feel they have more to contribute.
9. We believe we have developed cultural capital for all PP children through educational visits and even when these were not possible, through our virtual offer.
10. Children made demonstrable progress from their starting points. We were particularly pleased with attainment in mathematics. The average gap between PP and their peers is narrowing over time. For example, the data below from Year 6 2021 (in house SATs) shows that outcomes for PP children are comparable or better than their peers in many cases. Data is available on request to illustrate this.