

## Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium 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	Otley All Saints CE Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	19 <sup>th</sup> September 2023
Date on which it will be reviewed	19 <sup>th</sup> September 2024
Statement authorised by	Ian Thomson-Smith
Pupil premium lead	Laura Fortune
Governor lead	Allan Boddy

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,070
Recovery premium funding allocation this academic year	£ 3,045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 40,115</b>

## Part A: Pupil Premium Strategy Plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important for us to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF shows that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied, and specific to each family; those identified by school for each funded pupil are detailed in the Pupil Premium Register.

#### **Principles**

- Ensure that teaching and learning opportunities and excellent quality first teaching meet the needs of all pupils
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We will allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that, not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

#### **Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in school.
- For all disadvantaged pupils in school, we aim for them to make good progress from different starting points, so that as many as possible reach age-related expectations (ARE) at the end of Y6.
- To provide aspirational activities and life experiences for all children to prepare them for the next and future stages in their lives.  
To develop self-confidence, good habits and resilience in all children, so that they have a strong foundation for life.

#### **Achieving the objectives**

The range of provision for consideration:

- To provide small group work with an experienced teacher or teaching assistant focussed on overcoming gaps in learning.
- Pupil premium funding will be aimed at accelerating progress, moving children to at least age-related expectations.
- To provide additional support with transition from primary to secondary and transition internally.
- To subsidise activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning.
- To support the funding of specialist learning software.
- To allow the children to learn a musical instrument if desired.

- To provide behaviour and nurture support as needed from pastoral support staff.
- To provide support for families at the point of need.

This list is not exhaustive and will change according to the needs and support required by our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Weak/limited language and communication skills
2	Weak engagement in learning; lack of motivation and aspiration
3	Specific barriers to learning and/or low baseline when starting school
4	Attendance and punctuality issues
5	Challenging family lives which may include some targeted cluster or Social Service involvement
6	Family circumstances may limit support for learning and opportunity outside school.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils make at least expected progress in reading.	Annual data at the end of KS2 shows an increase in the percentage of disadvantaged pupils attaining the expected standard in reading.
Disadvantaged pupils make at least expected progress in writing.	Annual data at the end of KS2 shows an increase in the percentage of disadvantaged pupils attaining the expected standard in writing.
Disadvantaged pupils make at least expected progress in mathematics.	Annual data at the end of KS2 shows an increase in the percentage of disadvantaged pupils attaining the expected standard in mathematics.
Disadvantaged pupils achieve the expected standard in the phonics screening check.	Annual data at the end of KS1 shows an increase in the percentage of disadvantaged pupils attaining the expected standard in the phonics screening check.
Disadvantaged pupils' attendance is consistent and punctual.	Ensure attendance and punctuality of disadvantaged pupils is at least equal to their peers.
External support required for disadvantaged pupils is reduced.	Numbers of referrals for external support, e.g. Early Help, Parent Support Advisor, Targeted Mental Health in School (TaMHS), for disadvantaged pupils is reduced year on year, with pupils showing evidence of good mental health and wellbeing.

## Activity in this academic year (2023-2024)

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: £1,240

Activity	Evidence that supports this approach	Challenges addressed
New phonics scheme materials (£700.00)	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge, sounds and patterns (EEF, 2021).</p> <p>The new scheme, Rocket Phonics, began to be purchased last year, and supports the requirements outlined by the Department for Education (DfE), aiming to ensure consistent teaching and learning in reading across EYFS and Key Stage 1 (KS1). Resources were initially available for Rec/Y1/Y2, and are now being produced for Nursery and Y3.</p>	1, 2, 3
Reading books to supplement scheme books provided for families to read at home (£300.00)	School encourages books to be taken home, but many books sent home during lockdown periods have not been returned, and reading book stock has become depleted and worn.	1, 2, 3
EYFS & KS1 reading books to support new phonics scheme (£240.00)	Children must have access to high quality, phonics-based reading books to support the implementation of the new phonics scheme and support accelerated progress in reading.	1, 2, 3

### Targeted academic support (eg. tutoring, 1:1 support, structured interventions)

Budgeted cost: £22,578.50

Activity	Evidence that supports this approach	Challenges addressed
'Catch-up' sessions in reading, writing and maths targeted at those whose education had suffered during lockdown. (£9,941)	During school closure in January 2021, pupils in receipt of pupil premium were invited to be in school alongside key worker families and other vulnerable pupils. Following full reopening of school in March 2021 teachers identified pupils, including those in receipt of pupil premium, whose progress had been adversely affected by the closures, and HLTAs were funded to deliver six week blocks of catch-up support outside of school	1, 2, 3, 6

