



Ombersley Endowed First School

Pupil Premium Strategy Statement

2024-25

Pupil Premium Strategy Statement

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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 | 135 |
| Proportion (%) of pupil premium eligible pupils | 13.3% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Caroline Moore |
| Pupil premium lead | Caroline Moore |
| Governor / Trustee lead | Ann Starr |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £28,820 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £28,820 |

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

Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | A proportion of pupils who are eligible for Pupil Premium entitlement are also pupils with SEND impacting on their learning (SEND or monitored for SEND) (71% of Pupil Premium pupils). |
| 2 | Our attendance data indicates that attendance of some disadvantaged pupils has been lower than for non-disadvantaged pupils. |
| 3 | Some of our pupils lack confidence and have lower expectations of themselves as learners; they may have low self-esteem and low aspiration. |
| 4 | Limited life experiences may impact on some pupils not reaching their full potential. |
| 5 | Some pupils starting school with poor vocabulary, listening and attention skills has been observed through baseline assessments. |
| 6 | Disadvantaged pupils generally have greater difficulties with reading than their peers. |
| 7 | Early and regular phonics assessments and observations indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |

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 |
|------------------------------|--|
| Improved outcomes in Reading | The percentage of disadvantaged pupils who make expected progress or more the end of |

| | |
|--|---|
| | <p>EYFS to the end of KS1 in Reading is comparable with national outcomes</p> <p>Progress measures between the end of KS1 and Year 4 in Reading are comparable with non disadvantaged pupils</p> |
| Improved outcomes in Writing | <p>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</p> <p>Progress measures between the end of KS1 and Year 4 in Reading are comparable with non disadvantaged pupils</p> |
| Improved outcomes in Maths | <p>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</p> <p>Progress measures between the end of KS1 and Year 4 in Reading are comparable with non disadvantaged pupils</p> |
| Improved outcomes in the Year 1 Phonics Screening Test | <p>The percentage of disadvantaged Year 1 pupils who pass the Phonics screening test is comparable outcomes nationally for disadvantaged pupils</p> |
| Improved attendance of disadvantaged pupils | <p>Attendance of disadvantaged pupils is 96% or above</p> |
| Social and emotional and mental health needs are supported | <p>The wellbeing of all disadvantaged pupils is supported</p> |
| Increased opportunities to increase knowledge, skills and experiences for future success | <p>All disadvantaged pupils will be able to access the wider curriculum in school eg clubs, trips, visits</p> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained improved attendance demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being reduced. |

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: £9,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional training of Teaching Assistants to support in class and in interventions (National Tutoring Training already completed), Phonics, GLOW Maths, Reading, Speech and Language | 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 5 6 |
| 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 3 4 |
| Purchase of additional Phonics resources to secure stronger phonics teaching for all pupils and pupil interventions. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF | 1 3 6 7 |
| Early identification of children with Speech, Language and Communication needs. Use of Welcomm materials to assess pupils for interventions. Staff are trained to deliver this approach. Introduce the Teaching Children to Listen Programme | The Teaching Children to Listen programme was written by a specialist speech and language therapist. Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum. EEF Oral language interventions | 1 5 |
| School has two Senior Mental Health Leads, one MH first-aider. Mental health worker appointed from January 2023, one day per week. | In School: Social, emotional and mental health needs of pupils. Research evidence: Mental Health now part of Safeguarding requirements | 3 4 |

| | | |
|---|--|--------|
| ELSA trained practitioner and trauma informed course completion | EEF guidance 'Prioritise Social and Emotional Learning' EEF - Social and Emotional learning | 3 4 |
|---|--|--------|

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

Budgeted cost: £9,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Welcomm 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 Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. EEF Oral language interventions | 1 4 5 |
| Listening skills and vocabulary development intervention | In school: Baseline observations show that vocabulary development, listening and attention need support. Research evidence: EEF – Oral Language interventions | 1 3 5 |
| 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 | 1 3 4 5 6 7 |

| | | |
|--|--|----------------------------|
| | EEF Reading comprehension strategies EEF – Maths Guidance reports | |
| Half termly interventions: 1-1 and small group matched to pupil need, delivered in addition to quality first teaching. | Experienced TAs target specific needs and knowledge gaps. This can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition EEF</u> <u>(educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> DfE's guide: <u>Tutoring: guidance for education settings</u> | 1 3 4 5 6 7 |
| Phonics intervention targeted at pupils in the lowest 20%, disadvantaged pupils and pupils with identified gaps. (Validated phonics scheme, CPD) | The EEF have carried out extensive research into the benefit of Phonics teaching and intervention: <u>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</u> 1-1: The effects of one to one +5 months Small group interventions +4 months | 1 7 |

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

Budgeted cost: £10,820

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embedding principles of good practice set out in DfE's guidance: <u>working together to improve school attendance.</u> Monthly monitoring by SLT and attendance officer. | Research evidence: EEF: Parental engagement The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 2 |
| Support pupils with social and emotional | Research evidence: | 3 4 |

| | | |
|---|--|-------------|
| needs including low confidence, self-esteem and limited life experiences to take part in extra curricular clubs | EEF: Aspiration interventions | |
| Support pupils with social and emotional needs including anxiety in school through nurture, ELSA interventions, Relax Kids, Play Therapy. Trauma informed course for HLTA | In School: Positive outcomes from previous interventions eg Lego therapy, Nurture groups, mentoring Research evidence: EEF guidance 'Prioritise Social and Emotional Learning' EEF - Social and Emotional learning Relax Kids supports children's mental and emotional health and wellbeing by giving them a range of tools and techniques to help calm their body and mind and build confidence and self-esteem. Relax Kids forms part of our offer of targeted support as recommended in the document Promoting children and young people's mental health and wellbeing | 3 4 |
| 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 | 3 4 |
| Whole staff training on a new behaviour management approach with the aim of developing our school ethos and improving behaviour. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF | 3 |
| Personalised mental health and well-being sessions will be delivered to children requiring targeted support Via ELSA trained staff member | It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning. Developing targeted provision for supporting mental health and wellbeing is one of the eight principles driving the Senior Designated Mental Health Lead's work in schools. Promoting children and young people's mental health and wellbeing | 3 |
| Wraparound Care and some Holiday Club sessions are available to all children and | Providing disadvantaged and vulnerable children a free and healthy breakfast is known to give them a positive start to the day. The Breakfast Club ensures | 2 3 4 |

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| funded for those in receipt of FSM. | that children are in school on time and ready to start their learning. EEF National school breakfast programme | |
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Total budgeted cost: ££28.820

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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| <p>Additional training of Teaching Assistants to support in class and in interventions and staff CPD to improve quality of teaching, subject coordination and curriculum development, additional release time, support</p> | <p>A number of CPD courses attended, including: Speech and Language, Early Years, SEND training.</p> <p>Release time provided for subject coordination.</p> <p>CPD including: Autism support, English, Maths, Science, RE, Level 3 TA training, Forest School, SEND, behaviour.</p> <p>Impact on staff skills, confidence, knowledge.</p> |
| <p>Early identification of children with Speech, Language and Communication needs.</p> <p>Targeted support for pupils</p> | <p>Use of Welcomm materials to assess pupils for interventions. Staff trained to deliver this approach</p> <p>Good outcomes from Welcomm interventions</p> |
| <p>The school has a Senior Mental Health Lead, one MH first-aider and a Trauma Informed practitioner and ELSA practitioner.</p> <p>Mental health worker (WEST Team) regularly works in school.</p> | <p>A range of support and interventions are in place which can be accessed promptly. Mental Health worker regularly works with pupils in school. Whole class sessions on transition, mental health and well-being. Staff are trained to support pupils' mental health needs.</p> |
| <p>Listening skills and vocabulary development interventions</p> | <p>Small group listening activities supported pupils with listening skills.</p> |
| <p>Targeted additional Reading, Writing and Maths support</p> | <p>All classes had half termly interventions in place for pupil premium pupils.</p> <p><u>Attainment for Pupil Premium Pupils:</u></p> <p>Reading: 72%, Writing: 61%, Maths: 67%</p> <p>(National 2023 Pupil Premium data: R 54%, W 44%, M 56%)</p> <p><u>Progress</u></p> <p>84% good or better progress Reading,</p> <p>79% Writing and 69% Maths.</p> |

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| <p>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.</p> | <p>School based tuition provided for disadvantaged pupils.</p> <p><u>Attainment for Pupil Premium Pupils:</u></p> <p>Reading: 72%, Writing: 61%, Maths: 67%</p> <p>(National 2023 Pupil Premium data: R 54%, W 44%, M 56%)</p> <p><u>Progress</u></p> <p>84% good or better progress Reading, 79% Writing and 69% Maths.</p> |
| <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>School attendance was above national at 94.6% (an increase of 0.5% on the previous year)</p> <p>Attendance of pupil groups analysed. Attendance will remain a target for 2024-25.</p> |
| <p>Support pupils with social and emotional needs including low confidence, self-esteem and limited life experiences to take part in extra curricular clubs</p> | <p>Wraparound offered to Pupil Premium children. Trips and visits paid for - for pupils, impacting on cultural capital, life experiences. Sports clubs and nurture club offered.</p> |
| <p>Support pupils with social and emotional needs including anxiety in school through nurture, ELSA interventions, WEST Team referrals, Relax Kids</p> | <p>WEST referrals made regularly. Weekly ELSA sessions supported pupils. Weekly Relax Kids sessions.</p> |
| <p>Support families who may need additional financial support in order to access wider curriculum opportunities- trips and visits and wrap around care provision.</p> | <p>Trips and visits paid for and sessions of wraparound care. Uniform provided if required.</p> |
| <p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.</p> <p>The table above demonstrates progress towards each objective.</p> <p>To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools dif</p> | |

We have also drawn on observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|--------------|------------|
| Play Therapy | Lucie Wild |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Increased staffing

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. That will include:

- Revisiting effective practice around feedback and Assessment for Learning(AfL). EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a DfE grant to refresh the training of a senior mental health lead.

Planning, implementation, and evaluation

We triangulated evidence from sources of data, in order to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy.