

Sir John Offley CE VC Primary School

‘With God all things are possible’

PUPIL PREMIUM STATEMENT 2022

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Sir John Offley
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs S. Inskip-Ward Headteacher
Pupil premium lead	Mrs S. Inskip-Ward Headteacher
Governor lead	Mr O Warman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66790
Recovery premium funding allocation this academic year	£3010
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	£69800

Part A: Pupil premium strategy plan

Statement of intent

At Sir John Offley we believe that all pupils, irrespective of their background should have the opportunity to make good progress and achieve high attainment across all subject areas.

As a small school, we know our pupils and their families well and we understand the challenges that they face. Using this knowledge and research conducted by EEF, we are able to use the Pupil Premium funding to support our disadvantaged pupils and enable them to achieve their potential.

Common barriers to learning for our pupils who are eligible for Pupil Premium include, lack of nurture, poor language and communication skills, lack of confidence, low aspirations, below expected attendance and punctuality issues. These are also barriers for other disadvantaged pupils, including those with SEND, pupils who have a Social Worker and those in need of help and protection. This plan is also intended to support the needs of all pupils, regardless of whether they are disadvantaged or not.

We place a great emphasis on first quality teaching and all staff take responsibility for all pupils' outcomes including disadvantaged pupils. Staff focus on areas in which disadvantaged pupils require the most support as this has the greatest impact on closing the disadvantage attainment gap and also benefits the non-disadvantaged pupils in our school.

We use diagnostic assessments to enable us to be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. 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

Our strategy is part of the wider school plans for education recovery following the COVID-19 pandemic. We are using the School-Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, supported by 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

The support we provide includes, pre teaching, daily readers, small group interventions, nurture sessions, 1:1 work.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of a small number of pupils, including some disadvantaged pupils, is below expected.
2	Assessments show that Year 2 pupils' education suffered during lock down (when they were in Reception) as parents found it difficult to support them with their learning at home. Therefore, some of these pupils, including disadvantaged pupils did not enter Year 1 at the expected level, including in phonics and despite making progress they did not pass the phonics screening at the end of Year 1 and have therefore, not entered Y2 at the expected level.
3	Assessments show writing outcomes of disadvantaged pupils, in KS2, are lower than maths outcomes. Writing outcomes across the school remain a focus.
4	Assessments show that Reading outcomes are lower than maths outcomes for all pupils but particularly those in KS1 and disadvantaged pupils.
5	Our baseline assessments show that communication and language skills and PSED for pupils in nursery and reception is not at expected.
6	Our assessments show that the wellbeing, including social and emotional issues 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.

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 attendance across the school for all pupils, including disadvantaged pupils	Attendance is at least in line with national 96% + Persistent absences are better than national Pupils are in school, punctually so that they are not missing any learning
Improved outcomes for Year 2 in Phonics and reading	Pupils in Y2 who did not pass the phonics screening at the end of year 1 will pass this year and will leave year 2 working at expected in reading.
Additional phonics sessions targeted at KS2 pupils, including disadvantaged pupils who require further phonics support.	Pupils in KS2 who still require phonics sessions, will be taught using the Rapid Catch-up programme, by Little Wandle. They will quickly catch up and move off the scheme books.

Improved reading and writing outcomes particularly for disadvantaged pupils in KS2	Pupils (particularly disadvantaged pupils) in KS2 make accelerated progress in reading and writing and are at the expected standard by July 2023
Improved reading attainment among disadvantaged pupils in KS1	Increased progress in reading leads to pupils in KS1 achieving the expected standard by end of their year.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and pupil discussions.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • feedback from pupil voice, parent surveys and teacher observations • participation in enrichment activities, particularly among disadvantaged pupils • Participation in National School Breakfast programme will increase readiness to learn and ensure all pupils are adequately fed at the start of the start.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase NFER standardised tests to be used again this year in KS2	<p>Standardised tests provide insight into strengths and areas for development for each child to ensure they receive targeted support, if required.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3

