



Ombersley Endowed First School

Pupil Premium Strategy Statement

2022-23

Pupil premium strategy statement

School overview

Detail	Data
Ombersley Endowed First School	
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	11.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Caroline Moore
Pupil premium lead	Caroline Moore
Governor / Trustee lead	Catherine Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,390
Recovery premium funding allocation this academic year	£2,030
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	£21,420

Part A: Pupil premium strategy plan

Statement of intent

At Ombersley Endowed First School our motto is 'Reach for the Stars' and we are committed to all of our pupils making good or better progress from their starting points and to the majority of pupils attaining age-related standards or above. Outcomes are cohort dependent due to small numbers of disadvantaged pupils in each cohort and the differences in their learning needs and barriers to learning, therefore progress and attainment of disadvantaged pupils is variable across the school.

Quality first teaching with additional support 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 improve alongside their disadvantaged peers.

We recognize that disadvantaged pupils can face a range of barriers which may impact on their learning and our approach is responsive to challenges and individual needs, rooted in robust assessment. To ensure our approach is effective we will:

- ensure disadvantaged pupils are challenged
- 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

Aims:

- ✓ To improve outcomes for all disadvantaged pupils attaining ARE or more in Reading, Writing and Maths compares with disadvantaged and non-disadvantaged pupils nationally
- ✓ To improve attendance for all disadvantaged pupils in order for attendance of disadvantaged pupils to compare to non-disadvantaged pupils both in-school and nationally
- ✓ To provide all disadvantaged pupils with the skills, knowledge and experiences they need for a rounded education to improve their chances of success in future

Key principles of our strategy plan:

We will:

1. Assess the needs of all disadvantaged pupils
2. Prioritise closing the gap between the disadvantaged and non-disadvantaged pupils
3. Ensure that the most vulnerable pupils are our priority
4. Track the progress of disadvantaged pupils frequently and measure impact
5. Promote our ethos “Reach for the Stars” with all pupils, in particular disadvantaged pupils
6. Support pupils in class to access quality first teaching with additional interventions to accelerate progress
7. Provide pastoral care and nurture activities to support disadvantaged pupils socially, emotionally and to support their mental well-being.
8. Enrich pupils’ knowledge, skills and experiences through fully funded educational visits
9. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils

Challenges and Barriers to learning

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils 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. School lockdowns due to Covid-19 have impacted on progress and attainment in Reading, Writing and Maths.
2	A proportion of pupils who are eligible for Pupil Premium entitlement are also pupils with SEND impacting on their learning (14%).
3	Our attendance data indicates that attendance of some disadvantaged pupils has been lower than for non-disadvantaged pupils.
4	Some parents of Pupil Premium pupils are harder to engage in their child’s learning and these pupils lack the support the majority of pupils receive at home.
5	Some of our pupils lack confidence and have lower expectations of themselves as learners; they may have low self-esteem and low aspiration.
6	Limited life experiences may impact on some pupils not reaching their full potential.

7	Some pupils starting school with poor vocabulary, listening and attention skills has been observed through baseline assessments further impacted by Covid-19 pandemic.
8	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. Some disadvantaged pupils need support with their mental health and well-being. These challenges particularly affect disadvantaged pupils and impact on their attainment.

Intended outcomes

Intended outcome	Success criteria
Improved outcomes in Reading	The percentage of disadvantaged pupils who make expected progress or more the end of EYFS to the end of KS1 in Reading is comparable with national outcomes Progress measures between the end of KS1 and Year 4 in Reading are comparable with non disadvantaged pupils
Improved outcomes in Writing	The percentage of disadvantaged pupils who make expected progress or more the end of EYFS to the end of KS1 in Writing is comparable with national outcomes Progress measures between the end of KS1 and Year 4 in Reading are comparable with non disadvantaged pupils
Improved outcomes in Maths	The percentage of disadvantaged pupils who make expected progress or more the end of EYFS to the end of KS1 in Maths is comparable with national outcomes Progress measures between the end of KS1 and Year 4 in Reading are comparable with non disadvantaged pupils
Improved outcomes in EYFS	Disadvantaged pupils in EYFS achieve GLD
Improved outcomes in the Year 1 Phonics Screening Test	The percentage of disadvantaged Year 1 pupils who pass the Phonics screening test is above outcomes nationally for disadvantaged pupils
Improved attendance of disadvantaged pupils	Attendance of disadvantaged pupils is 96% or above
Social and emotional and mental health needs are supported	The wellbeing of all disadvantaged pupils is supported
Increased opportunities to increase knowledge, skills and experiences for future success	All disadvantaged pupils will be able to access the wider curriculum in school eg clubs, trips, visits
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improved attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being reduced.
To improve progress of SEND pupils who are also disadvantaged	<ul style="list-style-type: none"> Progress in the core subjects for SEND pupils who are also Disadvantaged is at least expected

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training (including National Tutoring training) of Teaching Assistants to support in class and in interventions	In school: Low attainment of pupils with SEND and PP entitlement in Reading, Writing and Maths. Research evidence: EEF – Making best use of teaching assistants EEF - Teaching assistant interventions	1 2
Staff CPD to improve quality of teaching, subject coordination and curriculum development, additional release time, support	In school: Increased skill and confidence impacting positively on design and delivery of core subject areas; improving outcomes for pupils. Research evidence: EEF - Feedback EEF – Metacognition and self-regulation	1 2 5
Have two Senior Mental Health Leads, one MH first-aider and a Trauma Informed practitioner. Mental health worker appointed from January 2023.	In School: Social, emotional and mental health needs of pupils. Research evidence: Mental Health now part of Safeguarding requirements EEF guidance 'Prioritise Social and Emotional Learning' EEF - Social and Emotional learning	5 6 8
Two staff participation in EEF research SEND project	The EEF Guidance Report 'Special Educational Needs in Mainstream Schools' sets out five evidence-based recommendations to support pupils with SEND. In order to ensure that we address these recommendations, it is vital that we have skilled leaders who are able to drive improvement.	

