

Pupil premium strategy statement: Otterbourne Church of England Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	17 th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr M Geraghty (Head Teacher)
Pupil premium lead	Mrs K Harrison
Governor / Trustee lead	Mrs S Barham (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,550
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£24,550

Part A: Pupil premium strategy plan

Statement of intent

At Otterbourne Church of England Primary School, we:

- 1 – Provide an aspirational and experience-rich curriculum for all pupils that ensures children are supported to be the best versions of themselves.
- 2 – Follow a formalised approach to planning that includes assessment of children's needs prior to, during and post each lesson to ensure all children are given the scaffolds and personal support they need in order to achieve.
- 3 – Share the responsibility of ensuring children who are disadvantaged receive a quality-first education including child-specific planning and resourcing, focused working groups in class, challenge and more frequent pupil progress meetings.
- 4 – Support children who are disadvantaged but not academically low attaining in experiencing challenge in their curriculum, and experiencing a wider range of enrichment activities and opportunities.
- 5 – Recognise that some families might need additional support also.

We have a whole-school ethos of striving for high attainment for all of our pupils; we avoid stereotyping disadvantaged pupils by assuming they all face similar barriers or having less potential to succeed, and we adjust teaching and learning to provide personalised support so all have the opportunity to achieve. The high expectations, performance measures and best practice that ensure success, is shared by all in the school, as we pursue the objective of closing the gap for all learners, regardless of need or background. In addition to this, we recognise the need to ensure that disadvantaged children are encouraged to strive and continually make progress.

School leaders share the accountability for raising attainment with all staff, rather than accepting lower expectations, and support staff in training and developing as we pursue this goal together. Working practices support the ambition of all pupils achieving the same outcomes, but with specific focus on the scaffolds they need in order to succeed. Disadvantaged pupils have access to High Quality First Teaching in the classroom wherever possible, where aspiration and high standards underpin the teaching and learning. Staff are offered continual support and encouraged to seek out senior members of the team and intervention experts in order to provide opportunity for aspirational learning for all.

Where disadvantaged children benefit more from further individualised learning, they are given time with the Pupil Premium Lead, who is an experienced teacher or are offered alternative opportunities identified through professional discussion. Children whose learning is limited by the lack of access to reading resources or IT at home, are also supported with the provision of these as required. Disadvantaged children,

who are academically strong, are supported with access to a wider variety of cultural experiences and are offered greater enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Home-support/attendance for some disadvantaged children, including a lack of access to IT and other resources continues to present itself as a barrier.
2	Confidence and focus levels of some children when working in a whole class environment, and SEMH needs of LAC/PLAC children inhibiting learning
3	Specific learning needs including global delay
4	Absent parents (in case of some service families and LAC/PLAC) children
5	Gaps in knowledge and vocabulary identified by diagnostic testing, including a lack of phonics awareness and reading fluency

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
Disadvantaged children progress in line with non-disadvantaged children	Pupil progress and attainment data (via ASP) evidences progress for all groups Children's attendance is tracked and challenged
Pupil Premium interventions to be interchanged with in-class support where appropriate	Pupils feedback on having the confidence to access in-class learning using methods and resources provided by the PP lead
All children have access to their learning at home or at school, supported by resources or IT as appropriate	To be able to access homework, and the resources to complete it, with support in school Continued priority provision for disadvantaged children in the case of further lockdown or long term sickness Disadvantaged children on the SEND register are making good progress in line with their personal starting points
To access mental health and wellbeing therapies (such as play therapy and ELSA) in school, as appropriate for the individual child	To have confidence to face life's challenges and have the ability to deal with different situations as they arise Children maintain good progress regardless of their home situation, have accessed

	therapeutic support Children can talk of their increased confidence as a direct result of support
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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

Budgeted cost: included in regular staff training and ELSA costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning	CPD Training Course, cluster working groups, forums, LLP support	1,3,4,5
SEMH/BM support	CPD, access to ELSA circle and further training, training for new ELSA, BM CPD, resources and support	

Targeted academic support

Budgeted cost: £24,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning	Experienced High Quality Intervention Teacher (PP Lead) to support children with personalised and targeted learning in or out of class as appropriate to the child's needs.	1,4,5
Teaching and Learning	Purchasing resources for targeted interventions and home-support	1,2,3,5

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH/BM support	Therapeutic approach: in-school ELSA, Time2Talk	2,4

Enrichment	Music lessons, funding for experiences including trips and residential visits	2,4
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Total budgeted cost: £24,550

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In end of Key Stage 2 SATs, disadvantaged children demonstrated strong progress.

Attainment data compared with local authority and national results is detailed in the table below:

		SCHOOL	LA	NATIONAL
READING	(ARE)	25%	58.10%	62.80%
MATHS	(ARE)	25%	52.50%	59.40%
WRITING	(ARE)	25%	54.30%	58.80%
RWM COMBINED	(ARE)	25%	39.30%	45.80%
READING	(GD)	25%	15.20%	18.20%
MATHS	(GD)	0%	8.10%	13.00%
WRITING	(GD)	0%	4.80%	6.40%
RWM COMBINED	(GD)	0%	1.80%	3.10%