

Sir John Offley CE VC Primary School

**‘With God all things are possible’**

PUPIL PREMIUM STATEMENT 2023

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	148
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
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	£61425
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67225

## 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 have previously used the School-Led Tutoring Programme for pupils whose education had 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 data indicates that attendance of disadvantaged pupils last year was 91.98% compared to 95.2% for non-disadvantaged pupils.  The number of pupils who are late to school is higher for disadvantaged pupils than non-disadvantaged pupils.
2	Assessments show that Year 3 pupils' education suffered during lock down. Although they made good progress in Year 2 not all of the children have entered Y3 at the expected level. 37% of cohort are PP and 33% are SEND.
3	Assessments show grammar and spelling outcomes of disadvantaged pupils, in KS2, are lower than reading and maths outcomes. Grammar and spelling outcomes across the school will be a focus.
4	Assessments show that Writing outcomes are lower than maths outcomes for pupils in KS1 and disadvantaged pupils.
5	Our baseline assessments show that Communication & Language, fine motor skills, Reading and the self-regulation part of PSE, for pupils in nursery and reception is not at expected.
6	48% of children are disadvantaged/vulnerable including those eligible for PP, pupils with SEND, pupils who have or have previously had support from social services or Early Help, pupils who have been witness to Domestic Abuse and pupils receiving support from GLOW, DOVE and Young Carers. The pupil's wellbeing, including social and emotional issues of many of our disadvantaged pupils have been impacted by this.

## 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 for disadvantaged pupils	Attendance of disadvantaged pupils is in line with non disadvantaged pupils and national 96% +  All pupils are in school, punctually so that they are not missing any learning
Improved outcomes for Year 3 including disadvantaged pupils who require further support with reading and phonics.	Pupils in Y3 will continue to make rapid progress. Disadvantaged pupils will continue to make rapid progress particularly in reading and writing. 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 spelling and grammar outcomes particularly for disadvantaged pupils in KS2	Pupils (particularly disadvantaged pupils) in KS2 make accelerated progress in spelling and grammar and at least in line with national by July 2024.
Improved writing attainment among disadvantaged pupils in KS1	Increased progress in writing leads to pupils in KS1 achieving the expected standard by end of their year.
Improved fine motor skills, self-regulation and communication.	Assessments and observations indicate significantly improved Communication & Language, fine motor skills, Reading and self-regulation, for pupils in nursery and reception. 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.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• feedback from pupil voice, parent surveys and teacher observations</li> <li>• participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Introduction of SEL, including SEAL programme</li> </ul>

### 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 standardised diagnostic assessments to be in KS2.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests provide insight into strengths and areas for development for each child to ensure they receive targeted support, if required.  <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> <a href="#">Diagnostic assessment EEF</a>	2,3
Purchase extension reading books from Little Wandle ( <a href="#">DfE validated Systematic Synthetic Phonics programme</a> ) 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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,5

Employ an extra teacher so that all classes can be taught in separate year group classes, every morning and 2 afternoons due an increase in numbers in Y4/5/6.	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 DHT – Social, emotional learning and SEAL Training for all staff Release time for leader to monitor progress	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life – improved academic performance, attitudes, behaviour, relationships with peers <a href="#">Improving Social and Emotional learning in Primary Schools</a>	6
CPD for English lead – grammar and spelling Training for all staff Leader release time to monitor teaching of GPS – including how it is transferred into writing	There is evidence to support identifying types of spelling errors and explicitly teaching spelling and extensive opportunities to practise spelling to improve writing outcomes. <a href="#">Improving Literacy - EEF</a>	3
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
CPD for year 2 and year 3 teaching – reading fluency	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. - EEF	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions for pupils in KS2 – by teacher	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>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</p>	2,4
Provision of high quality interventions to improve grammar and spelling	Group interventions involve a teacher, teaching assistant or other adult giving a small group of pupils, intensive individual support.	3
<p>Continue to provide Speech and Language programmes and support.</p> <p>TA release time.</p> <p>Individual 1:1 support for some pupils</p>	<p>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</p>	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 <a href="#">Improving School Attendance</a> 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>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
<p>Small groups are taken for nurture during the day.</p> <p>Nurture room open at lunchtimes</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. - <a href="#">EEF</a>	6
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	Parental engagement has a positive impact of 4 months, on average, additional progress - <a href="#">EEF</a>	2,5
Employ extra office hours to continue to monitor on a daily, monthly basis in school. And provide first day calling.	Parental engagement has a positive impact of 4 months, on average, additional progress - <a href="#">EEF</a>	1
All pupils to attend residentials and a broad range of visits to enhance their cultural capital.	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 - <a href="#">EEF</a>	6
Purchase PE kits for DC to remove stigma and enable them to be fully included.	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 – <a href="#">EEF</a>	6



<p>Improve the quality of social and emotional learning through the PSHE curriculum and workshops such as GLOW, Loud mouth.</p>	<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><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>6</p>
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**Total budgeted cost: £67225**

## 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 2022 to 2023 academic year.

#### **1. Attendance**

During 2022-23 attendance has significantly improved, following COVID, and was 94.3%. However, there was still a gap between non pupil premium (95.2%) and pupil premium children (91.98%).

#### **2. Year 2 results**

Results at the end of Year 2 show that the majority of children made good progress. The percentage achieving the expected standard was 76% in reading, 69% in writing and 80% in maths.

By the end of Year 2 81% (21/26) pupils had passed the phonics screening. 63% of PP pupils had passed the phonics screening.

#### **3. Improve writing attainment**

KS2 results show that 71% of pupils achieved the expected standard in writing, which is in line with national. 83% of PP pupils achieved expected in writing.

#### **4. Improved reading attainment**

KS2 results show that the number of pupils achieving the expected standard in reading, had increased from 61% last year to 88% this year. This was above national.

83% of PP pupils achieved expected in reading.

KS1 results show that 76% of pupils achieved expected in reading. 63% of PP pupils achieved expected.

#### **5. Improve communication and language skills for Reception pupils**

By the end of Reception 76% of pupils achieved the GLD. 94% of pupils were expected in all areas of Personal, Social and Emotional Development and Communication and Language. 100% of PP pupils achieved the GLD.

## 6. 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, in our recent SIAMS inspection Nov 23 it was stated, 'behaviour is exemplary'.

We have seen an increase in the number of pupils who were affected by Domestic Abuse, especially during lockdown so we employed GLOW to deliver a Relationships without Fear workshop to Year 4,5 and 6. This was successful and showed assessments after the programme showed that 100% of pupils were less tolerant to DA than before the programme.

### Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle

