



Pupil premium strategy statement – Oughterside Foundation School 2022- 2025

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

(Based on the 2022/23 allocations by the Government)

Detail	Data
Number of pupils in school	62
Proportion (%) of pupil premium eligible pupils	21
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	July 2022
Date on which it will be reviewed	May 2023
Statement authorised by	Sarah Kirkbride
Pupil premium lead	Sarah Kirkbride
Governor / Trustee lead	Gloria Warwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,085
Recovery premium funding allocation this academic year	£3,190
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£32,275

Statement of intent

At Oughterside Foundation School, we seek to create a challenging learning environment that encourages high expectations for success, for all of our pupils, regardless of disadvantage and individual needs. We believe that if a child is understood, feels cared for, nurtured and is happy, then they will thrive and achieve. We believe that we can provide this environment for every individual in our care.

We ensure that our disadvantaged pupils and those in receipt of PPG (Including service children), are supported through a holistic approach that is tailored to individual needs. We ensure that we constantly evaluate the impact of our approaches, and adapt where needed, to ensure academic, social, emotional and physical needs are met.

Our official Pupil Premium Cohort, which accounts for 34% of our school population, however, this figure has since risen since the overview figures were released. Out of our pupil premium cohort, 2% are Service Pupils, whilst the other 98% are all eligible for FSM too.

Our PPG picture is varied with regard to need however, and some of our pupils have specific areas of need, including emotional resilience and regulation, poor attendance, speech and language needs, cognition and learning needs and specific SEND.

Not all pupils in receipt of PPG have specific needs and many have supportive home environments that help them to thrive. We work very closely with our parents, communicating regularly to ensure needs are met as effectively as possible and so we can, where possible, work in partnership to secure the best outcomes possible.

We truly believe that all of our pupils have the potential to achieve, and disadvantage is not a barrier to this. We use research from the Education Endowment Foundation (EEF), as well as professional research and judgement, to vary our approaches depending on the needs of the individuals who need it.

Our aims for our disadvantaged pupils are:

To ensure the gap between themselves and their non-disadvantaged peers is closed (where applicable).

- To meet national expectations with regard to progress, and exceed these where possible.
- To ensure that all teaching and support staff are aware of individual needs and tailor their interventions and teaching approaches to meet these needs.
- To ensure all pupils have access to a rich curriculum offer that also provides out-of-the-classroom experiences.
- To support pupils to be well rounded, confident and aspirational so that they can flourish in life after leaving our school.

Our key principle is to remove any barriers from pupils to ensure they achieve, with regards to progress and attainment, but also so that they are well supported with their mental health and general well-being.

Challenges

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

Challenge number	Detail of challenge
1	Communication with parents requires improvement. (A range of approaches that suit the wider audience).
2	There needs to be an improvement in pupil attendance.
3	School requires a wider range of high-impact interventions available for our pupils that will benefit their academic progress and also their social and emotional well-being and development.
4	School needs to enable pupils to experience the wider world, outside of Oughterside, developing cultural capital and preparation for the wider world.
5	Pupils need to develop higher aspirations and have an awareness of the opportunities on offer to them after their life at primary school.
6	There is a desire to ensure all children are well fed and have appropriate clothing, ready for the school day (and beyond).
7	High quality teaching and learning accessible for all children, with appropriate further support in place for those who need it. Also, an assessment approach that identifies individual needs to support intervention planning for individual pupils.
8	Staff CPD needs to be updated, relevant and effective to ensure pupils benefit from ongoing development and improvements to staff skills, knowledge and understanding within all areas of teaching, learning, safeguarding and health and safety.

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
Attendance in school will improve, contributing towards better attainment and progress and well-being.	Overall school attendance figures will improve, year-on-year, over the course of the strategy plan. Attendance will be above the national average.

	Parents will report attendance effectively.
Pupils will have access to a wide range of interventions that allows staff to cater approaches to individual needs. This in turn will allow individuals to progress effectively in areas that they may have existing gaps or issues (academic, socially, emotionally, physically etc)	- A number of staff within school will be trained in a range of effective interventions, including Lego Therapy, ELSA, Drawing for Talking, RWI Phonics (but to name a few). The range of interventions available will increase over the course of the plan.

