# 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 | Ongar Primary School |
| Number of pupils in school | 172 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | Sept 2024 |
| Date on which it will be reviewed | Sept 2025 |
| 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 | £78,440 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £78,440 |

# 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. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for pupil premium funding or not.

Our strategy plan will focus on the controllable challenges that are having the most impact.

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 in developing personal attributes, promoting physical and mental health and positive behaviours for learning.

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 | Greater difficulties in **reading.** 23-24 data shows, as a whole school, outcomes for ARE+ in reading are 21% higher for NPPG. The widest gaps are in our younger year groups. Children's initial barrier is developing phonic knowledge to decode and in turn read with fluency. Fluency also impacts on comprehension skills for LKS2 |
| 2 | **Limited vocabulary and oracy skills**. Assessments and observations indicate underdeveloped oracy skills. These are evident in our on-entry communication and language assessments which are well below National Averages. On-entry 2022: 80% disadvantaged pupils below |

| | |
|---|---|
| | ARE, 2023: all our disadvantaged pupils were below expectations. The impact of this on social and academic progress is significant. |
| 3 | **Wellbeing:** Anxiety, social and emotional difficulties, self-regulation<br>Observations, monitoring of individuals and conversations with parents have identified an increase in frequency and scale of difficulties. Currently 40% of our disadvantaged pupils require additional support with social and emotional needs.<br>Physical health 17 children (29%) identified as need regular support e.g. with food poverty, diet, medical needs. |
| 4 | **Low attendance:** Our attendance data showed a gap between student groups identified as Persistently Absent in 23-24. 35% (18 children) of our disadvantaged pupils are PA as opposed to just 11% of peers. (In 2023, 19 PPG PA). Assessments indicate that poor attendance impacts negatively on children's 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 |
|---|---|
| Improved reading attainment among disadvantaged pupils. | Achieve National Average (+) attainment at KS1 and KS2 in 2024/25 in reading.<br>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.<br>Evidence of gap closing over time, with minimal disparity for 'homegrown' PPG |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate improved oral language. This is evident when triangulated with other sources: engagement in lessons, confidence, speaking aloud, book scrutiny etc.<br>A rich oracy curriculum in place which, in its implementation, meets the needs of all learners and in particular diminishes gaps for our disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Attendance in line with National Averages and/or similar schools.<br>From 2024/25 Attendance is at 93%+ with an improving trend.<br>Levels of persistent absenteeism are lower in 24-25 than 23-24. |

| | |
|---|---|
| | Attendance policy and procedures have been clearly communicated, implemented and understood.<br>A tiered model of pastoral support is in place and well-utilised. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils<br>Sustain | Reduced levels of pupil anxiety and improved wellbeing for all pupils, including those with identified additional needs. Evidenced in<br>• Information from pupil voice, parent surveys and teacher observations<br>• Number of children requiring sustained pastoral support decreases. Children are better equipped to deal with perceived difficulties.<br>• An increase in provision and participation in enrichment activities, particularly among disadvantaged and SEND pupils.<br>• A sustained reduction in mid/high-level behaviours (CPOMs tracking)<br>Improved physical wellbeing.<br>• Uptake of food bank vouchers where needed.<br>• Good attendance at family support workshops, 1:1 support sessions,<br>• Parent survey results<br>• Strong uptake of school meals.<br>The high-quality social and emotional provision is embedded into our policies and practices.<br>Swift, high-quality health support for identified families. |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 28,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| We will fund ongoing teacher training and release time.<br>Teacher will work with expert practitioners and senior leaders to develop and embed strategies for high quality teaching and assessment of reading.<br>Mechanisms of Professional Development planned for and evident. | There is strong evidence base that suggest quality first teaching has the greatest impact on all learners.<br>EEF research on improving reading highlight the importance of supporting pupils to develop fluent reading capabilities, and teaching reading comprehension strategies through modelling and supported practice.<br>EEF reading-comprehension-strategies<br>EEF literacy-ks2<br>EEF literacy-kS1<br>EEF guidance-reports effective-professional-development | 1 |
| Embedding oral language teaching and opportunities across the school curriculum.<br>Teachers will improve skills in supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary.<br>We will fund ongoing teacher training and release time. | There is a strong evidence base that suggests oral language interventions, have high impacts on reading:<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF<br>EEF research on improving literacy highlights the importance of developing pupils' language capabilities.<br>EEF literacy-early-years<br>EEF literacy-ks2<br>EEF literacy-kS1 | 2 |

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

Budgeted cost: £29,950

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Fund staff to provide additional reading sessions targeted at disadvantaged pupils who require further support. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.<br>One to one tuition \| Teaching and Learning Toolkit \| EEF<br><br>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:<br>Teaching Assistant Interventions \| Teaching and Learning Toolkit \| EEF | 1 |
| Fund LSA hours to deliver Wellcomm intervention | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF | 2 |
| Provide specialist Speech and Language Therapy | | 2 |

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

Budgeted cost: £19,990

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To implement a pastoral support package to improve wellbeing and attendance | 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<br>relationships with peers):<br>EEF_Social_and_Emotional_Learning.<br><br>The DfE guidance on working together to improve school attendance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence | 3 & 4 |

| | | |
|---|---|---|
| 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<br>Family-action.org - the-impact-of-breakfast-on-learning-in-children | 3 & 4 |
| To ensure access to full enrichment offer | EEF life-skills-enrichment<br>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.<br>Arts participation \| Teaching and Learning Toolkit \| EEF | 3 & 4 |
| To provide pro social experiences to support SEMH and cognitive development | We believe that self-led play benefits children's cognitive development, their wellbeing and social and emotional development. This is supported by research:<br>Outdoorplayandlearning.org - The-Case-For-Play-In-Schools<br>The value of effective playtimes has been highlighted by:<br>Baines and Blatchford 2019 and Nuffield Foundation Sept 2016-2019<br>We will sustain and develop our 'Outdoor Play And Learning' (OPAL) provision to enhance and broaden our provision. Many of our disadvantaged children do not have access to space or resources to facilitate self-led play. | 3 & 4 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

## Total budgeted cost: £ 78,440

# 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 2022 to 2023 academic year.

Outcomes at the school are strong, including for our identified Pupil Premium children with end of KS2 outcomes consistently in line with or better than National averages.

KS2 outcomes 2024, at expected standards or above were 82% Reading, 77% writing and 82% maths for all our children. For our disadvantaged the gap in attainment is diminishing: Reading 75% Writing 85% Maths 75% The difference in scaled scores in reding continue to decrease: -3.4 in 2022-23, -2.8 in 23-24. Our pupil premium cohort achieve better than those nationally.

Our ambition for reading provision and outcomes remain strong; resulting in a Phonic Screening Check at 84% and a cumulative score of 85%. Any gaps are carefully monitored in all year groups. Our aim was to 'achieve National Average (+) attainment at KS1 and KS2 in in reading writing and maths and to 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' We have seen strong data for PPG children for the last 3 years (in line or above NA) with an improving GDS picture. This is still an area for future development.

The introduction of schemes of work for foundation subjects has had a positive impact on quality and breadth of provision. Children are engaged in their learning and are exposed to best practice.

Attendance: Persistent absence for 23-24 is 20.6% In 22-23 it was 19.8% an improvement from 24.1% in 21-22. An increasing number of students are being identified as persistently absent. This is showing signs of improvement for our disadvantaged children 23-24 19/52 children 21-22: 21/41 22-23: 19/34. Improvement is slower for our disadvantaged pupils.

Stakeholder voice notes the strong level of pastoral support provided for both our children and their families. A therapeutic approach to behaviour is being refined. Incidents of behaviour, at all levels, have decreased. Parents are appreciative of the support provided with regard to supporting their child's wellbeing and social and emotional needs. Trust reviews at all levels note the strong pastoral support and positive relationships that support and nurture our children. Our external accreditation as an OPAL platinum award school is testament to the rich outdoor play and learning provision

We are seeing lowered pupil anxiety and improved wellbeing for more children. 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 for children without additional needs(CPOMs tracking)

As a result of the breakfast provision, no child starts the day hungry; there is strong pastoral support, and effective relationships with external agencies: West Essex Mind, PACT, young carers. Pupils benefit from continued engagements in physical activity and outdoor learning; enthused and engaged by the additional resources in place to support this. Our accreditation of the OPAL Platinum award is testament to the high-quality play provision for ALL children and ensures continued opportunities to develop social and communication skills.

## Externally provided programmes

| Programme | Provider |
|---|---|
| Mighty Oak Oracy Program | Mighty Oak |
| Lexi Core 5 | Lexia |
| Speech and language therapy | C&D speech therapy |
| Essential Letters and Sounds | Oxford University Press |
| Outdoor Play and Learning for schools | OPAL |

# Further information (optional)

**Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around metacognition. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising Trust funding to develop oral language skills through the 'Mighty Oak programme'
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected, but also where strategy was effective and what contributed to this.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We shared practice across the Trust to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.