

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	206
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	22 <sup>nd</sup> September 2021
Date on which it will be reviewed	July 2022
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	£85,735
Recovery premium funding allocation this academic year	£8,899
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£94,634</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The disruption due to Covid 19 over the last two years has had a negative impact on many of our children. More of our children are entitled to pupil premium than ever before and evidence shows us that challenges to achievement are prevalent amongst these families. We are looking to establish, recover and rebuild over the next year in terms of wellbeing, curriculum and learning for all our children, including the more vulnerable.

From September 2020 families and classes isolated on contact with a case of Covid19 to prevent the spread of the virus, causing a huge amount of missed learning. On 4<sup>th</sup> January 2021 school was closed until March 2021 (apart from to vulnerable children and the children of critical workers) and on line learning took place. We returned to school with a revised curriculum and a heightened awareness of well-being. We were very aware that some of our children had not fared well during lockdown for a variety of reasons – our aim is to now overcome these.

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 has had a negative impact on pupils. Many of these pupils are in the PPG and support needs to be given for recovery learning to take place. (DA3)
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. Teachers need to be trained in the new foundation stage curriculum needs to be put in place effectively (DA1)
3	Pupils who are eligible for Pupil Premium are not attaining as well as other pupils, particularly in reading/maths. They need to be supported to

	increase understanding and build knowledge (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. (DA5)
5	The behaviour of some pupils deteriorated during lockdown. Expectations need to be reset to ensure pupils engage with learning and an socialise safely and inclusively.
6	Attendance rates for some children from the PPG are low, although overall the target 96% has been reached. This reduces their school hours and causes them to miss out academically and socially. fall behind. Persistent Absence (PA) is higher amongst PPG (18% of PPG are PA, 6% of others are PA). These parents and pupils need to be specifically targeted (DA5)
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 opportuniites. (DA3) (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
Recovery curriculum devised 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>• 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 PP.  Higher attainment in KS1 for pupils eligible for PP	<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 maths, reading and writing.</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.</li> <li>• Teacher assessments through pupil progress and class assessment do not show a marked difference between pupils in PPG group and others.</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> </ul>

	<ul style="list-style-type: none"> <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> </ul>
Behaviour and attitudes to learning are returned to pre covid levels	<ul style="list-style-type: none"> <li>• Less incidents where senior leaders are involved</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 friend</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 remains at 96% (equivalent to others)</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</li> <li>• All pupils have an adequate amount to eat within the school day.</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>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2021-2022** to address the challenges listed above.

### Teaching

Budgeted cost: £ 12,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in EYFS and baseline screening	Education Endowment Foundation evidence Key Principle 3	2
Recruitment of additional TAs for small group tuition	Education Endowment Foundation evidence +4	1 / 3
ELSA supervision and counselling for pupils as required	Best practice Education Endowment Foundation evidence +4	4
Mental Health and Trauma Training		4

CPD for teachers in PSHE/RSE and foundation subjects	Ofsted review	1 / 5
Recruitment and retention		1 / 2 / 3 / 4

## Targeted academic support

Budgeted cost: £42,105

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, Lego club, phonic catch up	Education Endowment Foundation evidence +4/+5	2 / 4

## Wider strategies

Budgeted cost: £40,230

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
Creating and resourcing specific areas in the school for emotional well-being (The Nest, Sensory Room, The Den and Garden Area)	Evidence from other schools Best practice in SEN/D schools	4
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		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: £95,085**

**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	<p>Teachers and leaders have spent time devising a recovery curriculum that has supported pupils throughout the year. (Curriculum Planning) This has also included the curriculum offered during lockdown through the platform of SeeSaw. (Governor Monitoring) Pupils have engaged well across the school (Governor Monitoring) and while they have not yet recovered the learning lost in 2019 – 2020 due to lockdowns in 2020-2021 they have maintained previous learning and some have made progress. (Assessment Data)</p> <p>A strength of our curriculum this year was the success with which pupils well-being and social needs. (Attendance data) (ELSA data)</p> <p>All pupils returned to school prepared for the next year through transition work and plans were adapted again.</p>
Higher rates of progress across KS2 for pupils eligible for PP. Higher attainment in KS1 for pupils eligible for PP	<p>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)</p>
Social and Emotional issues addressed	<p>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)</p>
PPG pupils have equal access to technology and virtual learning as others during closure	<p>The school had adequate technology devices to lend to pupils who required them during lockdown and then to support homework. Workshops and phone contact supported parents in supporting their children. (Governor Monitoring) (Computing Logs) (SeeSaw)</p>
Increased attendance rates for pupils eligible for PP and lowered persistent absence.	<p>The number of Persistent Absence for PPG was reduced from 30% to 18%</p> <p>Overall PP attendance improved from 94% to 96% in line with non PPG.</p>

<p>Inclusion of pupils eligible for PP in all activities</p>	<p>No pupils were excluded from any activity due to lack of parental funds.</p> <p>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 Figures, IO notes)</p> <p>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>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>
<p>Pupils who are LAC settle quickly and make progress</p>	<p>Report suppressed due to low numbers.</p>