

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	Oundle C of E Primary
Number of pupils in school	342
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 2023
Date on which it will be reviewed	July 2024
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	£106,154.42
Recovery premium funding allocation this academic year	£9,570
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£0.00
Total budget for this academic year	£115,724.42

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, 100% 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 in recent years 19 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving small group interventions or interventions delivered by external agencies to support their needs.</p>	3
8	Our attendance data indicates that attendance among disadvantaged pupils has been between 1.93- 5.36% 2022-23 and 1.41- 3.75% 2023-24 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 60% of disadvantaged pupils (7/11 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 55% (6/11 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 60% of disadvantaged pupils (7/11 children) met the expected standard.
-	6	-
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

		<p>non-disadvantaged peers being reduced by 1.5%.</p> <ul style="list-style-type: none">• 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: £51,983.74

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 drive the attainment of grammar and spelling through the introduction of new whole school initiatives and schemes. We will: <ul style="list-style-type: none"> • Use word lists on purple mash for progressive learning of spellings across the school. 	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"> • Dedicating the first 3 weeks of the academic year to the revision and learning of core grammar skills. • Training of staff to ensure the consistent teaching of grammar using the Hamilton Trust as a tool for progressive knowledge and skills. 		
<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 using 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 including subscribing to Fluency Bee in 2023-24. 	<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: £34,534.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase annual subscriptions for writing and maths interventions.	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>	2, 5, 6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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>	1
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	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>	2
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	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>	3
Targeted writing intervention for all;	Tuition targeted at specific needs and knowledge gaps can be an effective	3

<p>Writing packs that encourage writing for a purpose as well as pleasure will be sent home at Christmas and Easter.</p>	<p>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>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. • 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>	4
<p>Training for 1 member of staff to help facilitate the delivery of a Communication and language programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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>	4
<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>	5, 6

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

Budgeted cost: £25,003.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the Zones of Regulation and deliver training on Walkthrus to assist staff with behaviour management and anti-bullying approaches. As we are constantly striving to improve behaviour across school, this will help to embed our school behaviour policy and develop our school ethos.</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>	8
<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> <p><u>Working with parents to support children' EEF (educationendowmentfoundation.org.uk)</u></p>	8

<p>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.</p>	<p>EEF states that all children deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment.</p>	<p>7</p>
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Total budgeted cost: £111,521.40

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.

Strengths and next steps:

Our Pupil Premium strategy has positively impacted upon our PP Phonics outcomes by Summer end 2022 in EYFS and Y1. 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 continued to improve 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 maintained and embellished our book corners in all year groups, maintained a KS1 Pupil Premium Lending library, prioritised daily reading with PP pupils, delivered weekly library visits, welcomed a dedicated library volunteer, introduced trips to Oundle Library, incorporated daily story time for all year groups and prioritised book/text rich learning environments. Despite greater gains this year, we still want to close the gap further and continue to focus on reading because we are ambitious for all PP children to use reading across the curriculum for successful future outcomes.

Phonic Screening Check- Our pupil premium cohort in Y1 faired exceptionally favourably with their non- PP peers with 100% who sat the check, passing. All staff are now experienced 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. We have continued to add new books and resources to help to fully embed the scheme and have prioritised our Y2 phonics screening check this year.

Our Y6 2023 assessments show that performance for disadvantaged pupils was higher in reading than in maths and writing. It is important to note that a third of our KS2 PP cohort were both Pupil Premium and SEND.

Writing will continue to be an area for whole school development for the next academic year with investment in new spelling and grammar schemes, embedding the use of the teaching sequence for writing and a greater focus on writing for pleasure through events such as designated, whole school writing days.

The White Rose Maths scheme will be embedded with the aim of continuing to raise progress and attainment in this subject and ensuring the secure progression of skills throughout the school. The EYFS will adapt existing plans to follow the revised White Rose Maths scheme for the early years. Interventions such as Fluency Bee will be subscribed to to support Maths fluency in KS1.

We have pledged to increase the number of PP children taking part in enrichment opportunities offered and to add to the range and variety of experiences available. Residential Visits were re-introduced for Years 2,4 and 6 in 2023 with a resounding success. An average of 83% of PP children took up a place and attended their year group residential with 100% of PP children in Y6 participating.

The percentage of PP children representing the school at inter school events increased in KS2 as did the attendance of PP children at after school clubs. We will continue to have high expectations and aspirations for our PP children and promote extra- curricular activities for this key group in the coming year.

A cross section of Pupil Premium children took part in a pupil voice question and answer session and it revealed that:

- 100% of PP children enjoyed coming to school.
- 100% would recommend our school to others.

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 has been a 3% difference between disadvantaged pupils and their peers which is why attendance is a focus of our current plan. With the interventions and initiatives employed in 2022-23, this gap has now decreased to 2.3%. We will continue to promote the importance of attendance to further reduce the gap. The percentage of all pupils who are persistently absent and the percentage of disadvantaged pupils being persistently absent is a constant focus and we are working to reduce the percentage for all of our children.

As indicated by our observations and assessments pupil behaviour, wellbeing and mental health have been impacting on a percentage of our children across the school. We used pupil premium funding to provide wellbeing support for all pupils, prioritising a group of 8 disadvantaged children. Gains range from child to child but, through targeted interventions, there has been all round 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
Nessy	Hairy Reading
Accelerated Reader	Renaissance Learning
Numbots	Maths Circle Ltd
TT Rockstars	Maths Circle Ltd
Fluency Bee	White Rose Maths

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 half termly lunch and activity, including a trip with children and parents to Burghley Adventure Playground, Learning Mentor support, Pupil Premium/Service Premium Lead support and monitoring,
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.