

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	Offwell C of E Primary
Number of pupils in school	78 + 10
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	30.10.24
Date on which it will be reviewed	October 2025
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	£21,060
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 21,060

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve good attainment across all subject areas, relative to their starting points. The point of our pupil premium strategy is to support disadvantaged pupils towards achieving their goals.

Pupil premium funding is allocated to schools for the purpose of redressing factors which, statistically, impact negatively on a child's outcomes. Extra support in school can help children where members of the family are in the Armed Forces, or when a family needs extra economic support. There can also be adverse childhood experiences due to significant illness, abuse or substance misuse, or domestic violence, which may only become apparent at the point professionals are involved.

We aim to overcome the challenges faced by vulnerable pupils, who may have SEND and/or additional vulnerabilities, such as the need for support from a social worker, or where a child has been in care, is under Special Guardianship, or is a Young Carer.

Not all children who are classified as disadvantaged (due to socio-economic or other factors) will require Special Needs support, instead, it is evident that the factors upon which this classification is based can impact on outcomes in later life, meaning that every child, even those who already attain highly, should be supported to reach their full potential. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are educationally disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on inclusive practice, which supports all children, including our disadvantaged pupils, but also ensuring they get the right support for their needs. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust 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.

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: poor emotional regulation, social integration issues and difficulty engaging in and retaining learning.
2	Language barriers (acquisition or comprehension) to learning e.g: potentially limited retention, comprehension and communication issues.
3	Specific Learning barriers to fluency in key skills of Reading, Writing or Maths, impacting on wider achievement and self-esteem e.g: gaps in phonic skills such as blending and spelling, or basic number knowledge and skills
4	Complex needs, requiring additional support e.g: Early Help, Safeguarding, attendance intervention and referrals for multi-agency support.
5	Capacity of all 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 can regulate themselves during playtimes, to deal with social challenges e.g: losing a game, or an accidental bump.	- Children apply learned emotional management strategies to: address situations e.g: at play, or errors or challenges in class, resulting in positive reactions to school. Attitudes to learning are positive, as evidenced in pupil conferencing and any monitoring reports. Achievement improves in core subjects (for target group) from baseline measures e.g: start of academic year 2024-2025, compared to end of year, and/or reduced gap between PP and other pupils' Age Related Expectation (ARE). Identified children (target group) show improved attendance compared to target of 97% for all children and attendance below 97% is monitored.
Children can regulate themselves during lessons to engage with their learning and deal with academic challenges e.g: making a mistake, or being shown how to do something differently.	
Children can understand language at a level appropriate to their age and stage, so they can engage in learning and social activities.	
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.	
Identified gaps in basic knowledge are addressed, so that they can show progress in	

specific areas of Reading and Writing or Maths.	• Staff are skilled at supporting children's emotional development, language acquisition and learning, due to investment in appropriate resources and training. • Parents are able to support children's emotional development, language acquisition and learning, due to communication of shared goals, advice, workshops and signposting.
Training for staff in supporting additional needs. Help from external agencies is available for more specific needs.	
Families are supported to access the full range of resources, through regular communication with school staff.	
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 (recovery premium funding ended this year) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0 + £775 + £1800 + £0 = £2575

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<i>Training for all staff to understand and meet needs of children.</i>	Phonics training in an approved scheme (Sounds Write) has been achieved for all staff – approved schemes are advocated to improve outcomes in reading and writing. Key staff are now being trained in interventions and leadership of the scheme across EYFS. Staff are also being trained in other areas as need arises.	1 - 5	£0
<i>Investment in Literacy, Phonics and other reading resources</i>	To ensure children are able to read and spell effectively, additional phonics resources are required, to make sure they closely match the phonics scheme and ensure we are teaching coherent, progressive literacy across the school. Literacy Tree – planning and resources that enable progressive reading, spelling and writing across all classes.	2,3 & 5	£775
<i>Support from Devon's SEND</i>	Devon's SEND Team works with schools to ensure	1 - 5	£6,000

<i>Team, e.g: referrals, advice and reviews of school's SEND practices</i>	accurate identification of needs and plan for successful intervention. Advice and assessment are via traded agreement.		
<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 secured additional funding for phonics training and resources, plus Maths Hub training for two Teaching Assistants.	2,3,5	£0 (aside form cover costs)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Investment in staff training for identified areas of need.	NELI training, to address early language difficulties, is proven to improve children's language skills and behaviour https://www.teachneli.org/ Attachment based mentoring training is based on research into attachment needs and how to address them in schools.	1 - 5	£0
Investment in resources for identified areas of need.	Nessy – a structured online reading and spelling resource, developed for students with specific reading, spelling issues and dyslexia. specific resources or devices advised for identified pupils, such as pencil grips, stability cushions, sensory tent etc.	2,3 & 5	Nessy = £330 Resources £150 = £480
<i>1:1 support for pupils with specific needs at key points during the day e.g: for targeted interventions.</i>	Trained Teaching Assistants provide one to one support on an ongoing basis for targeted pupils. The EEF identifies it as effective (with associated cost). See needs as set out in My Plans and EHCPs.	1 - 5	£10,274.25 (50% of cost for 5 TAs x 5 x 1 hr each day for 38 weeks)
<i>Additional SENCO hours to target needs e.g: EYFS, KS1 and Y3, and ensure OAIP is in place..</i>	Increased capacity to meet SEND needs and ensure early intervention, by referral for support e.g: 5 week intervention from EP for Y3 and 4; weekly staff meetings and monitoring to support implementation of OAIP	1 - 5	£6574 (1hr extra SENCo time each week)

	(Ordinarily Available Inclusive Provision) across all classes.		
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Budgeted cost: £0 +£480 + £10,274.25+ £6574 = £16896.25

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget
<i>Mental health Support team advice, intervention and resources</i>	Individual and group pupil support, Staff supervision and advice Parental information and support.	1,4,5	£0
<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	£500
<i>Pupil Voice: Personal My Plan Pupil Voice Group</i>	Pupils being actively engaged in school life and in their own learning (metacognition) is recognised to increase wellbeing and have a positive impact on outcomes.	1,2,3,4	£500
<i>Breakfast Club and After School Club</i>	Encourages attendance – 50% of all pupils who attend are PP.	1, 4	£9918 (50% of cost)
<i>Extra-curricular clubs and additional experiences e.g: Music, residential trip, visitors</i>	Experience of the wider world, to give ideas of possibility; encourages a positive attitude, better attendance and resilience; enables children who can only be what they can see.	1 - 4	£600

Budgeted cost: £0 + £500 + £500 + £9918 + £600 = £11,518

Total budgeted cost: = £24367.25

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.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 (2024-2025)	Years affected by Lockdowns (2020-2021)
Y2	Nursery 1 and 2
Y3	Nursery 2 + Reception
Y4	Reception + Year 1
Y5	Year 1 + Year 2
Y6	Year 2 + Year 3

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 still evident in EYFS, generally, on entry. The lack of support for parents at this key time (birth to three), due to reduced capacity in the NHS, may well be part of the cause. There remain needs associated with school interruption in pupils from Y2 to Y6, evident in their outcomes.

Therefore, additional support to address the needs of those who have missed key periods of education needs to be in place e.g: in each class we have at least two adults for the majority of the week, to increase our capacity to support target groups. We have three adults in our Nursery and Reception Class, and in our Upper KS2 Class, four mornings a week. We have also invested in extra SENCO time across the school.

Data: end of academic year 2021-2022: The ongoing impact on the last Y6 cohort, nationally, was recognised in a health warning attached to the 2022-2023 data-set from the DfE. However, Offwell's cohort for 2022-2023 (11 pupils) achieved 83% combined (Reading, Writing and Maths). So, our overall Key Stage 2 results were at/above National expectation. All our data needs to be evaluated in conjunction with our small numbers, when sometimes we are talking of 1 or 2 per year group.

Pupil Premium (PP) Data from 2023-2024, shows the gap between our PP pupils and the average for all pupils, which we aim to close by helping each child achieve their best. At KS2, compared to County figures for Pupil Premium children's attainment, our children achieve well,

aside from reading, which will be our focus for 2024-2025. As a small school, we know that each child comes with unique strengths and barriers, which must be addressed individually.

Age Group	EYFS	Y1	Y2	Subjects	Y6 all pupils	PP
Number of PP	1	1	2			6
All pupil achievement	70% GLD	69.3% Phonics	50% Phonics	Reading	67%	50% Devon = 59.3%
Data PP	Did not achieve GLD	Achieved	Achieved passed at retake.	Writing	78%	66.7% Devon = 48.8%
				Maths	88%	83.3% National = 50.7%
				RWM combined	67%	50% Devon = 35.9%

NB: Good level of development /GLD= pupil achieved at least expected in all Prime, LIT and MAT goals. % is of those reaching GLD (at EYFS) or Age Related Expectation/ ARE (at other stages). Figure included for Y6 = % of PP pupils who reached ARE from Devon County average, for comparison to our PP figures.

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	https://www.mymaths.co.uk/ My Maths provides resources, online, for the teaching, practice and development of fluency and confidence in maths.
Times Tables Rockstars	https://ttrockstars.com/ An online programme that supports recall and fluency in multiplication and division.
Nessy	https://www.nessy.com/en-gb/nessy-reading-and-spelling an online intervention resource which supports reading and spelling
Literacy Tree	https://literacytree.com/ A literature/book based literacy scheme for all year groups and mixed age classes, which provides structure and planning for the development of reading comprehension, spelling, punctuation and grammar and writing,

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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 achieved at/above ARE in all core subjects.

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.

The Head works closely with our new SENCO, to access 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 Attendance 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. After each assessment point, staff collate the data to check on progress. Children in receipt of PP and/or SEND are 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. Our SENCO has promoted a Pupil Voice group to ensure the needs of our disadvantaged or vulnerable children.

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.