



## Offenham CE First School – pupil premium statement 2022-2023



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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	5.6% (7 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 year 2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mrs Jayne Nicol
Pupil premium lead	Mrs Jayne Nicol
Governor / Trustee lead	Mr Rich Arthur

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium) funding carried forward from previous years	
<b>Total budget for this academic year</b>	£9695

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, achieve high attainment across all subject areas and fulfil their potential as precious children of God. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils in our care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

### Challenges – these are the challenges identified for disadvantaged and vulnerable children

#### 2022-203 – Numbers of disadvantaged children across the school

Year R – 2, Year one – 2/19, Year 2 – 1/20, Year 3 – 0/20, year 4 – 1/17, year 5 – 1/17

Challenge number	Detail of challenge
1	SEMH needs
2	Home circumstances - lack of parental support for academic progress
3	Early reading, writing and maths

### 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
Improved SEMH for all disadvantaged and vulnerable pupils	<ul style="list-style-type: none"> <li>• Children more able to manage emotions, improvement in self-esteem and willingness to talk</li> <li>• Evidence gathered by pastoral worker</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>

Improved reading, writing and maths attainment and progress for disadvantaged pupils at the end of the year in every year group. NTS tests and Teachers assessment to inform attainment and Epiphany scores to inform progress.	<ul style="list-style-type: none"> <li>For children to demonstrate expected or accelerated progress in reading, writing and maths</li> </ul>
Increased opportunities for parental engagement in school life.	<ul style="list-style-type: none"> <li>Parent support systems in place with timely Early Help being offered and opportunities to be involved in the life of the school.</li> </ul>
To ensure children access school trips, residential and after school clubs and have correct equipment	<ul style="list-style-type: none"> <li>Children are able to access out of school provision – such as school trips and residential and have appropriate uniform.</li> </ul>

## Targeted academic support

Budgeted cost: £4600 (phonic resourcing and subscription, AR subscription, one to one intervention and cost of diagnostic tests)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support across KS1 and into KS2. These sessions will be delivered by a trained TA	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Reading scheme with children reading appropriate books and having opportunities to develop reading and comprehension skills. Subscription to AR.	<a href="#">See EEF 7 top tips for reading.</a> <a href="#">EEF strategies for KS1 reading</a>	3

<p>Children to receive one to one intervention with a teacher/TA – maths and English.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>          And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>
<p>To identify, and respond to, pupils at risk of underachievement and to address gaps and misconceptions held by pupils.           Important focus on quality first teaching, to include individual/small group interventions which are targeted and time limited, to support disadvantaged pupils who are not at NARE.</p>	<p>Focus on number understanding in Early Years and Key Stage 1. <a href="#">EEF Improving mathematics</a> (EEF - <a href="#">Making the best use of Teaching Assistants</a> – Guidance Report)</p>	

## Wider strategies

Budgeted cost: **£5,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH support for those identified children across school. A pastoral worker who is a trained counsellor and play therapy and loss and bereavement counsellor to work with groups and individuals as well as offer a lunchtime club open to all KS2 children. We aim to encourage greater emotional stability and positive mental health and well-being.</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/supporting-parents</a></p>	<p>1 and 2</p>

<p>Fund to support families with the cost of trips, residentials and clubs as well as uniform need. Contingency fund for acute issues.</p>	<p>Experiences outside the classroom greatly benefit children and we want all to be able to access these opportunities.</p>	<p>1</p>
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## Review of the previous academic year - Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 performance data, phonics check results and our own internal assessments. (Below is teacher assessment attainment data for 2021-2022). This data needs to be looked at in the light of the numbers in each year group. 1 in Y1, 0 in Y2, 1 in Y3, 1 in Y4 and 2 in Y5.

As an overall group our children make at least good progress – with each child making our school's target of at least 3 steps progress within our Epiphany progress tracker.

Summer 2022 – Reading

Teacher assessment	All		PP	
	AT	GD	AT	GD
Year one	76%	5%	0	0
Year two	74%	11%	-	-
Year three	67%	13%	100%	
Year four	53%	35%	100%	0
Year five	53%	42%	100%	0

Summer 2022 – Writing

Teacher assessment	All		PP	
	AT	GD	AT	GD
Year one	67%	10%	0	0
Year two	53%	11%	-	-
Year three	80%	6%	100%	-
Year four	59%	12%	100%	0
Year five	58%	26%	100%	-

Summer 2022 – Maths

Teacher assessment	All		PP	
	AT	GD	AT	GD
Year one	80%	5%	0	0
Year two	63%	11%	-	-
Year three	67%	20%	0	100%
Year four	53%	24%	100%	0
Year five	79%	21%	100%	0