Pupil Premium Strategy Statement 2020/2021

1. Summary information					
School	**Ongar Primary School**				
Total number of pupils	**152**	**Total PP budget**	**£68,595**	**Date of most recent PP Review**	Jan 2021
Number of pupils eligible for PP	**51**		**33.5%**	**Date for next internal review of this strategy**	Summer Term 2021

2. Current attainment (KS2 SATs Results Summer) Teacher assessment due to Covid 19			
	Pupils eligible for PP	*All other Pupils*	*All other Pupils (national average 2019)*
% Meeting ARE in reading, writing and maths (combined)	44%	83%	65%
% meeting ARE in reading	56%	88%	73%
% meeting ARE in writing	67%	79%	78%
% meeting ARE in maths	56%	79%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	**Reading stamina and fluency impacts on ability to access curriculum**
B.	**Limited oracy skills**
C.	**Weak learning skills e.g. self-regulation, independence, resilience**
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	**Consistent punctuality and attendance**
E.	**Parental engagement/ support and shared expectations, ability to access enrichment opportunities**

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	**Above national average cumulative phonics screening results** **Children in all year groups make good progress in reading – internal data** **Reading has a high profile across the school. Opportunities for regular teaching and practicing of reading skills are evident- triangulation of observation, pupil voice and book scrutiny**	**All children able to decode by end of KS1** **Online reading software motivates and engages reluctant and inconsistent readers.** **Opportunities for reading are consistent, effective and cross-curricular.** **Children are inspired and engaged in reading for pleasure**
B.	**Improved outcomes in grammar, punctuation and spelling EoKS SATs** **Evidence of a multi-sensory and cross curricular approach to developing vocabulary -lesson observations and planning)**	**Language acquisition is a high priority across the school and explicit strategies are evident.**
C.	**Zones of regulation impact – children become more independent in self-regulation strategies. Fewer incidents of 3 sides behaviour and extremes of behaviour** **Forest School provides opportunities to develop self-confidence, resilience and cooperation. Soft data through observations and interactions**	**Children feel settled, safe and secure. Three rights are evident in all classrooms.** **Learning environments are calm but engaging** **Children feel challenged but supported. Evidence of more proactive learning and perseverance.**
D.	**Robust attendance procedures to ensure regular attendance including persistent first day calling and requests for medical evidence where required.** **Support to address any barriers to punctuality or attendance** **Clear expectations communicated through School Based Meetings** **weekly/monthly/termly attendance data**	**Attendance, following limited opening due to Covid 19, is in line with pre Covid levels.** **Parents feel reassured that school is safe and regular attendance is valued.** **Attendance continues to improve. Persistent absences fall to less than 6% and at least comparable to NPPG** **Cause for concern identified and addressed swiftly**
E.	**Improved communication with harder to reach families.- soft data** **Increased engagement with school in supporting learning as well as celebratory events –attendance at events monitored** **PP cohort able to access all enhanced curriculum activities–participation records**	**Improved parental engagement in curriculum and learning based events** **Impact of parental issues is reduced** **Parents feel well supported by the school and engage more readily.** **All PP pupils recorded as having attended/received curriculum enhancement and engaged with extra-curriculum provision in 2020-21**

Planned expenditure					
Academic year	**2020 -2021**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Evidence of improving quality of teaching. Majority of teachers and lessons considered good or better **Progress and outcomes of non-SEN PPG is in line with that of peers**	1 day per week release time for DHT to improve quality first teaching Continued mentoring and support for RQTs	Peer coaching, team teaching and modelling are effective methods to improve quality of teaching. EEF recognises the impact of good teaching on all children, especially PPG Impact of closure due to Covid 19 on support and development of NQT and RQTs	triangulation of observation, data and book scrutiny Internal data National benchmarks	HT DHT HT	Termly Termly
SEN PPG make good progress against clear targets identified on one plans **One plans utilised as a working document to ensure targeted interventions and swift progression.** **Dyslexia friendly practices evident in teaching and learning environment to support all learners** **Teachers have more ownership of interventions which are consistent, timely, effective and evaluated**	Additional SENCO hours	41% of pupil premium children are also identified as SEN. Requiring support that is different from and additional to usual teaching.	Regular, planned reviews of one plans, both with children (as appropriate, parents and SENCo. Monitoring by SENCo shows evidence of plan, do, assess, review cycle. Monitoring against Trust indicators show school is consistently achieving L2 standards Monitoring by SENCo shows impact and timeliness of interventions	SENCo & HT	Termly Termly Spring term Termly

