

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	430
Proportion (%) of pupil premium eligible pupils	13%
Financial year that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement is authorised by Mark Gilronan, Headteacher	

Pupil premium lead: Dan Western, Assistant Headteacher

Governor: Amie Langley

Funding overview

Detail Amount	
Pupil premium funding allocation this academic year	£ 111,540
Recovery premium funding allocation this academic year	£ 7,395
Pupil premium funding carried forward from previous years	£ 21,616
Total budget for this academic year	£ 140,551

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 address the needs of all our learners in writing through the development of whole school writing approaches (including SPaG, cross curricular writing and development of writing units)
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 ensure pupils with identified needs are supported with SMART targets and their progress tracked
5	To support and prioritize the 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
	<ul style="list-style-type: none"> Data collected by the school indicates that children are making good progress. This data is measured against non PP children. That PP children are showing clear progress and are achieving their full potential in the core subject areas. 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.
	<ul style="list-style-type: none"> PP children are well supported by planned intervention work. The identified children make good progress. Intervention Tracking clearly demonstrates progress individual children have made when having participated in a planned intervention.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Disadvantaged pupils are happy and settled in school. Conferencing supports that PP children feel well supported and are happy in school.

Activity in this financial year

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

Teaching

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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. Education Endowment Foundation	1,2,4

Targeted academic support

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA, TA and Pastoral team (4) use within the school</i>	Targeted support across the school enables the school to deliver high quality interventions both by staff providing release time for identified teachers to work with disadvantaged pupils and by working directly with identified groups. Education Endowment Foundation	1,2,3,4,5

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Wider strategies

Budgeted cost: £ 38,233.45

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. Education Endowment Foundation	3,5
<i>Peripatetic teachers provide music tuition for identified disadvantaged pupils.</i>	Musical achievement supports the child' 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. Bus club in operation before school. ABSA	5

Total budgeted cost: £ 123,233.45

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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 2022 to 2023 academic year.

Review of outcomes.

1) Improve attainment and progress on core curriculum subjects:

Internal data suggests that pupil premium children did in the main make progress from their starting points in the year. More PP children were achieving ARE at the end of the year than at the start. This is true in the majority of year groups. In Year 1, Year 2 (writing) Year 4 (Reading, Maths), Year 5 (Maths), Year 6 (Writing) the PP children made better progress than the non PP children. This group do however continue to underperform when directly compared to non PP children in terms of ARE.

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. The impact of the HLTA work will continue to be assessed and key pupils tracked via individual targets and Provision Map.

3) Pastoral support:

Clear evidence of positive impact with identified children and families continues to be developed. Systems and records detail high quality supportive work being delivered to disadvantaged families by pastoral managers and support pastoral workers. Building work is completed and has created further pastoral intervention spaces in the school which has supported the school in developing in this area.

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. SENDCo assistant supporting processes

across the school to support SENDCo.

5) **Development of self-awareness and resilience in the children:**

PSHE teaching is established in every class's daily timetable. Reflect-Ed and Emotional Logic implemented and being used across the school. Early morning club, and bus club continues to support children to attend school who find coming into school difficult.

Externally provided programmes

Programme Provider
Little Wandle Wandle
Speech Link Speech Link Multimedia Ltd
IDL (International Dyslexia Learning) IDL Solutions Ltd (ceasing)
Reading Eggs (ceasing)
Jane Considine writing- The Write Stuff
Renaissance: Accelerated Reader
ED Shed