

Pupil premium strategy statement for Ugborough Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022-23 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
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	February 2023
Statement authorised by	Lucy French
Pupil premium lead	Lucy French
Governor / Trustee lead	Nathan Kemp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12722.00
Recovery premium funding allocation this academic year	£1000.00
Pupil premium funding carried forward from previous years	£0
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	£13722.00 – funding running from Jan 2022 due to academisation.

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	Not meeting ARE in reading KS1 and KS2	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	Not meeting ARE in writing KS1 and KS2	
3	Not meeting ARE in maths KS1 and KS2	
4	Vocabulary and oracy skills.	Quality first teaching of fluency and vocabulary in all class, in all subjects.
5	Higher than average level of absence.	In 2021-22, the rate of attendance for FSM children was 91.6% compared to 93.5% for non-FSM 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 – <i>Our disadvantaged and vulnerable children will:</i>		Success criteria
1	Engagement in all subjects- develop reading and writing through all subjects areas.	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. The gap between disadvantaged and non-disadvantaged children will therefore be narrowing.
2	Achieve at expected age-related level in reading in KS1 and KS2 unless there is a cognitive difficulty.	
3	Achieve at age-related level in writing, unless there is a cognitive difficulty.	
4	Achieve at expected age-related level in maths, unless there is a cognitive difficulty.	
5	Develop fluency, vocabulary and oracy skills.	Children will be able to talk in full sentence using a wider range of vocabulary.
6	Have good school attendance.	The gap in attendance between children on Pupil Premium and their peers will have narrowed significantly. The rate for those who were persistently absent in 2021-22 will also have significantly improved with the gap narrowing significantly.
7	Parental engagement and involvement in extra curricular activities.	In discussion with adults, children will talk knowledgeably and enthusiastically about their learning and relate success at school to continued success in their future lives.

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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9882.00

Activity	Evidence – taken from:	Challenge number(s) addressed
<p>Premium Lead (HT) pupil progress meetings linked to Pupil Premium children outcomes and progress.</p> <ul style="list-style-type: none"> - Carry out termly in-depth monitoring in each class. - Carry out termly half-day meetings with each teacher, linked to the above, focusing on children in receipt of PP and the provision of high quality teaching and learning. - Carry out termly ‘pupil voice’ sessions whereby children are given the opportunity to relate and discuss their learning experience. - The above is a cyclical process whereby areas for development are reviewed at the subsequent termly meeting. - Provide follow-up monitoring and support and mentoring for teachers and support staff as required. - Provide ongoing support and mentoring for individual children at particular risk of falling behind. - Small classes and support staff to enable interventions. - 	<p>Evidence – taken from:</p> <ul style="list-style-type: none"> - The Education Endowment Fund’s ‘Teaching & Learning Toolkit’ - Rosenshine’s ‘Principles of Effective Learning’ - Our own experience of successful strategy <p>This approach maintains close, collaborative engagement with teachers whereby they fully participate and invest in developments to their practice.</p> <p>This is highly effective in ensuring and assuring high quality teaching and learning for all. Evidence indicates that high quality first teaching impacts disproportionately on disadvantaged children.</p> <p>These activities also ensure that all disadvantaged children are known and being monitored at SLT level and that none are allowed to ‘slip through the net’.</p>	<p>All</p>
<p>Regular release time for Maths and English subject leaders to develop their subjects, including attendance at training; establishment of policies and teaching schemes; support for colleagues; and monitoring of provision.</p>	<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>	<p>All</p>

<p>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 continue to include training and release time for Subject Leads to monitor their subject delivery and 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. - 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. 	<p>All</p>

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

Budgeted cost: £2579.00

Activity	Evidence that supports this approach (Taken from the EEF Teaching & Learning Toolkit)	Challenge number(s) addressed
<p>Continued development and investment in Read Write Inc to ensure rigorous, systematic teaching of phonics across KS1 and KS2 where needed.</p> <p>This includes significant funding for the resources required; for release time for the RWI Lead to attend additional training and development days; and for the staffing required for effective delivery.</p> <p>Provision of support staff to provide or enable intervention and additional support at the point of need in any subject for all disadvantaged pupils who require this, either in the form of pre-teaching, support within the mainstream lesson, or subsequent intervention or conferencing.</p>	<p>Reading is central to all learning, and low attainment in reading has a negative impact on all areas of the curriculum.</p> <p>See above re evidence from the EEF</p> <p>EEf – Teaching Assistants can have a very positive impact on pupil outcomes, particularly when they are trained to deliver this to individuals or small groups, supplementing high quality first teaching.</p> <p>Skills, particularly for child</p>	<p>2 – directly 1,3,4 - indirectly</p>

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

Budgeted cost £691

Activity	Evidence that supports this approach EEF Rosenshine reviewing and recall embedding, flashbacks and revisiting.	Challenge number(s) addressed
<p>Smaller/ individual classes in 6 classes</p>	<p>Specific and direct teaching of children, higher level of teacher input.</p>	<p>All</p>
<p>Funding of an Attendance Officer and services of an external EWO to:</p> <ul style="list-style-type: none"> - Monitor attendance on a monthly basis - Engage with parents and provide support to improve attendance where needed, taking account of any underlying reasons for poor 	<p>Higher absence rates equate to lower academic achievement; if children are not at school they will not learn and they will fall behind. There is a strong correlation between disadvantaged children and low attendance, and addressing this is critical to our approach.</p>	<p>All</p>

attendance. Liaise with SLT on outcomes.		
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.	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.	All
We ensure the involvement of all parents at events such as parents' evening and open days- individual telephone calls as required.	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.	

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.

Data trends are hard to compare with numbers being low but our PP children show good progress on an individual level with many improving their scores throughout the year. It will remain this coming year that our PP children are supported by their class teachers and closely monitored to ensure they achieve the very best. This will also be a focus for discussion during pupil progress meetings with the headteacher and class teachers throughout the year.

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
Read Write Inc Phonics Programme	Read Write inc
JigsawPSHE	Jigsaw
Reading Pro	Scholastic Learning Zone
Nessy Fingers	Nessy