Children in all year groups make good progress in reading **Reading has a high profile across the school.**	Monitoring by phonics and English lead CPD on closing the vocabulary gap – strategies implemented in classes Tier 2 vocabulary specifically taught. Online access to reading and comprehension tasks	Phonics attainment is improving to meet national averages at end of year 1. Impact of weak reading skills limits access to all aspects of the curriculum. Reading is not always well supported or modelled outside of school. Limited vocabulary can limit access to mastery tasks Access to books can be limited. Parents don't always feel equipped to develop comprehension skills	triangulation of observation, pupil voice and book scrutiny Meet national average cumulative phonics screening results Internal data Opportunities for regular teaching and practicing of reading skills are evident	E Lead HT DHT E Lead	Termly As per English lead monitoring schedule
				Total budgeted cost	**£ 49,600.00**

ii. Targeted support					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Early intervention in EYFS and KS1 to support language and communication skills and early reading	Additional LSA role	Base line in communication, language and literacy are well below national averages. Intervention via wellcomm speech and language program to support development of listening, understanding and speaking. Use of additional LSA to support phonics intervention in Year 2 for those who did not meet end of year expectations	Wellcomm tracking grids to monitor progression through milestones. Intervention/ support quickly identified and put in place Phonics tracking system Individual reading books match child's phonics stage	RM RM &AN	Termly Termly
All children able to decode at end of KS1	Targeted interventions High quality phonics sessions with consistent structure				

Improved parental engagement	Family support worker	School experiences, education, welfare and wellbeing of parents impacts on children's readiness to learn. Parental engagement with celebratory events has improved. Parents feel less confident in supporting learning and attendance at curriculum events is significantly lower	Parental feedback FSW Case studies Monitor attendance at curriculum/ learning events (OM)	HT & DHT	Termly
Improved attendance and punctuality for PP children	Additional office hours to follow up on attendance and implement a rigorous, regular attendance procedure.	Persistent absenteeism is more prevalent in PP cohort Following pandemic and partial reopening many PP children did not return to school and good habits may have been interrupted	Attendance, following limited opening due to Covid 19, is in line with pre Covid levels. Parents feel reassured that school is safe. Attendance is valued. Attendance continues to improve. Persistent absences fall to less than 6% and at least comparable to NPPG Cause for concern identified and addressed swiftly	HT OM	Half Termly
Total budgeted cost					**£9,450.00**

iii. Other approaches					
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Improve the mental and physical health of PPG children	Employment of a counsellor to provide 1:1 session on a weekly basis Subsidised adventure activities and club provision. Clubs chosen to match interests of PPG children	Benefits of counselling impact on pupil wellbeing	Regular conversations with counsellor and class teachers (& parents where appropriate) to gauge impact and next steps Monitor uptake of vulnerable groups for after school and extra-curricular activities	HT PE Lead	**Termly** **Termly**
No child starts the day hungry	Food available in the classrooms on a daily basis Breakfast club to provide childcare for low income working families	Some children come to school either without having breakfast or have a breakfast containing a high sugar content. The impact of hunger and low blood sugar levels on concentration and ability to learn is well documented	HT to monitor uptake Pupil voice	HT	**Termly**
Opportunities to develop self-regulation, resilience and self esteem	Forest school provision for all KS2 PPG children New PHSE program – dimensions to support effective delivery of new SRE	Children benefit from outside learning opportunities with a focus on social and emotional needs	Before and after views of children Register of attendance and impact noted PHSE lead to monitor	**S** **PHSE Lead**	**Termly review after each group** **Spring term**
				Total budgeted cost:	**£12,545.00**
				TOTAL	**£71,595.00**

6. Review of expenditure

Previous Academic Year **2019-2020**

i. Quality of teaching for all

Desired outcome	Chosen action/approach	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	Cost
Improve outcomes to be in line with national averages and secure rapid progress	Single year group classes with Quality First Teaching Clear curriculum expectations with KPIs for core subjects in each year and each term. Use of tracking grids to monitor progress and attainment. Analysis of cohort contexts to identify children in multiple vulnerable groups	Capacity for mentoring and SLT support for less experienced staff. Shared PPA time to support planning. Weekly mentor sessions for ITT and NQTs Evidence of improving quality of teaching. Successful completion of ITT and NQT Targeted support quickly identified. Firm basis for pupil progress meeting discussions. Helped staff identify key children and targeted support. Links made to gap analysis for writing	Increase capacity for mentoring and modelling. Specific succinct targets agreed and evaluated Regular modelling and feedback benefitted staff. This model will continue with increased capacity for DHT to lead across KS2 Further work needed on assessment for learning and quality assurance of summative assessments	
	New phonics-based reading books for beginner readers used in a systematic, rigorous way. Supplementary books for weaker mid stage readers (Y2/3) with range of genres and content, but still with fully phonetically decodable text.	PSC in line with National average in Feb 2020 Phonics delivery is systematic and taught with fidelity Phonics tracking grids showed improving picture. Cumulative score in line with National Average (feb 2020)	Embed current system Share good practice across whole school inc support staff Embed current system and ensure more regularity of interventions.	

