

## 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

Detail	Data
School name	Ovingham C of E First
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	9.1% Sept 2022
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022 <a href="#">September 2022</a> December 2022 April 2023 July 2023 December 2023 April 2024 July 2024
Statement authorised by	A Hudson
Pupil premium lead	Becky Barber
Governor / Trustee lead	Joe Edgoose

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£0
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	£11,080

# Part A: Pupil premium strategy plan

## Statement of intent

We are proud to be an inclusive Church of England School, a community for all where we give everyone the opportunity to flourish and thrive. We aim to offer an inspiring curriculum of the highest possible standard to help all children achieve their full potential. Our beautiful environment and position within our local community provide a unique and broad range of experiences.

We aim to provide the environment, support and opportunities for all pupils to flourish and achieve their potential, whatever their background. We consider all our vulnerable learners whatever their background, whether it be LAC, social service involvement and particular home circumstances. We have a broad programme of interventions that target all pupils who may not be making the progress we anticipate, whatever their starting point or background is.

We focus on Quality First Teaching, we believe this is the most genuinely inclusive way and where all pupils have access to experienced and qualified teachers, with the same and equal access to adult support to address particular needs. We have planned programme of CPD that ensures staff have access to training in each curriculum area and that all staff (whether teachers or support staff) play a role in the ongoing learning of all pupils. All pupils have access to the teaching within their year group and where necessary they have additional planned opportunities, identified through teacher assessment to consolidate learning.

We have identified pupils to access the National Tutoring Programme gain this year as part of the School Led Tutoring initiative. Qualified teachers are delivering interventions to pupils across all year groups where gaps in knowledge or skills are apparent.

All staff involved in teaching and learning work as part of a team, with some staff having more expertise as a result of training, which is used as appropriate to support pupils in all age groups. We aim to ;

- Identify pupils needs early through a range of assessments and support from external agencies where necessary in order to target support.
- Ensure pupils are challenged and that opportunities are not limited with pupils having an equal access to a range of exciting opportunities.
- Staff are ambitious for all pupils irrespective of need or background, positive relationships with families are important and help staff understand the whole child.

## Challenges

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

Challenge number	Detail of challenge
1 Reading inc Phonics using Little Wandle	Observations, assessments and discussions indicate that these pupils encounter more challenges with phonic knowledge. They are exposed to sounds appropriate for their age group but also receive regular consolidation of previous sounds. Children generally have greater difficulties with phonics than their peers, have a more limited experience of reading and find tackling comprehension-based tasks more challenging than their peers.
2 Stretch & Challenge	Curriculum analysis, assessment information, lesson observation and pupil voice indicate that learning in the foundation subjects, for disadvantaged pupils, does not always transfer into long term memory and that fewer disadvantaged pupils achieve greater depth than their non-disadvantaged peers. We have moved to the CUSP curriculum for some subjects and reevaluated our teaching and curriculum approach. All pupils access lessons at the same starting point but additional stretch and challenges is provided, for instance in maths using #challenges.  The main gaps identified are: <ul style="list-style-type: none"> <li>● Understanding of and the ability to use subject specific and more complex vocabulary.</li> <li>● Ability to understand the key subject specific concepts that feed through the curriculum and make the cross curricular links for wider learning.</li> <li>● Wide range of extra-curricular experiences to observe history, geography, science first hand.</li> </ul>
3 Broad & Balanced Curriculum	Our assessments, observations and discussions with families identify that some pupils are able to attain at the expected level and greater depth level. Time has been taken over the last year both in school and working with partner schools to refine our curriculum offer and ensure it meets the needs of all our pupils. Additional opportunities are carefully planned and woven into the curriculum in order to challenge these pupils and allow them to achieve their full potential. Our challenge is to provide additional stimuli or topics that meet the needs of our community and help pupils deepen their learning as well as experiencing a wider vocabulary. We are using our careers curriculum to raise aspirations and provide context for our curriculum. We aim to use our school site to its full potential and enrich it with visits & visitors that provide a relatable but ambitious experience to complement our curriculum.
4 Personal Development (SEMH)	Observations, assessments and discussions with parents demonstrate that these pupils are more likely to communicate their needs through negative behaviour and struggle to manage their emotions without support. We have found that some children demonstrate a lower level of self-confidence, less able to self-regulate behaviour and find focussing on a task for longer periods of time more challenging. Pupils in this group appear to require additional adult support and strategies to access the curriculum within lessons. Pupils are supported with 1:1 and small group work to reinforce teaching and develop strategies to start working independently. We have used a range of lunchtime

	support to provide bespoke activities such as “Music Monday” to make sure breaktimes are as positive as possible, our “Fish Club” was an example of adapting our support to meet the needed of a pupil. This bespoke support can be tailored to meet PP needs as appropriate.
5 Equal access	Attendance of a range of activities in addition to a broad and balanced curriculum. Through registers and tracking involvement, ensure all pupils have equal access to all opportunities and ways are found to include these pupils.

