

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	Oundle C of E Primary
Number of pupils in school	370
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Trust AIO
Pupil premium lead	Claire Morrison
Trustee lead	Margaret Holman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,933.98
Recovery premium funding allocation this academic year	£8,900
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0.00
Total budget for this academic year	£108,883.98

Part A: Pupil premium strategy plan

Statement of intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers	1, 2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	1, 2

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS2 in readiness for secondary school.	1, 2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class last year, 75% of our disadvantaged pupils arrived below age-related expectations compared to 37% of other pupils. This gap remains steady to the end of KS2.</p>	1, 2
6	<p>Our assessments and observations 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>	1, 2
7	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 13 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving small group interventions.</p>	3
8	Our attendance data last year indicates that attendance among disadvantaged pupils has been between 1.93 – 5.36% lower than for non-disadvantaged pupils.	3

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	Challenge Number	Success criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes in 2024/25 show that more than 78% of disadvantaged pupils (7/9 children) met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes in 2024/25 show that more than 78% (7/9 children) of disadvantaged pupils met the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils	4	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, book scrutiny and ongoing formative assessment.
Improved maths attainment among disadvantaged pupils at the end of KS2.	5	KS2 maths outcomes in 2024/25 show that more than 78% of disadvantaged pupils (7/9 children) met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	6	KS2 writing outcomes in 2024/25 show that more than 78% of disadvantaged pupils (7/9 children) met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	7	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in behavioural incidents (including bullying) • an increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance from 2024/25 demonstrated by:

		<ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.• the percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 1% lower than their peers.
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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.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£56,298.36**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised tests and MARK analyses for reading and maths.(PUMA and PIRA tests)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	2,5,6
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: <ul style="list-style-type: none"> • access Trust CPD • maintain a strong focus on QFT in our internal CPD programme. • Purchase necessary materials to support QFT (i.e RSHE Jigsaw Scheme and Purple Mash ICT programme) • Provide non-contact time for our Core and Foundation subject leads to work with class teachers, TAs and external consultants. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	1, 2, 3, 4, 5, 6
To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. In addition to this we will also purchase Pie Corbett's Talk for Writing framework . We will: <ul style="list-style-type: none"> • Train 6 members of staff • Purchase the materials necessary to make the programme a success. 	Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)	1

<ul style="list-style-type: none"> • Provide regular non-contact time for our Writing Lead to work with class teachers, TAs and external consultants. 		
<ul style="list-style-type: none"> • Gathering and interpreting data to identify priorities. 	<p>Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy (<i>EEF</i>)</p>	
<ul style="list-style-type: none"> • An annual subscription to Little Wandle Letters and Sounds Revised will secure stronger phonics teaching for all pupils. <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on reading and the teaching sequence. • Maximise support from the Trusts' Literacy consultant. • Provide regular non-contact time for our Reading SL to work with class teachers, TAs and external consultants. 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>3</p>
<p>To continue to improve our whole school approach to the teaching of Maths fusing the White Rose Maths Scheme of Work focusing on fluency, reasoning and problem solving</p> <p>We will continue to:</p> <ul style="list-style-type: none"> • access Trust CPD on maths • Maximise support from the Trusts' Maths consultant. • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants. • Purchase necessary materials 	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p>	<p>5, 6</p>

Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,752.62**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase annual subscriptions for reading and maths interventions.	<p>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></p>	2, 5, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u></p>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	<p>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></p>	2
The purchase of new books for the library, new packs for our FS & KS1 Lending Library and writing packs to boost our disadvantaged children in reading and writing.	<p>Research by the National Literacy Trust has shown that children who are eligible for free school meals are much less likely to own books of their own. Their study revealed a strong link between young peoples' reading ability and their access to books at home. They conclude that <i>"without access to books of their own children are less likely to have positive experiences of reading, less likely to do well at school and less likely to be engaged in reading in any form."</i></p>	

<p>Additional writing sessions targeted at disadvantaged pupils who require further writing support.</p>	<p>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></p>	<p>3</p>
<p>To raise pupil's achievement through improved speech, language and communication skills.</p> <p>We will:</p> <ul style="list-style-type: none"> • Access training for our SENCO and 1 other member of staff. • Make use of the resources available. <p>Disseminate training to other members of staff and share good practice in the identification and support of pupils with speech, language and communication needs.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>)</p>	<p>4</p>
<p>Training for 1 member of staff to help facilitate the delivery of the NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.(Nuffield Early Language Intervention- NELI)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u>)</p>	<p>4</p>
<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support.</p>	<p>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></p>	<p>5, 6</p>

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Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,783.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on the Zones of Regulation and updates on behaviour management and anti-bullying approaches with the aim of embedding our school behaviour policy, developing our school ethos and constantly striving to improve behaviour across school.</p> <p>Commission of external agencies such as Jogo to support with early intervention for additional social, emotional, behavioural and cognitive needs.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u></p>	6
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve our Learning Support Mentors tracking attendance, producing reports for the SLT, supporting families to improve attendance where needed and incentives to attend regularly. We will also work closely with our EIP team (Educational Inclusion and Partnership team).</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Programme working with parents and carers to develop effective home learning environments and increased parental involvement and support of their child's learning.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	

	<u>Working with parents to support children' EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	
Covering the cost of or subsidising club subscriptions, enrichment activities, extracurricular provision (including residential) and the cost of music tuition to remove barriers to involvement in extra-curricular activities for disadvantaged pupils.	EEF states that all children deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment.	