To develop and offer a broad, balanced, creative curriculum that meets the needs of our learners	New curriculum designed with progression of knowledge and skills. KPIs identified Purchase 15 reconditioned ipads to support learning in class and at homework club Subsidised Year 6 residential, class trips/ visitors, clubs and enrichment activities Forest school trial (2 blocks of 8 weeks – 16 children participated)	Whole school topics have provided support and motivation for all. Children enjoy sharing their learning with siblings in other classes. New curriculum ready for Sept 2020 More children able to use internet to support learning. Continuity of provision in allowing access to worked examples to support learning 100% of Y6 children participate in outdoor pursuits residential 75% of children engaged in extracurricular school sports club Every child has the opportunity to breadth of experiences offered by school regardless of financial situation. Case study shows improved skills in independence, resilience and self confidence	Implement new whole school thematic curriculum for 2020 Use of worked examples has been successful in supporting children who require additional processing time and those that lack confidence enabling children to become more independent learners. Additional iPads will be purchased for 20-21 to increase access to technology to support learning. Subject leaders and class teachers are building a bank of resources to ensure consistency in language and models used. Approach to continue and to be further developed Forest school had a positive impact on character development for all children who participated. Scope of project widened for 20-21 to include more PP children. Continue to aim for 100% of children to participate in intra and inter school sporting events. Use pupil voice to guide club offer when they are able to restart	
			Total budgeted cost	**£ 43,980**

ii. Targeted support				
Desired outcome	**Chosen action/approach**	**Estimated impact:**	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Provide additional academic support to Improve progress	Intervention breakfast club for reading support for identified KS2 children	Additional LSA hours to deliver 1:1 support for specific SEND PPG pupils before school helped with progression towards SMART one plan targets	Sessions were very labour intensive and although impacted against SMART targets were not always transferred or revisited in class. Class teachers felt detached from process	
Improved attendance for PP children	Additional office hours to follow up on attendance and implement a rigorous, regular attendance procedure	PPG attendance Autumn term 95.07% Attendance for whole school 96.47% Persistent absentees =13 (7=PPG) PPG attendance Spring term 94.09% Attendance for whole school 96.2% Persistent absentees =34 (16=PPG)	Impact was beginning to show when school closed for Covid pandemic. It is likely that attendance will be weaker for 20-21 and so a clear expectation and procedure will be necessary. We intend to continue with this strategy.	
Opportunities for those working at or above ARE or with a specific talent to access support and development experiences	Engagement Ongar Academy and Ongar hub G&T sessions OPS to host G&T sessions Staff CPD on GD/ adapted teaching Sports leader training for identified pupils	Sessions impacted by lockdown Postponed Completed Autumn 19 but not able to build upon due to lockdown	Inter-school events not planned due to current Covid19 guidance. Sessions on hold Program to start again this year and developed by PE lead	
			Total budgeted cost	**£6,350**

iii. Other approaches				
Desired outcome	**Chosen action/approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost**
Greater involvement and engagement with parents to support learning	Use of Marvellous Me app to inform and celebrate with parents Structured conversations offered to all PP parents Family Support worker	80% PP parents engage with Marvellous Me. Surveys show parents feel involved and engaged in their child's learning. 66% attendance at structured conversations Planned, regular opportunities for parents to engage in craft, sports and celebratory events. Extend invitations to events that support learning Termly learning drop ins. FSW has worked with numerous families supporting and signposting with a range of parenting issues	Marvellous me uptake has steadily improved. We will continue with a robust means of sign up. Marvellous Me will be continued to be used for this academic year Structured conversations didn't have impact we intended. Parents were wary and outcomes didn't warrant additional workload. PP parents preferred the usual parent consultation sessions Termly learning drop ins well received. Plans to include additional informal learning sessions, when Covid guidance allows. FSW had notable impact in support families, particularly through welfare calls during pandemic. Need is still evident and will continue with this strategy.	
To support the welfare of all children	Uniform subsidies Subsidised breakfast club provision Use of counsellor to provide weekly sessions to support mental wellbeing and self-regulation	All children look part of school community and have appropriate clothing for school Breakfast club to provide childcare for low income working families Enough sessions available to support those in need Counsellor supported key children throughout pandemic	Continue to support as needed Continue to support as needed	
			Total budgeted cost:	**£ 8,750**
			Total	**£59,080**