

# 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	Ottery St Mary Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mark Gilronan, Headteacher
Pupil premium lead	Dan Western, Assistant Headteacher
Governor / Trustee lead	Stephen Owen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89,956
Recovery premium funding allocation this academic year	£ 2247.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 11,064
<b>Total budget for this academic year</b>	£ 103,267.50
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# **Part A: Pupil premium strategy plan**

## **Statement of intent**

*The pupil premium allocation is currently calculated on the number of pupils on roll in receipt of Free School Meals (or any child that has attended that has ever been in receipt of FSM in the past six years), Looked After Pupils and Service Pupils on the date of the school census.*

*Our intention is that all pupils are given the same opportunity to learn, develop and progress in all areas of the school curriculum. The pupil premium funding enables the school to target children who may otherwise be disadvantaged by factors outside of their control and to support them in reaching their full potential. In order to ensure that the additional monies have the maximum impact on these targeted pupils, thorough analysis is carried out measuring pupil progress and achievement and tracking this against school and national data for non disadvantaged groups.*

*Quality first teaching is at the very heart of our approach and this is targeted at the areas where our pupil premium children require the most support. We monitor disadvantaged pupils rigorously both by using data (internal and external) and by focussing upon them during school based monitoring and pupil voice conferencing. This coherent approach ensures that all adults and the children themselves have a greater understanding of how best the additional support can be tailored so that these identified pupils reach their full potential.*

*The Pupil Premium funding is not necessarily spent on one particular item or child, but is used as part of the our budget to develop, improve and support a number of clearly identified areas within the school. This strategy document will outline how the school plans to use this additional money by outlining our key priorities.*

## Challenges

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

Challenge number	Detail of challenge
1	To improve progress and attainment in English and Maths.
2	To identify barriers to progress and provide key intervention where needed to support progress and wellbeing.
3	To improve communication links between vulnerable disadvantaged families and the school
4	To better support disadvantaged pupils who have SEN
5	To support and prioritise mental wellbeing of disadvantaged children.

## 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
That PP children are showing clear progress and are achieving their full potential in the core subject areas	Data collected by the school indicates that children are making good progress. This data is measured against non PP children
That PP children are well supported by planned intervention work. The identified children make good progress.	Intervention record keeping clearly demonstrates progress individual children have made when having participated in a planned intervention.
That communication and support offered by the school has improved with disadvantaged families.	Systems used by the school clearly identify key families and record how the school has supported them.
That disadvantaged pupils with SEN are clearly tracked and supported in school.	Provision Map is consistently being used across the school to track progress and attainment of PP SEN children. SENDCo and SLT monitor the progress against School based plans.
Disadvantaged pupils are happy and settled in school.	Conferencing supports that PP children feel well supported and are happy in school.

## 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: £ 33,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENDCo additional time.</i>	SENDCo implementing and monitoring Provision Map across the school. Teachers tracking children who are PP and SEN ensures better progress and attainment. <a href="#">Education Endowment Foundation Provision Map</a>	1,2,4
<i>Middle Leaders TLR additional responsibilities, phase leadership and whole school improvement projects.</i>	MLT are fully involved in monitoring teaching and learning across their phases. MLT assesses progress in classes and tracks progress of PP children. MLT is able to support adults within their phase, offering guidance and support where needed. MLT delivering and monitoring whole school improvement initiatives. <a href="#">Education Endowment Foundation</a>	1,2,4

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

Budgeted cost: £ 26,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA (4) use within the school</i>	Targeted support across the school enables the school to deliver high quality interventions both by HLTA and by HLTA providing release time for identified teachers to work with disadvantaged pupils. <a href="#">Education Endowment Foundation</a>	1,2,5

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Manager working with identified disadvantaged children and families</i>	Vulnerable children and families meeting notes. Other meeting notes. CPOMS records details work with identified children and families. Attendance for identified pupils has improved. Evidence of communication with other supportive agencies. <a href="#">Education Endowment Foundation</a>	3,5
<i>Peripatetic teachers provide music tuition for identified disadvantaged pupils.</i>	Musical achievement supports the child's wellbeing in school.	3,5
<i>Financial aid supporting disadvantaged families for some school based costs.</i>	Support to access curriculum enrichment activities and trips to enhance mental health and wellbeing	5
<i>Consistent approach implemented across the school in supporting disadvantaged children attend school.</i>	Document produced and CPD delivered that provides clarity for all staff in supporting school refusers or those in danger of becoming one. <a href="#">ABSA</a>	5

**Total budgeted cost: £ 83,422**

## **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.

Review of 2020-2021 outcomes.

This details progress toward 3 year (2020-2023) projected outcomes.

- 1) Improve attainment and progress on core curriculum subjects:  
This priority was significantly affected by the Covid pandemic. Assessment data was not available in either external or internal capacity. Progress and attainment were likely negatively affected by the lockdown, periods of online learning, and the uncertainty at the time.
- 2) Targeted support and monitoring including training to upskill Teaching assistants:  
Four HLTA staff in post and further TA's are focussed on specific interventions. Training for these specific interventions and roles have been provided. On track for aim with further monitoring of impact needed.
- 3) Pastoral support:  
New pastoral support coordinator appointed. Clear evidence of positive impact with identified children and families. Systems and records detail high quality supportive work being delivered to disadvantaged families.
- 4) Focussed SEND identification and support:  
Provision Map being used across the school to track progress and set targets for disadvantaged children with additional needs. SENDCo continues to support teachers and adults in the school with this system.
- 5) Development of self-awareness and resilience in the children:  
PSHE prioritised in every class's daily timetable. Reflect-Ed and Emotional Logic implemented and being used across the school.

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Little Wandle	Wandle and Little Sutton Learning Hubs
Speech Link	Speech Link Multimedia Ltd
IDL (International Dyslexia Learning)	IDL Solutions Ltd