Total budgeted cost: £ 99,933.98

Service is an additional £4,166

Recovery Premium Grant £8,900

Total £108,833.98

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.

Strengths:

Our Pupil Premium strategy has positively impacted upon our PP Phonics outcomes by Summer end 2022 in Year 1 and Year 2 and YR. This has been achieved through our prioritised Reading strategy, new Little Wandle Letters and Sounds Synthetic Phonics Scheme, school led tutoring and planned intervention for PP readers. All staff are now trained in Phonics delivery and guided reading using the new reading book scheme purchased. This has enabled closer book matches to support reading progress. Reading meetings for parents have been held to inform and engage parents in early reading with their child. Outcomes from an English consultant input and regular monitoring, resulted in leaders in reading providing bespoke professional development to teachers including, coaching, planning and support.

Due to increased support, the quality of the teaching of PP Reading has improved across the school together with a development of a love of Reading. Internal results and assessments across all stages show Reading as a relative area of PP strength. PP Reading is taught effectively across all year groups. We have improved our book corners in all year groups, introduced a KS1 Pupil Premium Lending library, prioritised daily reading with PP pupils, delivered weekly library visits, welcomed a dedicated library volunteer, incorporated daily story time for all year groups and prioritised book/text rich learning environments.

In terms of Reading, it is the one subject area that can't be purely data driven because of its critical link to well-being, one of our key AIP priorities. The national evidence shows that well-being, reading for pleasure and talking about books will have long term impact on attainment data on a child's education through to 16. This is an investment that is recognised nationally even though it relies on 'soft' data. The consistent approach of teaching reading across the school which is still being embedded, is specifically designed to support vulnerable groups: - the emphasis on teaching (using and exploring) new words particularly supports PP children who have had more limited access to rich vocabulary provided through wide access to a range of quality texts. A weekly timetabling of book change with a teacher ensures children with less opportunity to read at home are supported & encouraged to read whole books. More frequently class teachers support book choice for vulnerable pupils to ensure content and difficulty is appropriate.

Phonic Screening Check- Our pupil premium cohorts, in both Y1 and 2 fared very favourably with their non- PP peers. All staff are now trained in the delivery of Little Wandle Letters and Sounds Revised and it has made a positive impact on all phonic outcomes alongside school-led tutoring and planned intervention. New books and resources are in circulation and help to facilitate the transition to a new scheme. Reading meetings for parents have been held to inform and engage them in early reading with their child. Outcomes from an English consultant input and regular

monitoring, resulted in leaders in reading providing bespoke professional development to teachers including, coaching, planning and support.

Our Y6 2022 assessments show that performance for disadvantaged pupils was lower in the 2021/2022 academic year than in previous years. Whilst we have high ambitions for all pupils, we feel that these pupils are an anomalous year group. It is important to note that many of our KS2 PP cohort were also doubly disadvantaged. The Covid-19 pandemic remains one of the reasons behind this as it prevented curriculum delivery in all areas. Despite a conscious effort from staff to provide high quality online learning, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching targeted interventions to the level we had intended.

Next steps:

Writing will be an area for whole school development for the next academic year with investment in Talk for Writing and a greater focus on writing for pleasure. A new Maths programme will be introduced to all year groups with the aim of continuing to raise progress and attainment in this subject and ensuring the secure progression of skills throughout the school.

Reading continues to be an ongoing priority area, despite gains, because we are ambitious for all PP to use Reading across the curriculum for successful future outcomes.

There has been, on average, a 30% participation rate over the year, in enrichment opportunities which are offered to our PP pupils and we wish to improve on this in the coming years, adding variety and broadening the experiences available e.g we will reinstate Residential Visits for Years 2,4 and 6 this academic year and to date, all PP children have expressed an interest in attending.

Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers. On average there is a 3% difference between disadvantaged pupils and their peers which is why attendance is a focus of our current plan.

Pupil behaviour, wellbeing and mental health were impacted over the past few years, primarily due to COVID-19-related issue, as indicated by our assessments and observations. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required with success. We are building on that approach with the activities detailed in the current plan.

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
Shine	Rising Stars
Nessy	Hairy Reading
Accelerated Reader	Renaissance Learning
Numbots	Maths Circle Ltd
TT Rockstars	Maths Circle Ltd
Spellzone	Spellzone Ltd

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?	Service Premium Troopers Club, Learning Mentor support, Pupil Premium/Service Premium Lead
What was the impact of that spending on service pupil premium eligible pupils?	The majority of the Service Premium children performed at least in line with their peers.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.