

## 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	Offwell C of E Primary
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023, to 2023 - 2024
Date this statement was published	30.12.22
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs Janet Dimond (Chair of Governors)
Pupil premium lead	Mrs Lorna Legg (Headteacher)
Governor / Trustee lead	Mrs Janet Dimond

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,580
Recovery premium funding allocation this academic year	£ 2000
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	£ 18,580

## Part A: Pupil premium strategy plan Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Emotional barriers to learning - e.g: anxiety – leading to poor emotional regulation and difficulty engaging in and retaining learning.
2	Poor vocabulary, causing limited engagement in learning, with impact on retention, reading comprehension and access to wider learning.
3	Specific Learning difficulties in either Reading and Writing or Maths, impacting on wider achievement and self-esteem.
4	Attendance and complex needs, requiring additional support, referral and multi-agency support.
5	Capacity of adults around the child to meet their needs, addressed either via support, signposting or training/workshops.

### 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
Children develop emotional resilience and can manage their anxiety and engage in their learning.	<ul style="list-style-type: none"> <li>• <b>Achievement improves</b> in core subjects (for target group) from baseline measures e.g: end of academic year 2022-2023, compared to 2021-2022, and/or reduced gap between PP and others' Age Related Expectation (ARE) compared to end of previous year.</li> <li>• <b>Attitudes to learning are positive</b>, as evidenced in pupil conferencing and any monitoring reports.</li> <li>• <b>Identified children</b> (target group) <b>show improved attendance</b> compared to 2021-2022 and attendance below 97% is monitored.</li> <li>• <b>Staff are able to support children's learning</b>, due to investment in appropriate resources and training.</li> <li>• <b>Parents are able to support children's learning</b>, due to advice and signposting.</li> </ul>
Children develop a rich and varied vocabulary, enabling them to: absorb and understand new information, both spoken, or in print. As a result, their achievement improves and their attitude to learning is positive.	
Children's gaps in basic knowledge are addressed, so that they can show progress in the specific areas of Reading and Writing or Maths, where gaps are identified.	
Training for staff in supporting additional needs. Families are supported to access the full range of resources, through contact with specific school staff. Help from external agencies is available for more specific needs.	
Attendance and achievement for this group is comparable to peers and is monitored closely.	

## 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: £3080 + 1300 = £4380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for all staff to understand and meet needs of children.</i>	Phonics training in an approved scheme is advocated to improve outcomes in reading and writing. This has been implemented for further staff, with the aim that all staff will have received Sounds Write training by the end of the next academic year (2024)	1, 5
<i>Engagement with Maths and English Hubs to support teaching and learning across the school</i>	Partnership working has been shown to improve practice. Our engagement with external support has also secured additional funding for phonics training and resources.	2,3,5
<i>Specific support from Devon's SEND Team, via a review of school's SEND practices</i>	Devon's SEND Team works with schools to ensure accurate identification of needs and plan for successful intervention. Further advice has been gained to ensure universal provision of C&I and C&L across all subject areas.	1 - 5

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

Budgeted cost: £1800 + £1200 + £90 + £6,000 = £9090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring – 3 x 15 hours per group identified	Education Endowment Fund research indicated the efficacy of one to one tuition in improving outcomes for disadvantaged children.	1,2,3
Intervention materials –	A progressive and cohesive sequence of lessons, specifically targeting needs can improve attainment. Rising stars 'Shine', based on Reading, Maths and Spelling and Grammar tests – identifies specific gaps and provides materials to address	2,3,5

	gaps effectively.	
Social Skills scheme	A progressive and cohesive sequence of planned activities plus resources has been devised. It sets out sessions for the development of: Self-Esteem, Social Skills and Friendships.	1,2,4,5
<i>Additional SENCO hours to target EYFS and KS1 needs, especially in SLCN areas.</i>	Increased capacity to meet SEND needs and ensure early intervention, which can prevent delays in development, especially in Speech, Language and Communication areas.	

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

Budgeted cost: £6,000 + 350 = £6350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast Club and After School Club</i>	Encourages attendance – 22% attend	4
<i>Extra-curricular clubs and additional experiences e.g: Music, residential</i>	Encourages a positive attitude better attendance and resilience	1, 3, 4
<i>Parental engagement, to include: surveys, information in newsletters, workshops and signposting to sources of support.</i>	Development of a culture where ideas are shared and support for children is consistent across home and school.	1, 5
<i>Boxall assessment for each PP child</i>	Identification of need, specific plan of actions to support and address need.	1,4,5

**Total budgeted cost: £4,380 + £9,090 + £6,350 = £19,820**

## 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.

NB: Due to partial school closures in 2020 and 2021, all pupils from Year 1 onwards were affected by interruptions to normal schooling. E.g:

Current Year Group	Years affected by Lockdowns
Y1	Nursery
Y2	Nursery + Reception
Y3	Reception + Year 1
Y4	Year 1 + Year 2
Y5	Year 2 + Year 3
Y6	Year 3 + Year 4

To address the potential impact at the time, we offered all vulnerable children a place and regular contact was maintained if a vulnerable child could not attend. In addition, we invested in online programmes which families could access from home.

