

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	Ongar Place Primary School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	21 st October 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Tracy Good
Pupil premium lead	Tracy Good
Governor lead	Denise Meade

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£4785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£108,660

Part A: Pupil premium strategy plan

Statement of intent

The disruption due to Covid 19 has been somewhat counteracted over the last year and we have addressed many of the well-being and academic issues and losses. However, even more of our children are entitled to pupil premium and evidence shows us that challenges to achievement are still prevalent amongst these families. We are looking to continue to establish, recover and rebuild over the next year in some more specific areas including anxiety and school reluctance, reading, physical fitness and mental well-being for all our children and self-care skills for our younger children.

At Ongar we are proud of our inclusion and our specific work with children who are disadvantaged; including those who have missed learning or found it hard to engage during lockdown. Additional support will enable the school to provide broad learning opportunities for all our children ensuring that their individual needs are met.

Our Pupil Premium Strategy this year reflects some of the challenges children have faced over the last two years and our commitment to support our school community.

Challenges

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

Challenge number	Detail of challenge
1	School closure and disrupted learning due to COVID and absence related to COVID has had a negative impact on pupil attainment n across subjects. The curriculum is in constant need of review. (DA1/3)
2	Many pupils entering reception from pre-school have had a lack of nursery provision. The PPG is most affected. Socialisation opportunities and learning have been missed. Nurture training and other opportunities have been put in place to support this learning. (DA1/3/4)
3	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in reading at Y1 and KS2. They need to be supported to increase understanding and build knowledge through a systematic phonics approach.(DA1) (DA2)
4	Pupils eligible for pupil premium are often identified as having emotional and social difficulties. This prevents engagement with learning and has a detrimental effect on their academic progress. These pupils need to be supported through a variety of methods and resources. (DA4)

5	Several new pupils to the school are presenting individual challenging behaviour. Control of this involves employing additional adults and training. Staff and parents need to be aware of this can be addressed consistently.(DA4)
6	Attendance rates for some children from the PPG are low, (PP average 92% Whole school 95%) This reduces their school hours and causes them to miss out academically and socially. fall behind. Persistent Absence is also higher amongst PPG. These parents and children need to be specifically targeted (DA4)
7	Pupils do not have equal access to trips and extra curricular activities or do not have correct equipment because of poverty and family circumstances. These children need to be catered for so they feel included and can access all learning opportunities. (DA4) (DA5)

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
Curriculum reviewed and pupils in need of support identified and provided with tutoring support.	<ul style="list-style-type: none"> • Pupils engage well with the curriculum • Tutoring is effective and efficient • Pupils make academic progress in specific areas missed during closure • The PSHE/RSE curriculum is embedded and taught • Pupils are ready to undertake the next stage of education
Higher rates of progress across KS2 for pupils eligible for PPG. Higher attainment in KS1 for pupils eligible for PPG	<ul style="list-style-type: none"> • Pupils eligible for PP make as much progress as 'other' pupils across the school in EYFS and in reading and maths • Statutory tests in YR, Y1 (phonics) End of KS1 SATs and KS2 SATs do not show a marked difference between pupils in PPG and others (in line with national figures). • Teacher assessments through pupil progress and class assessment do not show a marked difference between pupils in PPG group and others. (in line with national figures)
Social and Emotional issues addressed	<ul style="list-style-type: none"> • Pupils' social and emotional literacy improves. • Pupils are more able to engage with learning and school attendance improves. • ELSA and class teachers report improvement in attitudes • Specific areas of the school are well resourced to support the needs of pupils with social and emotional

	<p>issues</p> <ul style="list-style-type: none"> • DSLs are available to support pupils and families alongside social services and other outside agencies • Adults dealing with emotional needs are supported.
Behaviour and attitudes to learning are consistent across the school. Individual needs are identified and met.	<ul style="list-style-type: none"> • Less incidents where senior leaders are involved • Pupils report that they feel safe in all areas in the school • Pupils are able to identify what makes a good learner
Increased attendance rates for pupils eligible for PP and lowered persistent absence.	<ul style="list-style-type: none"> • Reduce the number of persistent absentees among pupils eligible for PP to 12% or below. • Overall PPG attendance increases to 95%
Inclusion of pupils eligible for PP in all activities and opportunities	<ul style="list-style-type: none"> • No pupil will be excluded from taking part in an event due to lack of parental funds. • All pupils are fully equipped for school and activities • All pupils have an adequate amount to eat within the school day. • All pupils will have access to technology at home when required • All pupils will be adequately supervised before and after school

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2022-2023** to address the challenges listed above.

