

# Pupil premium strategy statement 2024-2025

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	207
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Tracy Good (HT)
Pupil premium lead	Tracy Good (HT)
Governor lead	Denise Meade

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£100,640</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England. Many 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 above average at 36% (school generated figures suggest 33%). However, this is not spread evenly across the school and in some year groups almost half of the children attract pupil premium.

It is also important to remember that financial difficulties and other barriers to learning affect some of our children beyond those families who qualify for pupil premium. Therefore, we are very aware that Pupil Premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

COVID19 continues to have an impact and pupils continue to require additional interventions to fill gaps in learning including socialisation and communication. We are also looking to continue to establish, recover and rebuild over the next year in some more specific areas including emotional based non-school attendance, 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 considered by society disadvantaged or are underserved by society. 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. Adaptations within class, small group and 1:1 interventions support this. (DA1/2/3)
2	Many pupils entering reception have had a lack of socialisation prior to nursery and parents are often anxious. Socialisation opportunities and learning have been missed. We will continue to release staff to attend SEN meetings, welfare meetings and to access outside agency. (DA2/3)
3	While data shows that pupils who are eligible for pupil premium at Ongar Place achieve better than the National Average there is still a gap, notably in writing and reading, between whole cohort and PPG. Pupils need to be supported to increase understanding and develop knowledge through building foundational skills, developing further automaticity and being given additional opportunities to read (DA2/3)
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. The majority of these pupils are from the PPG (DA4)
6	Attendance rates for some children from the PPG are low, 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
Reviewed curriculum is implemented and adaptations are identified and support given	<ul style="list-style-type: none"> <li>• Pupils engage well with the curriculum</li> <li>• Interventions are effective and efficient</li> <li>• Pupils make academic progress in specific areas</li> <li>• Pupils are ready to undertake the next stage of education</li> </ul>
Higher attainment in KS1 for pupils eligible for PPG in reading KS1 and writing KS2	<ul style="list-style-type: none"> <li>• Pupils eligible for PP make as much progress as 'other' pupils across the school</li> <li>• Statutory/Non Statutory assessment in Y1 (phonics) End of KS1 SATs and KS2 SATs do not show a</li> </ul>

	<p>marked difference between pupils in PPG and others (in line with national figures).</p> <ul style="list-style-type: none"> <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> <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 continues to be fairly and consistently implemented with adaptations and support where necessary</li> <li>Training is undertaken by staff regarding PDA and de-escalation</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, charities, 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) **2024-2025** 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>• 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>• 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>• We have trained and employed an additional ELSA who is available one day a week for sessions and at other ad hoc times for 'urgent' meetings with children.</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 through external supervision and by mental health first aider..</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>• Time was given to introduce the new behaviour policy and ensure that all staff are on board behaviour management has become more consistent throughout the school. It has been identified that there is a need to introduce an additional reward system.</li> <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. Suspensions due to specific behaviour issues are lower 23-24 but are still above national average. .</li> <li>• Pupils report that they feel safe in all areas in the school</li> </ul>
Increased attendance rates for pupils eligible for PP and lowered persistent absence.	<ul style="list-style-type: none"> <li>• IDSR reports decreased absence rates for 23-24 for whole cohort 5.4% as opposed to 7.1%- 22-23 and persistent absence 16.7 (23-24) compared to 19.2 (22-23). There are many individual success stories (see attendance monitoring) however, persistent absence</li> </ul>

	amongst the children who receive PP funding still needs to be addressed
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Figures up to 04/11/24

### Non Pupil Premium

<b>Number of pupils</b> 139	<b>Overall attendance %</b> 95.7%	<b>Overall absence %</b> 4.3%	<b>Unauthorised absence %</b> 0.9%
<b>Persistently absent</b> Number of persistently absent pupils <b>9</b> Percentage of persistently absent pupils <b>6.5%</b>		<b>Severely absent</b> Number of severely absent pupils <b>3</b> Percentage of severely absent pupils <b>2.2%</b>	

### Pupil Premium

<b>Number of pupils</b> 69	<b>Overall attendance %</b> 92.8%	<b>Overall absence %</b> 7.2%	<b>Unauthorised absence %</b> 0.7%
<b>Persistently absent</b> Number of persistently absent pupils <b>19</b> Percentage of persistently absent pupils <b>27.5%</b>		<b>Severely absent</b> Number of severely absent pupils <b>0</b> Percentage of severely absent pupils <b>0.0%</b>	

<p>Inclusion of pupils eligible for PP in all activities and opportunities</p>	<p>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) We have also supplied some pupils and families with additional food. The rise in pupils know 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>Parents are engaged with the school and work in tandem with staff to support pupils</p>	<p>Parents share information with the headteacher and other relevant members of staff and they are given time to meet parents and to develop those relationships. Support is available in terms of foodbanks, charities, parenting advice, holiday clubs and vouchers for holiday lunch supermarkets and signposting</p>



## EYFS

Assessment	Ongar 2024	National 2023	Ongar PP (8)	National PP 2022
GLD	83%	67%	63%	50%
Literacy Goals	83%	70%	62.5%	52%
Maths Goals	93%	77%	75%	62%
PSE Goals	97%	83%	88%	

## Phonics

Assessment	Ongar	National 2022	Ongar PP (14)	National PP
Phonics Y1	86%	79%	71%	63%
Phonics Y2 (5)	80%	44%	XX	XX

## KS1

Assessment	Ongar Exp	National Exp 2023	Ongar GDS	National GDS 2023
Reading	76%	63%	24%	19%
Writing	76%	60%	14%	8%
Maths	82%	70%	14%	16%

## KS1 Pupil Premium (FSM6)

Assessment	Ongar PP (9)	National PP 2022
Reading	56%	52%
Writing	66%	41%
Maths	78%	52%

2023-2024

## KS2 All

Assessment	Ongar Exp	National Exp 2023	Ongar GDS	National GDS 2023
RWM	70%	61%	7%	
Reading	90%	74%	23%	19%
Writing	80%	72%	7%	8%
Maths	73%	73%	37%	16%

## KS2 Pupil Premium (FSM6)

Assessment	Ongar PP (10)	National PP 2022
RWM	62%	43%
Reading	70%	63%
Writing	60%	56%
Maths	70%	57%