	hours to these pupils in Years 1-6.	
'Booster' sessions in reading, writing and maths targeted at those who are below age-related expectations. (£3,732.50)	From January 2022 teachers have identified pupils, including those in receipt of pupil premium, who will benefit from additional tuition to develop confidence in class. HLTAs are funded to deliver six week blocks of catch-up support outside of school hours to these pupils in Years 1-6.	<b>1, 2, 3, 6</b>
Contribution to cost of support staff for targeted Teaching Assistant (TA) deployment. (£8,905)	EEF research indicates that small group tuition and intervention delivered by Teaching Assistants (TAs) can have positive impact on pupil progress. The research demonstrates that these strategies can be effective if they are targeted at pupils' specific needs, especially where diagnostic assessments are used. It also outlines that TAs can have a large positive impact on outcomes where they are deployed effectively and their support supplements whole-class teaching (EEF, 2021).  Pupils' barriers to achievement (both contextual and academic) are identified during phase meetings between class teachers and senior leaders.  Interventions cover a range of targeted and personalised learning opportunities which are specifically tailored to overcome a pupil's specific barriers and are linked closely to learning which takes place as part of whole-class teaching.	<b>1, 2, 3, 6</b>

## Wider strategies

Budgeted cost: £16,296.50

Activity	Evidence that supports this approach	Challenges addressed
Restructuring of leadership team from September 2021 to include senior leadership responsibility for pastoral welfare. (£ 0)	Recognising the huge impact that the Covid-19 pandemic is likely to have on the wellbeing of staff and pupils, opportunity was taken to realign leadership responsibilities to give oversight of health and wellbeing equal weight with teaching and learning. This has created a team of staff who have a shared responsibility for pupil welfare, particularly those identified as vulnerable.	<b>4, 5, 6</b>
Contribution to cost of a learning mentor for 10 hours per week. (£7,094.50)	EEF Teachers Toolkit indicates that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over an academic year.  Parental engagement has a positive impact on average of 4 months' additional progress and EEF state that it is crucial to consider how to	<b>4, 5, 6</b>

	engage with all parents to avoid widening attainment gaps.	
Creation of 'pastoral support' role to supplement pastoral lead and learning mentor posts in school. (£2,680)	In addition to replacing and redefining the learning mentor role, we have appointed a pastoral support to work with vulnerable pupils in supporting their emotional wellbeing. This has provided capacity across school to identify and support vulnerable families and children for whom behaviour or anxiety present barriers to learning.	<b>4, 5, 6</b>
Residential visit – 2 pupils in total 2 x £330; (£660.00)	The EEF outlines how participation in the arts and access to physical activity can have positive impact on pupils. It is essential for their own wellbeing that children experience different settings before high school. Wellbeing, behaviour and attitudes improve when children are given opportunities to flourish in non-academic activities which engage them in teambuilding with their peers.	<b>1, 5, 6</b>
Annual cluster contribution to local targeted services (£5,862)	The EEF research outlines social and emotional approaches can have a positive impact on learning of up to 4 months' additional academic progress. Careful monitoring of such interventions is required to ensure such an impact. It recognises the importance of being able to effectively manage emotions. There is also research to show that targeted and universal approaches to behaviour can have positive overall effects of 4 months or more.  Children are supported with Social Emotional Mental Health (SEMH) difficulties connected to attachment disorder and/or family instability.  Families / parents are supported in the home to encourage a consistent parenting approach.	<b>3, 4, 5, 6</b>

**Total budgeted cost: £ 40,115**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The COVID-19 pandemic continued to have a significant impact on many pupils during the previous academic year. Mental health issues are far more prevalent, and the expectations from families of appropriate and timely support from school have grown exponentially.

We have been able to use internal data from the end of the summer term 2023, to analyse any gaps between disadvantaged pupils and their non-disadvantaged peers (and in the relevant year groups, their national non-disadvantaged peers). Despite the impact of COVID, the gaps in most year groups between both groups are broadly in line with those from the previous year. We will continue to work relentlessly to close the gap between disadvantaged pupils and their peers over the course of this three year strategy. The exception to this appears to be in Year 1, where the proportion of pupils passing the Phonics Check was not only much lower than that normally seen in our school, but was also lower than national levels for 2023. This appears to be a cohort issue, as the same cohort were below the national average for GLD at the end of Reception last year. The purchase and implementation of a new Phonics Scheme – Rocket Phonics – should help to address key aspects of literacy attainment in the next two years.

The small number of pupils in receipt of pupil premium in Year 2 and Year 6 all attained at least expected standards in all statutorily assessed subjects, representing expected progress or better despite the impact of the pandemic. Greater access to learning mentor and pastoral support has improved confidence and wellbeing for more pupils in school, including those in receipt of pupil premium. Attendance has improved generally as the year as gone on, although two families continue to require support to achieve consistent punctuality and good attendance.

This is the final year of this three-year strategy. We acknowledge that there remain attainment gaps between our disadvantaged pupils and non-disadvantaged pupils, especially due to the contributing factors outlined above. As such, our school development plan reflects our focus on ensuring that our disadvantaged pupils make accelerated progress this school year, and that the attainment gaps are diminished. We expect that the wide-ranging strategies in place to support accelerated progress, and more stable pupil attendance will ensure that our disadvantaged pupils make accelerated progress to close the attainment gap.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider