

Pupil premium strategy statement – Ugborough Primary School

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	Ugborough Primary School
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 (**see below)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Dixon
Pupil premium lead	Lucy French
Governor / Trustee lead	Andrea Robertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,795
Recovery premium funding allocation this academic year	£ 17,400
Pupil premium funding carried forward from previous years	£ 4,648
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 37,843
<p>** We are currently in the process of converting to academy status as part of the Westcountry Schools Trust. It is not practicable, therefore, to develop a longer term strategy at this current stage.</p>	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges and support the needs of both financially disadvantaged pupils and those who are otherwise vulnerable, such as children who act as young carers or who have a social worker. Also embedded within this are our plans for Education Recovery following the Covid pandemic. This will involve targeted support for pupils whose education has been worst affected, which again includes children who may otherwise be non-disadvantaged.

For the purposes of this Strategy Plan, we will refer to all pupils within these categories as 'disadvantaged'.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach responds to common challenges and individual needs, and is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage and other challenges. The approaches we have adopted complement each other to help pupils excel.

To ensure this plan is effective, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.

Challenges

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

	Detail of challenge	
1	Low levels of oracy and limited vocabulary.	Formal assessments, observations, and discussions with pupils indicate underdeveloped skills and some significant gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among these pupils than their peers.
2	Low attainment in reading and in basic writing skills.	
3	Low attainment in basic maths skills and problem-solving.	
4	Poor parental engagement.	Noted by all class teachers for many disadvantaged pupils.
5	High levels of absence.	Gap in attendance to improve between FSM and Non FSM.

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 – <i>Our disadvantaged and vulnerable children will:</i>		Success criteria
1	Develop good levels of oracy and vocabulary, in line with their peers.	<p>Assessments and observations indicate significantly improved oral language skills. This is evident when triangulated with other evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>The gap between disadvantaged and non-disadvantaged children will therefore be narrowing.</p>
2	Achieve at expected age-related level in reading.	
3	Achieve at expected age-related level in writing.	
4	Achieve at expected age-related level in maths.	
5	Attend school regularly, and close in line with their non-disadvantaged peers.	<p>The gap in attendance between children on Pupil Premium and their peers will have narrowed significantly.</p> <p>The rate for those who were persistently absent in 2020-21 will also have significantly improved with the gap narrowing significantly.</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)

Activity	Evidence that supports this approach (Taken from the EEF Teaching & Learning Toolkit)	Challenge number(s) addressed
Employ one additional teacher to keep class sizes at a low average of 22.	<p>Effective feedback to children is a well-proven and highly effective strategy for raising standards. Having smaller classes enables teachers to dedicate more time to individual children in order to provide this, with higher quality interactions and greater impact as a result.</p> <p>Smaller classes also enable teachers to spend more time supporting children’s social and emotional needs, and engaging effectively with parents and carers.</p>	1, 2, 3, 4, 5
Release time for maths and English subject leaders to develop their subjects, including training, establishing policies and teaching schemes, support for colleagues, and monitoring of provision.	<p>English – evidence that a focus on oral language interventions; phonics & early reading; reading comprehension strategies; mastery learning; and provision of effective feedback are all highly significant in supporting disadvantaged children</p> <p>Maths – focus as above on mastery learning and provision of effective feedback.</p>	1, 2, 3, 4
<p>Curriculum: On-going investment of time and resources into developing an outstanding curriculum which clarifies the intent, implementation and impact of <u>all</u> subjects, and which meets the needs of all pupils regardless of any disadvantage they may face. This will include training and release time for Subject Leads to develop and disseminate their plans.</p>	<p>The EEF Teaching & Learning Toolkit specifies several evidence-based areas of high impact which will underpin our work on both the Curriculum and Teaching and Learning:</p> <ul style="list-style-type: none"> - Support for reading, including phonics, early reading, fluency and comprehension. - Developing Metacognition and self-regulation approaches, teaching pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluation. - Developing Mastery Learning, whereby the time needed for pupils to become proficient or competent is varied according to progress, with support targeted effectively when and where needed. 	All
<p>Teaching and Learning: On-going investment of time and resources into ensuring that all children benefit from Quality First Teaching which is at least good, with most that is outstanding. We are using Rosenshine’s ‘Principles of Learning’ to develop highly effective strategies which are having a similar impact across all year groups.</p>	<ul style="list-style-type: none"> - Ensuring that teachers give timely and effective feedback to pupils at the point of need, enabling rapid progress in understanding and learning. - Arts participation – developing our provision in all arts subjects including art, DT & music. 	All