## 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
<i>Reading attainment to be at expected or above for majority of disadvantaged pupils</i>	<p><i>Majority of PP pupils to be working at Expected or Higher</i></p> <p>Implement and embed Little Wandle Phonics trackers demonstrate progress VIPERS to be embedded across school Diagnostic tests used for early identification of reading and literacy issues</p>
<i>Writing attainment to be at expected or above for majority of pupils</i>	<p><i>Majority of PP pupils to be working at Expected or Higher</i></p> <p>Blue books to show evidence a progression of skills and knowledge in independent writing Focused 1:1 and small group work shows evidence of progression for key concepts Assessment demonstrates progress for key pupils</p>
Disadvantaged pupils to access enrichment activities	All disadvantaged pupils to attend at least one after school club
To improve the wellbeing of disadvantaged pupils and have a positive impact on their behaviour. Pupils will be better able to self-regulate their behaviour and their progress will be seen to be quicker as a result of increased confidence and resilience.	<p>Reduced reliance on play therapy for disadvantaged pupils</p> <p>All staff following Quality First Teaching principles and strategies such as circle time, well-being breaks are utilised.</p> <p>Pupils supported one to one and small groups will become more confident, this will be evidenced by pupil voice and work books.</p>
Aspiration for disadvantaged pupils to reach greater depth across the curriculum, including using subject specific vocabulary and linking concepts to deepen understanding.	<p>Full staff training on implementation of the Unity curriculum and quality first teaching. This will be achieved using a bespoke mix of curriculum including CUSP (Alex Bedford), PSHE Assoc and Walkthru’s training.</p> <p>Staff training – subject leader development to ensure that the Unity Curriculum is woven</p>

	<p>through our curriculum and the key conceptual and procedural progression links directly to our whole school intent.</p> <p>Further Leadership training on Pupil Book Study</p> <p>Whole staff training in implementation of the curriculum</p> <p>Evidence, through Pupil Book Study of pupils able to talk about their learning using subject specific vocabulary and making links between curriculum areas</p> <p>Consistent approach evident in books demonstrating pupil's requirement to 'think hard'</p> <p>Higher % of disadvantaged pupils reaching greater depth across the curriculum</p> <p>Feedback in pupil voice demonstrates initial success with pupils remembering more and therefore learning more with the 6 part lesson approach.</p>
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## 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: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p> <p>Ongoing Trust wide programme of upskilling staff in developing a curriculum to meet the needs of all pupils and for staff to be able to carefully unpick the learning and identify areas to develop in future units.</p> <p>Maths Mastery NELI Little Wandle Unity Curriculum TCLT SEND training package NPQ training</p>	<p>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:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Maths Mastery programme, one teacher is a training to become a Lead Teacher at the Great North Maths Hub and we are updating our curriculum to reflect pupil needs and are implementing Little Wandle. In order for all staff to lead effectively, they are released at least once a term from teaching.</p> <p>Research from EEF has identified that high-quality maths mastery approach can impact on progress by as much as 5+ months</p> <p><a href="#">NCETM - Teaching maths mastery</a> <a href="#">EEF Teaching and Learning Toolkit - Mastery</a></p>	<p>1, 2, 3</p>

	<a href="#">EEF - Improving Maths in Early Years and KS1</a> <a href="#">EEF - Improving maths in KS2</a> <a href="#">EEF - Early Maths Approaches</a> <a href="#">EEF - Peer tutoring</a>	
<a href="#">Use of diagnostic assessments</a>	<p>Use of diagnostic tests gives staff a baseline to work from and EEF recommend them as a starting point for Maths and English interventions. We are using the New Salford Reading checks as well as checklist of SEMH to identify approaches.</p>	1, 2, 3
<p>Access in-house, Trust-wide, and national training with a focus on improving QfT in all core areas of the curriculum inc Little Wandle for all teaching &amp; support staff</p> <p>All relevant staff (including new and support staff) receive training to deliver early reading and phonics effectively</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Staff who feel skilled and confident leading an intervention will see better progress from the children. We aim to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured. All staff are being included in LW training and we are using Walkthru’s to support teaching.</p>	2, 5
<p>Use of DFE recommended synthetic phonics programme and resources, including matched texts with training/refresher training</p> <p>Staff CPD in high quality delivery of the programme.</p> <p>Staff CPD for Early Years language intervention</p>	<p>Strong evidence suggests that effective synthetic phonics teaching can increase progress by 5+ months according to the Teaching and Learning tool kit EEF</p> <p><a href="#">EEF Teaching and Learning Toolkit - Phonics</a></p> <p><a href="#">EEF - Improving Literacy in KS1</a></p> <p><a href="#">EEF - Improving Literacy in KS2</a></p> <p>Evidence from EEF identifies that priority should be given to implement high quality adult-child interactions using a wide range of explicit and implicit approaches</p> <p><a href="#">EEF Communication and Language Approaches Early Years</a></p> <p>EEF - 6+ months progress</p>	1, 2, 5

Ongoing staff CPD on delivery of reading VIPERS to support progress in reading comprehension	<a href="#">EEF Teaching and Learning Toolkit - Reading Comprehension Strategies</a>  EY staff are accessing the NELI programme	

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 2
Little Wandle phonics catch-up - through following LW assessments we have identified the starting point of all chn and there is a planned approach to phonics, guided reading and then spelling to quickly address the needs of all.	TA intervention when targeted through quick and timely assessment can lead to 4+ months progress. A systematic approach to phonics can lead to 6+ months progress <a href="#">EEF - TA intervention</a> <a href="#">EEF Teaching and Learning Toolkit - Phonics</a> <a href="#">EEF - Improving Literacy in KS1</a> <a href="#">EEF - Improving Literacy in KS2</a>	1, 5
Regular pre-teaching and over teaching intervention	Teacher or TA led pre and post teaching can lead to in excess of 4+ months progress <a href="#">EEF - TA intervention</a>	2, 4

<p>Specific Maths Mastery interventions – being given access to the year group curriculum and having access to support to reinforce or teach to fill in gaps in knowledge</p>	<p>TA intervention when targeted through quick and timely assessment can lead to 4+ months progress.</p> <p>We are using Maths assessments inc Sandwell assessments to identify specific areas that require support.</p> <p>Mastery maths approaches can lead to in excess of 7+ months progress</p> <p><a href="#">EEF - TA intervention</a></p> <p><a href="#">EEF - Improving Maths in Early Years and KS1</a></p> <p><a href="#">EEF - Improving maths in KS2</a></p> <p><a href="#">EEF - Early Maths Approaches</a></p>	<p>2, 3, 5</p>
<p>A planned year long programme of support that provides wider access to a range of activities outside of the curriculum. This includes specific after school clubs, visits/visitors and curriculum enrichment such as STEM days</p>	<p>From assessment, observation, pupil voice and parents comments, that when pupils are engaged in a topic and it meets their interests, they make quicker progress in this and other areas through a growth in self confidence. As a result we want to provide a range of experiences that matches the interests of all our pupils to give them the opportunity to be inspired and experience success. We have a planned “Growing Green” curriculum that includes a range of visits, careers and visitors that add to our cultural capital.</p>	<p>3, 5</p>

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

Budgeted cost: £ 12000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play therapy &amp; Counselling</p>	<p>Targeted support to improve pupil well being and resilience as well as gain confidence in dealing with new or unfamiliar situations.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>4, 5</p>

One to one adult support where necessary to promote well-being through reducing anxiety	Some pupils have particular individual needs that require support to manage anxiety and to tackle new/unfamiliar challenges	4,5
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**Total budgeted cost: £ 33000**

## 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 2020 to 2021 academic year.

1	Y2 2022	No. of pupils	%	Reading	Writing	Maths
2	All pupils	29	3 Expected	75	75	75
			4 Greater Depth	42	22	28
5	Disadvantaged	4	6 Expected	50	50	50
			7 Greater Depth	0	0	0

Year 1 phonics - 19/21 passed in June and a further 9/30 were very close.

Year 2 resists - 0/4 passed.

## Further information (optional)

*We use some Sports Premium funding to ensure that pupils have access to a range of clubs and sports, additional resources or specialists may be brought in to provide a wider range.*