

Otterburn Primary School and Nursery

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	53 (47 Reception- Year 6) (6 Nursery) Data current at December 2024
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alison Woodcock
Pupil premium lead	Alison Woodcock
Governor / Trustee lead	Deborah Worrall (Chair of Governors) Rev. Dr. Claire Maxim (Pupil Premium Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,840
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£11,840
<p>The Recovery Premium funding for the 2024/2025 academic year has not been withdrawn. However, there has been a shift in how it is allocated. For the 2024/2025 academic year, the funding is integrated into the National Funding Formula (NFF) and will no longer be provided as a separate allocation. Schools will still receive additional funding, but it will be included as part of the overall school budget rather than as a distinct recovery premium.</p>	

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	Many of our pupil premium children face challenges with emotional resilience and may find it difficult to manage their emotions. Issues related to attendance and the family's wellbeing can also affect parental involvement.
2	Low attainment and slower progress rates made by some pupil premium/disadvantaged children. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge.
3	Data analysis shows that Pupil Premium children often experience lower attainment in spelling, punctuation, and grammar, which subsequently affects the quality of their independent writing.

4	Data has shown that Pupil Premium children often face challenges in Mathematics and may struggle to retain essential math facts, such as number bonds and times tables, leading to gaps in their understanding and attainment.
5	Pupil Premium learners often demonstrate lower reading attainment, as reflected in assessment data, and may face challenges with reading fluency and comprehension.

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 year 2024/2025 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. 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 those who are disadvantaged so they have confidence to achieve in learning.</p>	<p>ELSA support sessions will be provided to disadvantaged learners when needed. The school will continue to implement a relational approach to behaviour and dysregulation. Zones of Regulation will be integrated into daily practice and become a core part of the school’s ethos. Staff will participate in professional development opportunities to strengthen their skills in this area.</p> <p>Children who demonstrate more complex needs and may benefit from referrals to external agencies, such as CYPS or Primary Mental Health, these will be discussed promptly with families, and referrals will be made accordingly.</p>

<p>Improved attainment in reading, writing and maths among disadvantaged children.</p>	<p>Good – or better progress for all disadvantaged children.</p> <p>Attainment will be monitored throughout the year, with interventions regularly reviewed. Ongoing communication with families will be prioritized, and pupil reports will be sent home each term, providing parents with updates on academic progress and attendance.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 3340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	<p>Data analysis identifies gaps in pupil attainment, prompting teachers to engage in CPD to enhance their practice in these areas, ultimately working towards improving attainment outcomes. Quality of teaching is at least good in all classes every day. Provision of interventions and targeted teaching for children identified as needing to catch-up. Please see the following report highlighting importance of this: The Pupil Premium - How schools are spending the funding.pdf</p> <p>Online subscriptions support Pupil Premium learners by providing access to learning sites that they can use independently, especially when households are busy – e.g. For example, subscriptions to Doodle, Reading Eggs: Homework EEF</p> <p>Online subscriptions to platforms such as White Rose enhance high-quality teaching in multi-composite classes, ensuring that learning is aligned with the curriculum and that students receive appropriate support.</p>	<p>2 3 4 5</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>Subject leader action plans are reviewed with the Local Authority School Improvement Partner and shared with Governors to ensure that Pupil Premium children are prioritised in the pursuit of outstanding teaching and learning.</p>	<p>2 3 4 5</p>

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using catch up funding and Pupil premium funding. Interventions to be monitored and evaluated.	<p>An assessment calendar is established, and data is regularly reviewed. Pupil attainment data is shared with parents each term, and this information serves as the foundation for planning targeted interventions.</p> <p>See following report highlighting the effectiveness of highly-competent teaching assistants on Pupil Premium children The Pupil Premium - How schools are spending the funding.pdf</p> <p>Number stacks intervention – Reviews: Reviews Number Stacks</p>	1 2 3 4 5
Intervention with a teaching assistant who has completed ELSA training will be provided to support students' emotional and social development.	<p>ELSA: See evaluation and impact reports available at: Research – ELSA Network</p> <p>Zones of Regulation: Evidence and research reports available at: The Zones of Regulation: Research and Evidence Unpacked - The Zones of Regulation</p>	1

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

Budgeted cost: £ 500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and after-school club are available to Pupil Premium families at a reduced cost to offer additional support to the household.	Families are supported with the cost of accessing childcare provision, which is beneficial to parents and supports pupil/parent wellbeing.	1

<p>A range of school trips are offered throughout the year, with Pupil Premium funding used to lower the cost for eligible families, including for residential trips.</p>	<p>These trips provide numerous benefits for Pupil Premium children. For example, school trips offer 'real-life' learning opportunities, foster independence, and provide experiences of activities that Pupil Premium children may not otherwise have access to.</p>	<p>1</p>
<p>Music Specialist</p>	<p>Children have the opportunity to work with a specialist music teacher, gaining access to activities like ukulele and guitar lessons that they might not typically experience. This helps to boost their confidence and wellbeing.</p>	<p>1</p>

Total budgeted cost: £11,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

66% of Pupil Premium achieved the expected standard in their Year 6 SATs Reading assessment. However, they fell just short of the required mark in Spelling, Punctuation, and Grammar, and therefore did not meet the expected standard. Additionally, the Pupil Premium children did not achieve the required standard in Mathematics or Writing. In Science, 33% of Pupil Premium children reached the expected standard.

The Pupil Premium child in Year 4 scored 76% on the Multiplication Test and the Pupil Premium child in Year 2 did not pass the Phonics Screening Test resit.

The previous Pupil Premium strategy has been reviewed. In January 2023, the school experienced a change of Head Teacher and later that year a reduction from four classes to three. These changes led to changes in subject leadership, as well as in curriculum planning and delivery. It has taken time to embed these changes. It is hoped that the school is now in a more sustainable financial position, with a more focused approach to data scrutiny and intervention planning for Pupil Premium children. We hope to see this reflected in attainment data.

Positive impacts resulting from the Pupil Premium funding include children participating in a variety of school trips throughout the academic year, with Key Stage 2 children attending a residential trip. The children also had access to music lessons, which they would not normally have been able to experience. Additionally, one of the teaching assistants completed ELSA (Emotional Literacy Support Assistant) training, which will be further embedded during the 2024-2025 academic year and is expected to positively impact pupil wellbeing.

At the end of the 2023/2024 academic year, attendance for children eligible for Pupil Premium was on average 88.30%, this is below the national average and school hope to see an improvement in this during the 2024/2025 academic year with the implementation of a revised attendance policy.

Externally provided programmes

Programme	Provider
ELSA: ELSA Network – Emotional Literacy Support Assistants	Northumberland County Council, Cost: £650.00
The training provides teaching assistants and other school staff with the skills to support children with emotional and social difficulties, using a range of therapeutic approaches. The programme is widely recognized and used in schools but is not directly funded or mandated by the DfE.	