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	Ongar Primary School
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	Oct 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Debbie Attridge
Pupil premium lead	Debbie Attridge
Governor / Trustee lead	Kathy Dale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£7,685
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	£84,350

Part A: Pupil premium strategy plan

Statement of intent

At Ongar Primary School we will use pupil premium funding to improve the progress and attainment of disadvantaged pupils.

We understand that using our pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. Additionally, we will identify the specific challenges faced by our disadvantaged and vulnerable pupils, both academic and non-academic.

Our strategy plan will focus on the controllable challenges that are having the most significant adverse impact on our disadvantaged pupils. We will adopt a tiered model, focusing on high quality teaching first and foremost, alongside targeted academic support and wider strategies.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will consider evidence summaries, including EEF, and seek out proven strategies where context and outcomes match the need of pupils at Ongar Primary School

Challenges

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

Challenge number	Detail of challenge
1	Weak decoding and comprehension skills. Assessments and observations, indicate weaknesses in the basic reading skills. Theses are evident throughout the school and impede children's progression to fluency and inference. The impact is more notable with our disadvantaged children.
2	Weak early communication skills: Assessments and observations, indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Wellbeing: Anxiety, social and emotional difficulties, self-regulation Observations, monitoring of individuals and conversations with parents have identified an increase in frequency and scale of difficulties. Currently 41 pupils require additional support with social and emotional needs 23 of these are disadvantaged pupils. (56%)

4	Low attendance: Our attendance data for the last three years from 2019 shows although attendance is improving our attendance for disadvantaged children is on average 3.4% lower than our non-disadvantaged. On average 7 pupils in this time period have been persistently absent. Although by the end of 2021 academic year, this is more comparable to non-disadvantaged PA pupils (6) The impact of return post Covid, this term has seen in an increasing number of disadvantaged students being identified as persistently absent (13 pupils) Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
High quality teaching and learning of reading, writing and mathematics as standard for all pupils	Achieve National Average (+) attainment at KS1 and KS2 in 2024/25 in reading writing and maths Achieve strong internal evidence of disadvantaged pupils in being on-track to achieve outcomes in line with National Averages at the end of Key Stages, including at GDS
A rich foundation curriculum which, in its implementation, meets the needs of all learners and in particular diminishes gaps for our disadvantaged pupils	National curriculum is implemented as a minimum From 2024/25 strong cultural capital is clearly evidenced in curriculum plans, in implementation, and in pupil outcomes (reducing internal attainment gaps)
Attendance in line with National Averages.	From 2024/25 Attendance is at 96%+ With an improving trend from 2021 Attendance policy and procedures have been clearly communicated, implemented and understood. A tiered model of pastoral support is in place and well-utilised. By 2024/25 levels of persistent absenteeism are at pre-Covid National levels of 8.25%
Improve the quality and provision of social and emotional learning. Embedding it into our policies and practices	Reduced levels of pupil anxiety and improved wellbeing. Evidenced in • Information from pupil voice, parent surveys and teacher observations • An increase in provision and participation in enrichment activities, particularly among disadvantaged pupils.

	• A reduction in mid/high-level behaviours (CPOMs tracking)

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: £ 50,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our teaching of reading and curriculum planning in line with DfE and EEF guidance, including CPD and resourcing. CPD and coaching feedback re SEN to ensure we meet the needs of all learners We will fund teacher release time to embed key elements of guidance in school and facilitate a coaching model for school improvement.	There is strong evidence base that suggest quality first teaching has the greatest impact on all learners. The DfE non-statutory guidance 'The reading framework' and EEF research on early reading highlight the impact of teacher subject knowledge, direct teaching of comprehension skills and high quality resources https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Improve quality and depth of foundation curriculum – strengthening cultural capital and individual wellbeing.	High quality CPD through external providers. Which facilitates high quality teaching. High quality PHSE curriculum provision. https://pshe-association.org.uk/what-we-do/evidence-and-research Full program of enrichment across wider curriculum	3

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

Budgeted cost: £24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics intervention and catch-up programme delivered and resourced across KS1 and KS2	EEf guidance report Improving Literacy in KS1 – Effectively implement a systematic phonics programme, and KS2 DfE verified scheme EEF toolkit (+5)	1
Wellcomm intervention Speech and Language Therapy	EEF guidance report - Develop pupils' speaking and listening skills and wider understanding of language EEF toolkit (+6)	2
We will fund teacher release time to provide additional interventions led and delivered by the class teacher. A significant proportion who receive tutoring and or intervention support are disadvantaged.	One to one tuition | EEF (educa-tionendowmentfoundation.org.uk) Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1

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

Budgeted cost: £9,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
To implement a pastoral support package to improve	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	4

wellbeing and attendance	relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) The DfE guidance 'improving school attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	
Support nutrition and good start to the day	It is well documented that children's basic needs must be met to promote behaviours for learning. A nutritious breakfast provides a positive start to the day and helps to sustain concentration and cognitive function https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/	
To ensure access to full enrichment offer	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment The benefits of curriculum enrichment opportunities have a positive impact on both learning and wellbeing. We are committed to ensuring that provision is not limited by children's financial circumstances.	

Total budgeted cost: £ 84,350

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 teacher assessments will not be used.

Despite the impact of partial closures on our most vulnerable pupils, gaps between pupil premium children and their peers lessened in some year groups.

Our ambition for reading provision and outcomes remained strong throughout disruptions to learning, resulting in a Phonic Screening Check cumulative score of 96%.

Strategies to improve communication with parents were successful, with 95% parents signed up to Marvellous Me app or Tapestry. Parent voice is overwhelmingly positive, with particular feedback appreciative of the breadth of our provision.

Our pupils were increasingly healthy, both physically and mentally. However the impact of COVID is now evident. As a result of the breakfast provision, no child starts the day hungry; there is strong pastoral support and ‘zones of regulation’ is beginning to be implemented; pupils benefit from continued engagements in physical activity and outdoor learning enthused and engaged by the additional resources in place to support this.

Externally provided programmes

Programme	Provider
English Planning Kit	Jonathan Bond
Lexi Core 5	Lexia
Bug Club	Pearson Education
Speech and language therapy	Speech and language therapist
Essential letters and sounds	Oxford University Press