

Pupil premium strategy statement – Otterbourne Church of England Primary School

This statement details our school's use of pupil premium (and recovery premium) funding for the period 2022-2023, 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	315
Proportion (%) of pupil premium eligible pupils	5.39%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (we are in Year 2)
Date this statement was published	16 th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mr M Geraghty (HT)
Pupil premium lead	Mrs S Robinson
Governor / Trustee lead	Mrs S Barham (COG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£1,500
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£13,320

Part A: Pupil premium strategy plan

Statement of intent

At Otterbourne Church of England Primary School, 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 but able 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.

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. 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.

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 home-learning during lockdown and 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 assessments

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

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: £2000

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	2

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

Budgeted cost: £10,000

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

Budgeted cost: £2,820

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

Total budgeted cost: £14,820

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Based on internal assessment data for the previous year, 42% of children achieved expected or greater progress in the combined subjects of reading, writing, maths.

A further 30% of the children achieved expected or greater progress in at least one area of learning.

Disadvantaged children have been prioritised as candidates for Forest Schooling and anecdotal evidence and through work scrutiny, this has impacted confidence inside the classroom for a number of children.