Budgeted cost: £ 30,000

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

Activity	Evidence that supports this approach (Taken from the EEF Teaching & Learning Toolkit)	Challenge number(s) addressed
Introduce Read Write Inc to ensure rigorous, systematic teaching of phonics across KS1 and KS2 where needed	Reading is central to all learning, and low attainment in reading has a negative impact on all areas of the curriculum. There is extensive evidence that phonics has a positive impact on early reading, particularly for children from disadvantaged backgrounds.	2 – directly 1,3,4 - indirectly
Babcock Reading Fluency Intervention Programme aimed at Y2/3 which will be delivered to identified children.	Focused teacher led intervention based on proven models to improve children’s fluency levels and reading ages.	1, 2 – directly 3,4 - indirectly
Provide targeted support for children in KS2 who need support with understanding and comprehension. To be delivered by teachers and TAs, who will receive appropriate training.		
Tutoring to be provided at lunchtimes and after school hours in the SPRING & SUMMER terms, according to need as identified by teachers but focused on reading, writing and maths. This will be delivered by teaching staff.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	All

Budgeted cost: £ 4740

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Licensed Thrive Practitioner.	We are very aware of children’s emotional needs within our school, even more so within these uncertain times. We have one licensed Thrive practitioner, who work with specific children who have identified emotional needs.	All aspects
The Headteacher acts as Pupil Premium Lead with responsibility for:	The HT is active in supporting teachers and TAs in providing high quality teaching and learning, including effective feedback and support for social and emotional needs as	1, 2, 3, 4, 5

<ul style="list-style-type: none"> - Monitoring and support of teaching and learning - Carrying out half termly pupil progress meetings - Monitoring and improving attendance - Engaging with parents and families 	<p>above; developing mastery and supporting interventions in oracy, reading, writing and maths; supporting behaviour intervention; and engaging with hard to reach parents.</p> <p>The PP Lead also has responsibility for monitoring and improving attendance. Attendance is monitored on a monthly basis with the admin staff. This is a proactive approach which engages parents early and looks at reasons for poor attendance - eg supporting mental health of parents through Early Help.</p>	
<p>The Headteacher conducts termly monitoring in every class in the school. This involves in-depth monitoring and analysis of teaching and learning within that classroom and subsequent collaborative discussion with the teacher to discuss and analyse the findings.</p> <p>These meetings prioritise disadvantaged children, as identified in provision maps, and focus on ensuring that they are making outstanding progress.</p>	<p>Previous experience has shown us that this approach maintains close engagement with teachers and is highly effective in ensuring and assuring high quality teaching and learning for all.</p>	All
<p>All disadvantaged pupils are given the opportunity to take part in whole class or school extra-curricular activities, including residential trips, with financial support given where necessary.</p>	<p>Many disadvantaged children miss out on wider enriching experiences beyond their own homes and local environments. Ensuring that disadvantaged children experience a wide variety of experiences enriches their cultural capital and improves their self-esteem.</p>	All
<p>We ensure the involvement of all parents at events such as parents' evening and open days, by issuing personal invitations and making appointments when required.</p>	<p>Parental engagement in children's education has a positive impact on progress and attainment, encouraging parents to support learning at home and providing children with consistent messages between home and school.</p>	

Budgeted cost: £ 3103

Total budgeted cost: £ 37,843

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully reached.

Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which disrupted all subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was also higher (as discussed above). This is why attendance has continued to be a focus of our current plan.

Our assessments and observations indicated that pupil wellbeing and mental health were also significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for some disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Jigsaw PSHE	Jigsaw