# REVIEW 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

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| Detail | Data |
| School name | Otterton C of E Primary School |
| Number of pupils in school | 40 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Peter Halford  Academy Head |
| Pupil premium lead | Rebecca Humphreys  Inclusion Hub Lead |
| Governor / Trustee lead | Lynda Cooper |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £8070 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £ 8070 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *At Otterton C of E Primary School, our decision-making is driven by our school vision and ethos:*  Our Vision is built around the strong Christian beliefs of Wisdom, Dignity, Community and Hope  **How we will achieve this.**  We aim to achieve our vision, Growing Stronger Together, through:  Go for it!  Hope & Aspiration. Nurture academic skills. Courage & character development  Respect  Understanding and respecting everybody in our community.  Opportunities for all  Behaviour and relationships.  We take time to wonder.  Academic success & spiritual development  **Our school Values are -**  **Hope, Compassion, Thankfulness, Respect, Trust and Courage.**  Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.  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 disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve   **Key Principles:**  By following the key principles below, we believe we can maximise the impact of our pupil premium spending.  Building Belief  We will provide a culture where:  ∙ staff believe that there are “no limits” to what our children can achieve  ∙ there are “no excuses” made for underperformance ∙ staff adopt a “solution-focused” approach to overcoming barriers  ∙ staff support children to develop “growth” mindsets towards learning  Analysing Data  We will ensure that:  ∙ All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the academy  ∙ We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | *PP children enter EYFS with a baseline below the national average across the board*  Assessments, observations, and discussions with pupils 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. |
| 2 | *PP children are achieving lower than the national average in writing and maths at the end of KS2*  Internal and external (where available) assessments indicate that writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last 3 years, the gap varies due to small cohorts. |
| 3 | *At the end of year 1, the number of PP pupils who passed the phonics screening was below the national average*  Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 4 | *PP pupils achieving below the national average in reading and writing at the end of KS1*  Internal and external (where available) assessments indicate that writing and reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 5 | *Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic*  Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths. |
| 7 | Parental engagement with school remains a challenge which impacts the support given at home with reading and home learning. |

## 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.

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| Intended outcome | Success criteria |
| *Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.* | * Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve good level of development or exceeding (progress monitored in Pupil Progress meetings) * Quality of teaching and learning, including interventions, will be excellent. |
| *Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2* | * Pupils eligible for PP to attain ARE in line with non-eligible peers in writing and maths across the school. * The progress of eligible pupils in writing and maths is at least in line with National at the end of KS2 * Lead indicators are monitored and acted upon weekly |
| *Improved attainment for Disadvantaged pupils in KS1 phonics screening check* | * All children to be taught phonics through quality lessons in ability groups * Regular assessments identify gaps in learning which are then plugged through daily interventions * All interventions are high quality and focus on the child’s gaps/needs * Parents are clear on how to support phonics learning at home * Progress is monitored by the Academy Head |
| *Pupils eligible for PP to be achieving in line with the national average in reading and writing at the end of KS1* | * Pupils eligible for PP to attain ARE in line with non-eligible peers in reading and writing across the school. * The progress of eligible pupils in reading and writing is at least in line with National at the end of KS1 * Lead indicators are monitored and acted upon weekly |
| *Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic* | * Gaps analysis will take place resulting in personalised curriculum * Additional provision will be accessed via Quality First Teaching * Intervention/boosters where appropriate * Mental health and well-being support accessed via IIH |
| *Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences.* | * Pupils will be identified through Boxall profiling whom need SEMH support. * Pupils will access IIH, School Counsellor. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc |
| *Parental engagement will be boosted and more support will be given to reading and home learning.* | * Parents will feel involved in their child’s learning in school and in turn implement more support at home. |

## 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: £4000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *EYFS children are taught in mixed classes. Adults to support smaller group work* | Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children. | 1,3 |
| *EYFS teacher to attend Academy Hub meetings with all EYFS teachers from across the hub to share best practice and ensure quality first teaching.* | The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie’s synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs | 1,3 |
| *EYFS staff to attend CPD where available to maximise learning opportunities for the children.* | The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie’s synthesis of 800 metaanalyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs | 1,3 |
| *Thorough assessment of speech, language and communication for early identification using SpeechLink. Nessy and IDP software Bug Club Phonics* | Bug Club Phonics is a government recommended programme.  There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  [Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1 |
| Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | 3,4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 2,4 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | 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):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)  Embed the use of JIGSAW for PSHE/RSHE across the academy | 6 |

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

Budgeted cost: £ 13,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group and individuals targeted with additional interventions delivered through continuous provision  Including:  Precision Teaching  TRUGs  Pre-teaching and same day conferencing  Targeted use of Accelerated Reader  Bug Club etc | Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.  EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED  Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)  EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice | 1,2,3,4,5 |
| 1:1 and small group social skills interventions by highly skilled teaching assistant or the class teacher  Including:  Lego therapy  Therapeutic Play etc | Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie. | 6 |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.  (SpeechLink) | 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:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1,2,4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.  (Phonics Bug) | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3 |

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

Budgeted cost: £4070

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Feedback from previously participating schools report a positive change in a child’s ability to self-regulate, which has enabled them to access curricular learning more effectively.  Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions | 6 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 8 |
| Parents will feel involved in their child’s learning in school and in turn implement more support at home.  Home Learning review to take place with parental contribution  Staff meeting to be held for planning and implementing  Termly overviews to go home to parents  Parents invited to attend in school workshops etc to become more involved  School fayres and fetes held inviting parents to help  PTA to be developed | EEF Winter 18 Research suggests that parental involvement is key to improving progress in the early years. By involving parents in their children’s learning from an early age and developing their understanding of ways in which to support their children, progress and attainment will be accelerated | 7 |

**Total budgeted cost: £ 8070**

# 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.

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| Intended outcome | Success criteria |
| *Improved achievement for pupils in EYFS. PP pupils to achieve in line with their peers for progress and attainment.* | * Children eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP achieve good level of development or exceeding (progress monitored in Pupil Progress meetings) * Quality of teaching and learning, including interventions, will be excellent. |
| *EYFS Data*  *Lessons learned:*  Metacognitive thinking worked well for those pupils who were on track to achieve, as many gained ARE. This practice needs developing for pupils with additional needs to ensure accelerated progress.  Pupils need to be taught what to look for  Hubs: Although the hub groups have been successful, the impact of staff time is too great as many staff members are leads for multiple subjects as we are small schools.  As a trust, the hub model will be developed this year to ensure more impact back in schools.  Second year of pre-school at Otterton so we are able to work with pupils from three years old. | |
| *Pupils eligible for PP to be achieving in line with the national average in writing and maths at the end of KS2* | * Pupils eligible for PP to attain ARE in line with non-eligible peers in writing and maths across the school. * The progress of eligible pupils in writing and maths is at least in line with National at the end of KS2 * Lead indicators are monitored and acted upon weekly |
| Writing and Maths data  Moved to two classes.  Embedded the maths mastery approach.  Metacognitive thinking worked well for those pupils who were on track to achieve, as many gained greater depth. This practice needs developing for pupils with additional needs to ensure accelerated progress.  Pupils need to be taught what to look for  Hubs: Although the hub groups have been successful, the impact of staff time is too great as many staff members are leads for multiple subjects as we are small schools.  As a trust, the hub model will be developed this year to ensure more impact back in schools. | |
| *Improved attainment for Disadvantaged pupils in KS1 phonics screening check* | * All children to be taught phonics through quality lessons in ability groups * Regular assessments identify gaps in learning which are then plugged through daily interventions * All interventions are high quality and focus on the child’s gaps/needs * Parents are clear on how to support phonics learning at home * Progress is monitored by the Academy Head |
| KS1 Phonics data  Lessons learned:  Embedding of Phonics Bug.  Rigorous Provision Mapping and interventions in place.    Metacognitive thinking worked well for those pupils who were on track to achieve, as many gained greater depth. This practice needs developing for pupils with additional needs to ensure accelerated progress.  Pupils need to be taught what to look for  Hubs: Although the hub groups have been successful, the impact of staff time is too great as many staff members are leads for multiple subjects as we are small schools.  As a trust, the hub model will be developed this year to ensure more impact back in schools. | |
| *Pupils eligible for PP to be achieving in line with the national average in reading and writing at the end of KS1* | * Pupils eligible for PP to attain ARE in line with non-eligible peers in reading and writing across the school. * The progress of eligible pupils in reading and writing is at least in line with National at the end of KS1 * Lead indicators are monitored and acted upon weekly |
| Reading and Writing KS1 data  Lessons learned:  Extra book bought for the school. Targeted intervention boos to link with the scheme.  Metacognitive thinking worked well for those pupils who were on track to achieve, as many gained greater depth. This practice needs developing for pupils with additional needs to ensure accelerated progress.  Pupils need to be taught what to look for  Hubs: Although the hub groups have been successful, the impact of staff time is too great as many staff members are leads for multiple subjects as we are small schools.  As a trust, the hub model will be developed this year to ensure more impact back in schools. | |
| *Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic* | * Gaps analysis will take place resulting in personalised curriculum * Additional provision will be accessed via Quality First Teaching * Intervention/boosters where appropriate * Mental health and well-being support accessed via IIH |
| Lessons learned: Used National Tutoring Programme to work with groups of children who receive PP via online lessons. This was not as effective as we would have liked due to internet issues. It did help identify pupils who needed additional support and we could then work with parents on this also. | |
| *Pupils will have access to support and counselling. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences.* | * Pupils will be identified through Boxall profiling whom need SEMH support. * Pupils will access IIH, School Counsellor. Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc |
| Lessons learned: Several accessed support from the IIH and MAST  SEMH interventions in school had a good impact. | |
| *Parental engagement will be boosted and more support will be given to reading and home learning.* | * Parents will feel involved in their child’s learning in school and in turn implement more support at home. |
| *Lessons learned:*  *Parent workshops*  *More proactive in reaching out to parents*  *Online guides* | |

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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |