



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	OTTERBURN PRIMARY SCHOOL
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2024
Statement authorised by	TINA HENDERSON
Pupil premium lead	TINA HENDERSON
Governor / Trustee lead	RUTH WHITESIDE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,690
Recovery premium funding allocation this academic year	£1,305
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, and lack of confidence. The challenges are varied and there is no “one size fits all”.

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	Due to Covid-19 the home learning experiences of all children is variable and learning has been impacted on by school closures.
2	Children’s mental health and wellbeing has been negatively impacted upon due to school closures and the Covid-19 pandemic.
3	Blended learning has limited the learning experiences for children resulting in gaps in learning.

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
All children receive a high level of quality first teaching from skills teachers.	Teaching and support staff have accessed a high quality, broad range of continued professional development.
To achieve and sustain improved mental health wellbeing for all children in our school, particularly disadvantaged.	A broad curriculum offering a range of additional learning experiences both within the school grounds and beyond.
Improved attainment in reading, writing and maths among disadvantaged children.	Good – or better progress for all disadvantaged children.

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: £ 2000

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>1</p> <p>2</p> <p>3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
<p><i>Additional purchase of a DfE validated Systematic Synthetic Phonics programme 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>Phonics Toolkit Strand Education Endowment Foundation EEF</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>1 2 3</p>

into routine educational practices and supported by professional development and training for staff.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant interventions to support: Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1 2 3

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

Budgeted cost: £ 1105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a range of in school support programmes to address mental health and wellbeing concerns as	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	1 2 3

they arise. E.G. Lego Therapy	to a common overall outcome, or work together on a shared task. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 3994

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.

Small classes are in place throughout school.

Highly skilled teachers and support staff deliver specific teaching to close gaps and extend learning for more able.

Personalised home learning intervention during school closures.

Resources delivered to disadvantaged families during school closure to support home learning (printers, inks, paper). Loan of IT equipment to support families.

High quality small group phonics in place across EYFS and in KS1.

Chrome books provided with supporting apps to enhance provision across the curriculum.

Partnership moderation and sharing of excellent marking/feedback practice.

Intervention and close working with a wide range of outside professionals – e.g. School Health, Primary Mental Health, Early Help Team, CYPS, NCC SEND, SALT, NHS paediatricians, Social Care.

Well informed support plans and in school strategies have led to Pupil premium children achieving both personal and academic targets.

Access to swimming, school sports clubs, music specialist tutoring subsidised for PP children to enable barriers to enhancement opportunities to be removed.

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

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.