

## Pupil premium strategy statement

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	Ongar Place Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	07/11/2023
Date on which it will be reviewed	July 2024
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	£103,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£103,305</b>

## Part A: Pupil premium strategy plan

### Statement of intent

More of our children are entitled to pupil premium and evidence shows us that challenges to achievement are still prevalent amongst these families. There is a range of needs and it is interesting to note that the percentage of pupils who require SEN support and EHCPs are much higher within our pupils who attract Pupil Premium. The most recent IDSR states that School % FSM is Well above average at 40 (school generated figures suggest 36%) rising from 34 in 2022 and 32 in 2021. COVID19 continues to have an impact and pupils continue to require tutoring to fill gaps in learning. We are also 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 challenge's children have to face 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	The negative impact of school closure and disrupted learning due to COVID and absence related to COVID is still evident amongst some pupils in core subjects. Small group and 1:1 tutoring support this. (DA1/3)
2	Many pupils entering reception have had a lack of nursery provision. The PPG is most affected. Socialisation opportunities and learning have been missed. We will continue to release staff to attend SEN meetings, welfare meetings and to access outside agency. (DA3/4)
3	Statutory assessment data shows that pupils who are eligible for Pupil Premium are not attaining as well as other pupils at Ongar, particularly in phonics at Y1 and reading in at the end of KS1. They need to be supported to increase understanding and build knowledge through a

	systematic phonics approach and given additional opportunities to read (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 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. Suspensions are being used to manage behaviour to the detriment of the pupils education. The majority of these pupils are from the PPG (DA2) (DA4)
6	Attendance rates for some children from the PPG are low, (PP average 90.64 whole school average 92.70%) This reduces their school hours and causes them to miss out academically and socially. Persistent Absence is also higher amongst PPG. These parents and children need to be specifically targeted; time and resources need to be given to this with reference to DfE guidance <a href="http://www.gov.uk/government/publications/working-together-to-improve-school-attendance">www.gov.uk/government/publications/working-together-to-improve-school-attendance</a> (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"> <li>• Pupils engage well with the curriculum</li> <li>• Tutoring is effective and efficient</li> <li>• Pupils make academic progress in specific areas missed during closure</li> <li>• Pupils are ready to undertake the next stage of education</li> </ul>
Higher attainment in KS1 for pupils eligible for PPG	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make as much progress as 'other' pupils across the school in EYFS and in reading and maths</li> <li>• 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).</li> <li>• 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)</li> </ul>
Social and Emotional issues addressed	<ul style="list-style-type: none"> <li>• Pupils' social and emotional literacy improves.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils are more able to engage with learning and school attendance improves.</li> <li>• ELSA and class teachers report improvement in attitudes</li> <li>• Specific areas of the school are well resourced to support the needs of pupils with social and emotional issues</li> <li>• DSLs are available to support pupils and families alongside social services and other outside agencies</li> <li>• Adults dealing with emotional needs are supported.</li> </ul>
Behaviour and attitudes to learning are consistent across the school. Individual needs are identified and met.	<ul style="list-style-type: none"> <li>• Less incidents where senior leaders are involved</li> <li>• The behaviour policy is fairly and consistently implemented with adaptations and support where necessary</li> <li>• Pupils report that they feel safe in all areas in the school</li> <li>• Suspensions decrease.</li> <li>• Pupils are able to identify what makes a good learner</li> </ul>
Increased attendance rates for pupils eligible for PP and lowered persistent absence.	<ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees among pupils eligible for PP to 12% or below.</li> <li>• Overall PPG attendance increases to 95%</li> </ul>
Inclusion of pupils eligible for PP in all activities and opportunities	<ul style="list-style-type: none"> <li>• No pupil will be excluded from taking part in an event due to lack of parental funds.</li> <li>• All pupils are fully equipped for school and activities including PE</li> <li>• All pupils have an adequate amount to eat within the school day and access to milk.</li> <li>• All pupils will have access to technology at home when required</li> <li>• All pupils will be adequately supervised before and after school</li> </ul>
Parents are engaged with the school and work in tandem with staff to support pupils	<ul style="list-style-type: none"> <li>• Parents share information with the headteacher and other relevant members of staff.</li> <li>• Staff are given time to meet with parents</li> <li>• Support is available in terms of foodbanks, parenting advice and signposting</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2023-2024** to address the challenges listed above.

### Teaching

Budgeted cost: £25,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Phonics and comprehension strategies	Education Endowment Foundation evidence +5/+6	1/3
CPD in writing strategies	Education Endowment Foundation evidence +5/+6	1/2
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
CPD Disadvantaged children		2 / 3 / 4
Teacher Coaching		1 / 3 / 4
Recruitment and retention		All

### Targeted academic support

Budgeted cost: £40,742

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
SENCo Support and Liaison		All

## Wider strategies

Budgeted cost: £49,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Feedback from staff, parents and children	7
Engage parents and promote the importance of school and learning	Education Endowment Foundation evidence Internal evidence from previously implemented strategies.	6 / 7
Supervision of DSLs	Well-being	

**Total budgeted cost: £115,301**

**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 2022 to 2023 academic year.

Desired outcome	Review
Curriculum reviewed and pupils in need of support identified and provided with tutoring support.	<ul style="list-style-type: none"> <li>• Pupils engage well with the curriculum</li> <li>• Tutoring is effective and efficient</li> <li>• The PSHE/RSE curriculum is embedded and taught</li> <li>• Pupils are ready to undertake the next stage of education</li> </ul>
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"> <li>• See results sheet attached</li> </ul>
Social and Emotional issues addressed	<ul style="list-style-type: none"> <li>• 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 who spend time with the ELSA are more able to engage with learning and school attendance has improved. (ELSA notes)</li> <li>• DSLs are available to support pupils and families alongside social services and other outside agencies</li> <li>• Adults dealing with emotional needs are supported.</li> </ul>
Behaviour and attitudes to learning are consistent across the school. Individual needs are identified and met.	<ul style="list-style-type: none"> <li>• 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, there is a marked increase in suspensions due to specific behaviour issues.</li> <li>• Pupils report that they feel safe in all areas in the school</li> <li>• Pupils are able to identify what makes a good learner</li> </ul>
Increased attendance rates for pupils eligible for PP and lowered persistent absence.	The number of Persistent Absence for PPG has remained similar. Overall the attendance of pupils in the PPG dropped by 1% which is reflective of the national picture. Some outliers have skewed results. However, this is an area that needs continuing work through individual parental engagement.
Inclusion of pupils eligible for PP in all activities and opportunities	No pupils were excluded from any activity due to lack of parental funds. Residential have also been part funded. Breakfast club subsidy has benefitted vulnerable children 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 Figures, IO notes)

	<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>
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## EYFS

Assessment	Ongar	National 2022	Ongar PP (15)	National PP 2022
GLD	83%	65%	80%	50%
Literacy Goals	83%	68%	80%	52%
Maths Goals	83%	76%	80%	62%
PSE Goals	90%	83%	87%	

## Phonics

Assessment	Ongar	National 2022	Ongar PP	National PP
Phonics Y1	83%	75%	67% (7)	63%
Phonics Y2 (7)	29%	44%		

## KS1

Assessment	Ongar Exp	National Exp 2023	Ongar GDS	National GDS 2022
Reading	80%	69%	23%	18%
Writing	77%	61%	13%	8%
Maths	73%	72%	7%	15%

## KS1 Pupil Premium (FSM6)

Assessment	Ongar PP (7)	National PP 2022	Ongar GDS	National GDS
Reading	43%	52%	0	8%
Writing	57%	41%	0	3%
Maths	57%	52%	0	7%

# 2022-2023

## KS2 All

Assessment	Ongar Exp	National Exp 2023	Ongar GDS	National GDS 2022
RWM	70%	59%	33%	7%
Reading	83%	73%	23%	28%
Writing	70%	71%	7%	13%
Maths	83%	73%	37%	23%

## KS2 Pupil Premium (FSM)

Assessment	Ongar PP (13)	National PP 2022	Ongar GDS	National GDS 2022
RWM	62%	43%	0	3%
Reading	76%	63%	31%	18%
Writing	62%	56%	0	6%
Maths	76%	57%	31%	12%