Purchase further reading books from Little Wandle (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.	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	2,4
Employ an extra teacher so that all classes can be taught in separate year group classes due an increase in numbers in Y4/5.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. – EEF	2,3,4,5
CPD for English lead - reading Training for all staff Release time for English leader to monitor progress Enhance reading areas in every class to further promote a love of reading	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. - EEF	2,3,4
CPD for English lead – writing Training for all staff Leader release time to monitor teaching of writing – including poetry and non fiction books	Typically, schools have found that pupils initially double their rate of progress - T4W Focus on transcription for pupils in FS/Y1 linked to grapheme-phonemes learned in phonics	2,3,4
Pre teaching before lessons by TA's and Teachers.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. – EEF	2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in Y2 in preparation for phonics screening	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	2,4
Phonics interventions for pupils in KS2 – by teacher	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 Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. – EEF	4
Provision of high quality interventions to improve writing.	Group interventions involve a teacher, teaching assistant or other adult giving a small group of pupils, intensive individual support.	3
Continue to provide Speech and Language programmes and support. TA release time. Individual 1:1 support for some pupils	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. - EEF	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>Small groups are taken for nurture during the day.</p> <p>Nurture room open at lunchtimes</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. - EEF</p>	5
<p>Encourage parents to attend open mornings to work with their pupils. Organise parent workshops e.g. reading in Early Years so that parents can support their pupils at home. Encourage parents to attend Pupil progress meetings to support their child</p>	<p>Parental engagement has a positive impact of 4 months, on average, additional progress - EEF</p>	2,4
<p>Employ an outside agency to work with school to improve attendance and reduce persistent absentees.</p> <p>Employ extra office hours to continue to monitor on a daily, monthly basis in school. And provide first day calling.</p>	<p>Parental engagement has a positive impact of 4 months, on average, additional progress - EEF</p>	1
<p>All pupils to attend residentials and a broad range of visits to enhance their cultural capital.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion - EEF</p>	5
<p>Purchase PE kits for DC to remove stigma and enable them to be fully included.</p>	<p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos - EEF</p>	5

Continue to participate in National Breakfast Programme, for all pupils.	National breakfast programme research	5
Improve the quality of social and emotional learning through PSHE curriculum and GLOW workshops.	<p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £69800

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.

1. Attendance

During 2021-22 the attendance at our school was impacted significantly with absences due to COVID. 61% of children were absent due to COVID in the Autumn and Spring term. The whole school, end of year attendance was 93.37%, with only 0.54 being unauthorised (due to holidays). The attendance of Non-Pupil Premium was 94.09% and Pupil Premium children was 91.84%. We saw an increase in the number of holidays being taken in the summer term and we will continue to have a zero tolerance for this and to promote the importance of attending school each day.

2. Year 1 phonics

Pupils in Year 1 this year, as evidenced nationally, were affected by the school closure when they were in Reception. This was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Therefore, only 60% of the children entered Year 1, having achieved a GLD at the end of Reception. The children in Year 1 made expected progress which resulted in the same children achieving the phonics screening at the end of year 1. 4/9 children eligible for PP passed the screening, of the 5 who didn't pass, 4 have SEN and 2 were new to the school. This means that there will need to be extra support, to accelerate progress, when the pupils enter year 2, to ensure they pass the phonics screening and will be at the expected standard when they leave Year 2, in 2023.

The phonics scheme was successfully implemented in Y2 and by the end of the year 90% had passed the phonics screening test. 75% of PP children passed the phonics screening (2 children who also have SEN didn't pass).

The phonics scheme was also successfully implemented in Reception and 95% (19/20) left Reception working on Phase 4.

3. Improve writing attainment

KS2 results show that 70% of pupils achieved the expected standard in writing, which is in line with national.

4. Improved reading attainment

KS2 results show that 61% of pupils achieved the expected standard in reading, which is three children below national. (three children scored 98/99)

5. Improved maths attainment

KS2 results show that 70% of pupils achieved the expected standard in maths, which is in line with national.

6. Improved oral language

NELI interventions were successful. 95% of children left Reception at expected in Communication and Language – Listening, Attention & Understanding and 85% were expected in C&L – Speaking. 100% of PP children achieved expected in both areas of Communication and Language.

By the end of Reception 95% of children were expected in all areas of Personal, Social and Emotional Development. 100% of PP children also achieved expected.

7. Well-being

The wellbeing and mental health of all of our pupils but in particular the disadvantaged pupils was significantly impacted during lock down year. We are pleased that our high standards of behaviour have been resumed and by the end of the year the pupils had settled back into school life. We have seen an increase in the number of pupils who were affected by Domestic Abuse, especially during lockdown and we employed GLOW to deliver a Relationships without Fear workshop to Year 6. This was so successful that we will employ them again next year to deliver workshops in Year 4,5 and 6.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle