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

Budgeted cost: £7,140

Activity	Evidence that supports this approach	Char num add
Welcom Speech and Language intervention for Reception pupils Targeted support for pupils	In school: Evidence from Reception baseline and preschool transition showing lower Language and communication baselines Research evidence: Welcom programme developed by Speech and Language External Agency EEF – Small group tuition	2 7
Listening skills and vocabulary development interventions	In school: Baseline observations show that vocabulary development, listening and attention need support especially post covid Research evidence: EEF – Oral Language interventions	2 7
Targeted additional Reading, Writing and Maths support	In School: Gaps in attainment and progress identified through teacher assessment and interventions put in place e.g; Better Reading programme, Writing interventions and additional Maths reinforcement. Research evidence: Better Reading Programme impact EEF – Feedback EEF individualised instruction and one to one tuition EEF Reading comprehension strategies EEF – Maths Guidance reports	1 2 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Experienced TAs attend 11 hours training to become accredited tutors for the programme. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	1 2 5 7

Phonics intervention targeted at pupils in the lowest 20%, disadvantaged pupils and pupils with identified gaps. (Validated phonics scheme, CPD)	<p>The EEF have carried out extensive research into the benefit of Phonics teaching and intervention: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>1-1: The effects of one to one +5 months Small group interventions +4 months</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>Work in partnership with EWO to support parents of pupils whose attendance is below 95% to increase attendance. Monthly monitoring by SLT and attendance officer.</p>	<p>Research evidence: EEF: Parental engagement</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	3
Support pupils with social and emotional needs including low confidence, self-esteem and limited life experiences to take part in extra curricular clubs	<p>Research evidence: EEF: Aspiration interventions</p>	5 6 8
Support pupils with social and emotional needs including anxiety in school through nurture – School Well-being dog support	<p>In School: Positive outcomes from previous interventions eg Lego therapy, Nurture groups, mentoring</p> <p>Research evidence: EEF guidance 'Prioritise Social and Emotional Learning' EEF - Social and Emotional learning</p>	5 6 8

	Long term outcome of social skills intervention based on interactive Lego play –Legoff et al 2006	
Support families who may need additional financial support in order to access wider curriculum opportunities- trips and visits and wrap around care provision.	Research evidence that supports approach: EEF: Outdoor adventure learning, physical activity, Arts participation	4 5 8

Total budgeted cost: £21,420

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021.
Previous published outcomes :2019

Qualitative measures:

Activity planned 2020-21	Impact	Next steps
School places offered to all Pupil Premium pupils during lockdown.	Engagement from all disadvantaged pupils. Increased opportunity for small group and 1-1 support interventions due to low numbers in each class during lockdown.	Continue to ensure all disadvantaged pupils have access to interventions through Recovery Grant
Assess all pupils after lockdown and put measures in place to narrow the gap in all areas of learning for disadvantaged pupils and others whose progress has been impaired due to covid-19.	The gaps in learning were identified upon return and supported through Recovery curriculum and interventions. Data demonstrates that children have made progress from their baseline, however attainment gap has not closed. Interventions are in place and are beginning to have a positive impact	Continue to ensure all disadvantaged pupils are regularly monitored and have access to interventions and additional support to access quality first teaching.
Continue to monitor attendance with SLT and attendance officer after school return March 8 th . In partnership with EWO work with families whose children have poor attendance to work together to improve this.	Attendance analysis systems in partnership with EWO identified pupils with poor attendance and worked together to support families. Attendance 96% at end of academic year. Persistent absence decreased from the previous year.	Continue to address persistent absence for a small number of families to ensure regular attendance.
Engage parents through: Publish "Early Help" offer and work with families to engage with the most appropriate agencies. Increase contact with families through Class Dojo, phone calls, emails to reach out to families and encourage greater engagement. Daily attendance of vulnerable pupils during lockdown	Decrease in referrals to Childrens Social Care in 2020-21 Parents responded to easy to use Dojo app. Increased communication with parents Regular contact with families during lockdown	Continue to strengthen links with parents and further develop the opportunities for parents to support their child's learning at home.

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

Programme	Provider
Play Therapy	Lois Bunn Play Therapist

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Increased staffing
What was the impact of that spending on service pupil premium eligible pupils?	Greater opportunities to offer small group support and specific intervention support

Further information (optional)

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

- Train two senior mental health leads. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate
- Arranging a number of trips and visits to enhance pupils' life skills and cultural capital.

We looked at a range of reports 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 also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.