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: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Online College – Effective CPD Platform in all areas of Safeguarding, the Curriculum and Teaching and Learning.</i>	<p>The Education Endowment Foundation supports the investment in Effective Professional Development as the priority is, and should always be, pupils engaging in high quality teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>As a school, we believe that improving the confidence of our staff and developing their CPD is vital to ensuring our school stays up to date with key changes and also allows us to continue to narrow the gap for our disadvantaged pupils.</p>	<p>5, 7, 8</p> <p>£2011</p>
<i>STA & TA hours to support Targeted Academic Support</i>	Due to a range of needs being addressed through targeted support, the following documents / research support the use of TA hours to ensure that this can happen. The following link discusses the role of Teaching Assistants to support learning.	<p>3</p> <p>£10000</p>

	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
<i>Purchasing assessment materials that allow us to identify standardised scoring and identify individual needs.</i>	<p><i>NFER Testing Materials provide us with reliable insights into the specific areas that children are working well in or requiring more intervention / support. They inform future planning and delivery.</i></p> <p><i>(Maths and Reading)</i></p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-ways-to-use-diagnostic-assessment-in-the-mathematics-classroom</p>	<p>7</p> <p>£495</p>
<i>Maintaining subscription of DfE Validated Scheme (Read Write inc), to ensure quality first approach to phonics teaching in school for all pupils.</i>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Purchase of scheme and release of reading lead to monitor pupils progress and observe teaching.</p>	<p>7,8,3</p> <p>£5000</p>

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

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The use of Accelerated Reader to promote Reading, track progress and assess.</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	7,8,3
<i>1:1 structured interventions (Drawing for Talking, Lego Therapy, ELSA, Volcano in my Tummy, Spellings, Maths, Literacy etc)</i>	<p>The EEF document https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions supports the approach.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	3

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

Budgeted cost: £11400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Kidsafe Refresher Training</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	8
<i>Introduction of the attendance cup, celebrating attendance</i>	<p>The school is now looking at using the document:</p> <p><i>Attendance Interventions – Rapid Evidence Assessment</i></p>	2

<i>certificates and other incentives to promote attendance.</i>	to work on our next steps to helping improve absence – particularly for our persistent absentees.	
<i>Activities that give children knowledge and understanding of the wider world and provides opportunities they may not have access to normally.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://early-education.org.uk/cultural-capital/	4
<i>Targeted support for SEMH – Volcano in my Tummy and Drawing for Talking.</i>	https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning https://drawingandtalking.com/	3
<i>Pupils to start the day with a good breakfast and appropriate snacks throughout the day.</i>	<p>Breakfast club is provided for free for all of our disadvantaged pupils. Staffing supports this and the service is communicated to parents.</p> https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	6
<i>Pupils to be adequately dressed and prepared for the school day.</i>	<p>Purchase of uniforms / school tumble dryer.</p> <p>Although there is not an impact on education, there is an impact on well being and the pressure and costs for parents.</p> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform <p>Making uniform accessible for all pupils is important to us, as it helps them feel like a valuable member of the school community. Some of our pupils were coming into school with damp clothes or dirty, due to cost of living crisis.</p>	6
<i>Food and family support</i>	N/A	6

<i>Access to wraparound</i>	Supporting families who can't access 30hr but benefit from the wraparound care.	7
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Total budgeted cost: £35400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous headteacher (and PP Lead), left in January 2022, so analysis is completed by myself, Sarah Kirkbride, based on the 2020-21 plan (that is assumed to have been in place as a strategy until January 2022).

Priority 1 – Phonics and reading.

Priority 2 – To ensure end of KS2 results are at, or exceed national expectations for progress.

Priority 3 – To improve attendance and progress of disadvantaged pupils to ensure that they are in line with national expectations.

Priority 4 – To enhance pupils cultural capital by providing a breadth of experiences.

Priority 5 – To work reactively with families and provide support to best fit needs.

Parents appear to have been happy with the support provided and effective contact was made throughout the duration of the Covid-19 pandemic.

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