Teaching

Budgeted cost: £21,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Phonics and comprehension strategies	Education Endowment Foundation evidence +5/+6	1/3
Recruitment of additional TAs for small group tuition	Education Endowment Foundation evidence +4	1/2/3
ELSA supervision and counselling for pupils as required	Best practice Education Endowment Foundation evidence +4	4/5
Mental Health and Trauma Training	Promoting and supporting mental health and wellbeing in schools and colleges (DfE)	4/5
Recruitment and retention		All

Targeted academic support

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support	Education Endowment Foundation evidence +5	1 / 2 / 3
Tutoring (top up)	Education Endowment Foundation evidence +5/+4	1 / 3
Interventions – draw and Talk, phonic catch up	Education Endowment Foundation evidence +4/+5	2 / 4

Wider strategies

Budgeted cost: 45,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Course and Boxall Profile training and resourcing	Evidence from UK Nurture Research into Boxall Profile	4
Behaviour Interventions Self Regulation	Education Endowment Foundation evidence +4/+7	5
Additional supervision and support at break and lunchtimes	Evidence gathered through research at school	5
ELSA support and provision	Internal evidence from SENCo and ELSA	4
Inclusion – funding of trips, breakfast/after school club/food/uniform/milk/swimming/access to IT		7
Engage parents and promote the importance of school and learning	Education Endowment Foundation evidence Internal evidence from previously implemented strategies.	6 / 7

Total budgeted cost: £111,212

Additional funding to be taken from budget

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 2020 to 2021 academic year.

Desired Outcome	Review
Recovery curriculum devised and gaps identified. Transition is supplemented and effective	Teachers and leaders have spent time devising a recovery curriculum that has supported pupils throughout the year. (Curriculum Planning) and are now recovering the learning lost. Statutory tests showed that pupils are working at national average.
Higher rates of progress across KS2 for pupils eligible for PP. Higher attainment in KS1 for pupils eligible for PP	According to internal assessment data pupils eligible for PP were identified as making as much progress as 'other' pupils across the school in EYFS and in maths, reading and writing. However, levels of attainment are still not as high. (Cross school moderation) (Assessment Data)
Social and Emotional issues addressed	Across the school pupils' social and emotional literacy has been addressed through ELSA sessions, counselling support, additional TA time, interventions. Evidence shows us that pupils are more able to engage with learning and school attendance has improved. (ELSA notes)
Behaviour and attitudes to learning are returned to pre covid levels	For the majority of pupils across the school this is proving to be true. Pupils have a good understanding of the Ongar Rules and values and conduct themselves appropriately and have a good attitude to learning. However, some pupils who are new to the school or have specific needs and/or trauma are not behaving as well and are at risk of suspension/exclusion
Increased attendance rates for pupils eligible for PP and lowered persistent absence.	The number of Persistent Absence for PPG has remained similar. Overall PP attendance improved in some terms to 95 – 97.5% however, in other terms outliers led to it being as low as 84% due to hospitalisations and extenuating circumstances. Across the year PPG attendance was 92%
Inclusion of pupils eligible for PP in all activities	No pupils were excluded from any activity due to lack of parental funds. Vulnerable children have benefitted from this and it ensures they begin the day in a calm and organised manner. It has also helped to alleviate some low attendance and lateness. (Attendance

	<p>Figures, IO notes)</p> <p>We have also supplied some pupils and families with additional food. The rise in pupils known to social services has made us more aware of pupils who are not receiving adequate food. Funded milk was available to all PPG pupils as required by government.</p> <p>All pupils are fully equipped for school and activities. A lot of uniform needs have been provided through donations and unclaimed lost property. This year we have provided trainers for children who would otherwise not be able to take part in PE and also kept an 'emergency' residential bag containing clothes, outerwear, towels and personal items that more vulnerable children may not be able to supply from home.</p>
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