

# Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium 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	Owslebury Primary
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	17.56% (13 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>3 Years-</b> 2022/2023-2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jon Flynn Headteacher
Pupil premium lead	Lucy Chaplen Assistant Headteacher & Inclusion Lead
Governor / Trustee lead	Allison Jordan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 37000

# Part A: Pupil premium strategy plan

## Statement of intent

At Owslebury Primary School, we have high expectations for all children, including disadvantaged pupils and those with SEND. Owslebury is committed to the achievement of all pupils in an inclusive environment and we believe that disadvantaged children have as much chance to succeed as any other child.

In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We believe that every child should make good progress through the delivery of a broad, balanced and differentiated curriculum. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium. We have seen our pupil numbers on roll decrease which in turn has seen pupil premium numbers decrease since last academic year. This year our number of pupils in receipt of pupil premium funding who also have SEND has decreased again to 37.5%.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

School leaders at Owslebury Primary School are committed to ensuring that all of our disadvantaged pupils receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and support. Funding is allocated within the school budget by financial year.

When making decisions about allocating our Pupil Premium Funding, we carefully consider the individual needs of pupils, we analyse our data thoroughly and make use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. We work closely with families and gather their views to ensure maximum impact on the children. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment data across Reading, Writing and Maths shows that gaps are not diminishing disadvantaged and non-disadvantaged.

2	Those in receipt of PP <u>ONLY</u> (not multiple group) are not achieving or sustaining ARE in Reading, Writing and Maths
3	37.5% of pupils who are eligible for pupil premium also require SEND support
4	Children's social, emotional and mental needs are impacting their ability to access learning and make good progress from their starting points.
5	A number of pupils eligible for pupil premium have lower attendance rates that the schools target.
6	The impact of wider national issues, particularly the Cost of Living crisis, on our families in receipt of PP
7	Families in receipt of PP are left isolated due to the nature of Owslebury's location - infrequent bus service, petrol costs and not near any sites of interest resulting in lack of cultural capital including extra-curricular activities

## 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
Adults to deliver specific individualised support including interventions to diminish the difference in RWM attainment for disadvantaged pupils.	Gaps for disadvantaged children diminish or close with their non-disadvantaged peers.
Staff to maintain focus on the attainment and progress of disadvantaged and SEND pupils. Disadvantaged children to be identified in planning.	Attainment of non-SEND disadvantaged pupils is in line with that of their peers.  Attainment of SEND disadvantaged pupils make good or better progress from their individual starting points
Pupils' social and emotional well-being is supported and enables effective learning in school.	Pupils are able to access social and emotional support with staff who are well equipped to recognise and support pupils who are vulnerable Pupils achieve social and emotional well-being targets. Pupils make progress in reading, writing and maths
Increase attendance of Pupil premium children	Children in receipt of pupil premium funding attendance in line with whole school attendance target.
Families are supported in meeting basic needs of their children (Maslow's hierarchy)	Pupil Premium children have access to meals, snacks, clothing, learning resources for home etc. provided by the school at no extra cost. Children are ready to learn.
Pupil premium children are actively signposted and/or invited to extended opportunities run by the school or other agencies	PP attendance in extended opportunities to be comparable to, or better than, non-PP children
No child faces restrictions on an activity due to family finances.	100% of disadvantaged children are able to access paid-for activities such as residential trips, clubs etc.

## 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: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective pupil progress meetings that specifically highlight the progress and attainment of pupils in receipt of pupil premium funding	DfE Report- School cultures and practices: supporting the attainment of disadvantaged pupils (2018)	1, 2, 3
Enhanced learning support within all classes, providing structured intervention, rapid response support intervention, and one to one SEND and other support.	EEF guide to Special Educational Needs in Mainstream Schools.	1, 2, 3, 4
Covering classes where staff are accessing NPQ qualifications. (NPQLT & NPQH)	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2, 3
CPD – high quality first teaching for inclusion <ul style="list-style-type: none"> <li>Specifically targeted towards Year 5/6 staff- understanding data and how to use it</li> <li>Covering classes to access external support to improve HQT</li> </ul>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2, 3
Support and induct new teaching assistant staff to enable high quality provision for all <ul style="list-style-type: none"> <li>Shadowing of experienced staff</li> <li>Training on specific interventions and programmes</li> </ul>	EEF (+4 Months) – Teaching Assistants  Teaching assistants (also known as LSAs) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment & to provide targeted interventions, which can be delivered in or out of the classroom.	1, 2, 3
Mentoring and coaching teaching staff to ensure consistently HQT for all	National Institute of Teaching- Mentoring and coaching of teachers: What can research tell us? (July 2023)  EEF (+2 months)- Mentoring	1, 2, 3

Enhancement of maths teaching in EYFS and KS1 via the NCETM Mastering Number Programme.	NCETM - Mastering Number at Reception and KS1 <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a>	1,2
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funded school trip places including residential stays and special visitors	Ofsted Framework 2019 EEF (+3 months)- Arts participation EEF- Outdoor adventure learning	6, 7
Peripatetic music tuition including Hampshire Music Service	EEF (+3 months)- Arts participation Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children <i>Authors: Beng Huat See and Dimitra Kokotsaki (Durham University) (2015)</i>	4, 6, 7
Access to online resources to support homework e.g. Bug Club; TTRS/ Numbots; Spelling Shed	EEF (+4 months)- Digital technology EEF (+5 months)- Homework EEF guidance- Using digital technology to improve learning	1, 2, 3, 6, 7
Targeted interventions linked to Reading, Writing and Maths e.g. phonics, precision teaching, daily reading	EEF (+ 5 months)- Phonics EEF (+ 6 months)- Reading comprehension strategies EEF (+ 4 months)- Small group tuition EEF (+4 months)- Teaching Assistant Interventions	1, 2, 3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Morning Club to improve attendance- invite targeted pupils	<p>EEF - Attendance interventions rapid evidence assessment (March 2022)</p> <p>EEF guidance report- Working with Parents to Support Children's Learning</p>	1, 2, 5
Targeted invitations to school-run extra-curricular clubs e.g. sports, arts, maths	<p>EEF (+3 months)- Physical development approaches</p> <p>EEF (+3 months)- Arts participation</p>	4, 6, 7
ELSA support including nurture	<p>EEF (+7 months)- Meta-cognition and self-regulation strategies</p> <p>EEF (+3 months)- Social and emotional learning strategies</p> <p>EEF guidance- Improving Social and Emotional Learning in Primary Schools</p>	1, 2, 3, 4, 7
Cost of Living support for basic school supplies such as uniform, stationery for homework, additional food including breakfast when necessary	<p>Maslow's Hierarchy of Need</p> <p>EEF (+4 months)- Parental Engagement</p> <p>EEF- School uniform (low cost, insufficient evidence)</p>	4, 6, 7
Bespoke individual and family support to improve attendance e.g. early drop off, collection from home, daily transition plans and timetables	<p>EEF Guidance- Working With Parents To Support Children's Learning- Recommendation 4</p> <p>EEF Rapid Evidence Assessment- Attendance Interventions (March 2022)</p> <p>DfE- Working together to improve school attendance (May 2022)</p>	4, 5

**Total budgeted cost: £ 37,000**