# 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 | 170 |
| 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 | Sept 2022 |
| Date on which it will be reviewed | Sept 2023 |
| 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 | £8,265 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £84,930 |

# 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 | **Limited vocabulary and weak syntax skills**. Assessments and observations, indicate weaknesses in the basic writing skills. Theses are evident throughout the school and impede children's progression to fluency and coherence. 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<br>Observations, monitoring of individuals and conversations with parents have identified an increase in frequency and scale of difficulties. Currently 35% (20 children) of our disadvantaged pupils require additional support with social and emotional needs |
| 4 | **Low attendance:** Our attendance data pre Covid showed our attendance was improving. The impact of return post Covid, in 21-22 has seen in an increasing number of students being identified as persistently absent (40 pupils) 20 of these are identified |

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| | as disadvantaged. Although our attendance is in line with current national averages. Persistent absence is increasing. This is notably more with our disadvantaged children than our non-disadvantaged. 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<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 |
| 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<br>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<br>Attendance policy and procedures have been clearly communicated, implemented and understood.<br>A tiered model of pastoral support is in place and well-utilised.<br>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<br>• Information from pupil voice, parent surveys and teacher observations<br>• An increase in provision and participation in enrichment activities, particularly among disadvantaged pupils.<br>• A reduction in mid/high-level behaviours (CPOMs tracking) |

## 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: £ 50,505

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Enhancement of our teaching of writing with a focus on modelled writes and curriculum planning in line with best practice EEF guidance, including CPD and resourcing.<br>CPD and coaching feedback re SEN to ensure we meet the needs of all learners<br>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. EEF research on early writing and supporting writing development highlight the impact of teacher subject knowledge and explicit modelling, direct teaching of composition skills, explicit teaching of transcription skills and spelling and high-quality resources.<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1<br><br>This method was effective in improving our school reading outcomes and ensuring positive progress for a high proportion ((91%) of our disadvantaged children in 2021-22 | 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.<br>High quality curriculum provision for all subjects.<br>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. DfE verified scheme. EEF toolkit (+5)<br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1<br>EEF guidance report 'Improving literacy at KS2' – recommendation 6 & 7 identify the need for bespoke targeted intervention | 1 |
| Wellcomm intervention<br><br>Speech and Language Therapy | EEF guidance report - Develop pupils' speaking and listening skills and wider understanding of language<br>We will provide an additional 5 days of speech and language support across the school to identify assess individuals and train staff in appropriate strategies.<br>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 (educationendowmentfoundation.org.uk)<br><br>Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF<br><br>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1637856949 Recommendations 5 and 6 | 1 |

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

Budgeted cost: £9,825

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| To implement a pastoral support | 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): | 4 |

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|---|---|---|
| package to improve wellbeing and attendance | EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)<br>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<br>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/ | 3 & 4 |
| To ensure access to full enrichment offer | https://educationendowmentfoundation.org.uk/guidance-for-teachers/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. | 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>https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf<br>The value of effective playtimes has been highlighted by:<br>Baines and Blatchford 2019 and<br>Nuffield Foundation Sept 2016-2019<br>We will work with the 'Outdoor Play And Learning' (OPAL) team to enhance and broaden our provision. Many of our disadvantaged children do not have access to space or resources to facilitate self-led play. | ALL |

## Total budgeted cost: £ 84,930

# 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.

Outcomes at the school are strong despite the continued impact of school closures from COVID 19.

KS2 outcomes at expected standards or above were 83% Reading, 75% writing and 75% maths for our disadvantaged children. The impact of school closure, is more notable in KS1 where many early learning skills were missed. Our ambition for reading provision and outcomes remained strong throughout, despite disruptions to learning, resulting in a Phonic Screening Check at 84% and a cumulative score of 96%. Any gaps are carefully monitored in all year groups.

The introduction of schemes of work for some 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 21-22 is 22.3% The impact of return post Covid, in 21-22 has seen in an increasing number of students being identified as persistently absent (41 pupils) 21 of these are identified as disadvantaged. This equates to 36.8% PP/PA, the figure for Non-PP persistent absentees is 9.7% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Stakeholder voice notes the strong level of pastoral support provided for both our children and their families. A therapeutic approach to behaviour has been introduced. 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.

As a result of the breakfast provision, no child starts the day hungry; there is strong pastoral support and 'zones of regulation' is consistent across the school; pupils benefit from continued engagements in physical activity and outdoor learning enthused and engaged by the additional resources in place to support this. We plan to continue and develop this further.

## Externally provided programmes

| Programme | Provider |
|---|---|
| English Planning Kit | Jonathan Bond |
| Lexi Core 5 | Lexia |
| Bug Club | Pearson Education |
| Speech and language therapy | C&D speech therapy |

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|---|---|
| Bug Club Phonics | Pearson Education |
| Outdoor Play and Learning for schools | OPAL |