

# Pupil premium strategy statement Otterburn Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	16% (8)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023, 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Deborah Worrall
Pupil premium lead	Deborah Worrall
Governor / Trustee lead	Dave Cookson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,080
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,080

# Part A: Pupil premium strategy plan

## Statement of intent

- At Otterburn Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our priorities include:

- Ensuring all children receive quality first teaching in all lessons.
- Closing the attainment gap between disadvantaged children and their peers.
- Providing targeted academic support for children who are not making the expected progress.
- Ensuring financial barriers do not prevent disadvantaged children experiencing enhancement opportunities.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Lack of emotional resilience and self confidence in respect of learning behaviours among some children
3	Low attainment and slower progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge.

## 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
<p>All children receive a high level of quality first teaching and make good progress.</p> <p>Those children who have ‘fallen behind’ make accelerated progress and ‘catch up’ or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention that is regularly monitored.</p>	<p>Teaching and support staff have accessed a high quality, broad range of continued professional development.</p> <p>End of summer 2022 and 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>10 – 20% of disadvantaged children will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have a positive impact on the disadvantaged children’s learning and support in accelerating progress.</p>
<p>To achieve and sustain improved emotional wellbeing for all children in our school, particularly disadvantaged so they have confidence to achieve in learning.</p>	<p>A broad curriculum offering a range of additional learning experiences both within the school grounds and beyond. The curriculum will provide pupils with exciting, varied learning opportunities to develop self esteem and self belief. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. This will include residential opportunities.</p> <p>SENDCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</p>
<p>Improved attainment in reading, writing and maths among disadvantaged children.</p>	<p>Good – or better progress for all disadvantaged children.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power of Reading (CLPE)	<p>Increased progress for all pupils.</p> <p>Purchase resources and fund ongoing teacher training directly through CLPE for subject leader, teachers and teaching assistants.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1</p> <p>3</p>
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	<p>Quality of teaching is at least good in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up.</p> <p>see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-fundingsuccessfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the fundingsuccessfully</a>.</p>	<p>1</p> <p>2</p> <p>3</p>

<p><i>Further resourcing of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. RWI resources to support.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Communicating with parents so they are able to support with phonics learning at home through timely updates e.g. emails, parent meetings, phone calls.</p>	<p>1 3</p>
<p>Subject leaders create and carry out action plans which have a positive impact on their subjects so that all children, particularly disadvantaged children, have access to a high quality curriculum in all subjects.</p>	<p>Middle leader training Work with Consultants</p>	<p>1 2 3</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1 3</p>

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated. Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school. (Recovery Premium) Teachers to provide one-to-one after school tuition to targeted pupils after end of Autumn assessments. (School Led Tutoring)</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up</p> <p>see <a href="http://www.Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully">www.Gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding-successfully</a></p>	<p>1</p> <p>2</p> <p>3</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a range of in school support programmes to address</p>	<p>A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.</p>	<p>2</p>

<p>emotional resilience health and wellbeing concerns as they arise. E.G. Lego Therapy, Forest School, leadership roles</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	
<p>Contingency fund for acute issues.</p>	<p>Contingency fund for acute issues.</p>	

**Total budgeted cost: £ 14,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments suggest that the performance of disadvantaged pupils was lower when compared to that of non-disadvantaged pupils. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised and we will need to continue addressing these areas into 2022/2023.

During this new cycle the school will make better use of 1:1 tuition clearly identifying and evaluating the effectiveness of this strategy.

We will need to ensure that all staff are fully trained in the Power of Reading and attendance at Maths HUB sessions. This is now achievable due to increased funding in 2022 – 2023.

The school has worked hard to ensure that all children have access to a range of enrichment activities including the first residential visit with KS2 pupils in 2021- 2022.

In addition, all children had access to swimming, school sports clubs, music specialist tutoring subsidised for PP children to enable barriers to opportunities to be removed. This will need to continue to build on the good

Positive Impacts: Raised self-esteem and positive impact on pupil mental health.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*