Needs in Speech, Language and Communication are evident in EYFS and KS1, and lower KS2 (Y3 and 4) are evident, so additional support to address the needs of those who have missed key periods of their education is in place e.g: in our Y3 and 4 class we have three adults for the majority of the week, supporting target groups. We will also invest in extra SENCO time for EYFS and KS1.

**Data for end of academic year 2021-2022:** Our overall Key Stage 2 results were at/above National expectation. PP Data, collated from 2022 end of year data shows the gap between our PP pupils and the average for all pupils, which we need to close (in all areas except writing). KS2 end of phase data is good, but on such low numbers we need to ensure we continue to support our KS1 PP child, to help reach ARE in Maths and Writing by KS2.

Subject	All Year Groups (18)	KS1 – SATs (1)	KS2 – SATs (2)
Maths	46% (74%)	0%	100%
Reading	57% (70%)	100%	100% (50%)
Writing	68% (65%)	0%	100%
Spelling/Punct/Gramm	36% (63%)	NA	100%

NB: % is of those reaching Age Related Expectation/ ARE. Figure in brackets at top = number of PP pupils in group. Figures in brackets next to main % in first column denote % for other pupils, to compare. In KS 2 column, figure in brackets = PP pupils reaching Greater Depth/ GD

The programme of 15 hours tutoring continued for target children (PP and SEND pupils) who needed extra help. Extra investment in intervention materials (e.g: SHINE) meant that catch up lessons were available for all children where gaps had been identified. This will also continue, to support the needs of this group in core subjects.

## 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
My Maths	<a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a> My Maths provides resources, online, for the teaching, practice and development of fluency and confidence in maths.
Times Tables Rockstars	<a href="https://trockstars.com/">https://trockstars.com/</a> An online programme that supports recall and fluency in multiplication and division.
Cornerstones	<a href="https://cornerstoneseducation.co.uk/curriculum/curriculum-maestro/">https://cornerstoneseducation.co.uk/curriculum/curriculum-maestro/</a> This provides teachers with a platform that supports the design, planning, resourcing and assessment of certain subjects within the curriculum.

## 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?	1 child was in receipt of Service PP last year. The needs of this child are largely within SEMH. They have extra adult time.
What was the impact of that spending on service pupil premium eligible pupils?	This child made good progress and is at/above ARE in all core subjects.

## Further information (optional)

*The Head and SENCO accesses support for pupils facing disadvantage for a range of social, economic, health or cultural reasons. We work in partnership with a range of professionals, including the School Nurse, Young Carers, the Educational Psychologist, Speech and Language Therapist, Public Health Nursing Team, Ethnic Minorities and Traveller Support, and the Education Welfare Officer, as part of a graduated approach, when required.*

*Each Teacher is aware of those in their class needing additional support, or attention as part of their ongoing assessment cycle. Teachers are asked to collate the baseline data for the lowest 20% in terms of achievement, plus any child identified with SEND or in receipt of PP, if not included in the prior group, and present their needs and what strategies they will employ to support them. After each assessment point, staff collate the data to check on progress. Children in receipt of PP are also identified on the progress matrices each teacher uses to track progress across the year.*

*Subject Leaders create action plans based on our School Improvement Plan. We specifically consider the needs of children facing barriers to learning across the school, in order to overcome any disadvantage, in line with our vision. For example: Be Well – Our PE and PSHE lead has shared adjustments to our curriculum maps to ensure each child with additional needs will be taught in an inclusive and enabling environment.*

*Learn Well - Our Reading, Phonics and Writing Leads have adopted and shared strategies e.g: Sounds-Write, to ensure all children are able to read fluently. We also subscribe to Devon Library Services, so that we have a wide range of age appropriate and inclusive books and we use their auditing service and advice to support reading with understanding. Teachers plan engaging writing tasks which are regularly assessed, to develop age-related language skills into writing.*

*Live Well – We enable and encourage children to engage in termly activities which expand their experience of life and develop cultural capital. All visits and visitors are open to all and we participate in the Torbay and Devon Award, so our oldest children can engage in charitable and extra-curricular activities. Our SEND and PP groups have also been able to benefit from specific activities linked to their needs e.g: a sports coordination event. Any child in receipt of PP who wants to learn an instrument can do so and we signpost to funding for any family in need, as economic disadvantage can have life-long impact.*