

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ogbourne CofE Primary
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	Dec'24
Date on which it will be reviewed	Dec'25
Statement authorised by	Lucy Crump
Pupil premium lead	Cathy Temple-Brown/ Lucy Crump
Governor / Trustee lead	Olly Iliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4580
Recovery premium funding allocation this academic year	£
School Led Tutoring (including schools' contribution)	£
COMF	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£4580

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The DFE has given us the freedom to use the Pupil Premium as we see fit, based on our knowledge of our pupils' needs.

At Ogbourne CofE Primary School we have the highest expectations for all pupils in our school, and believe that with great teaching across the Curriculum, effective engagement with parents and a personalised approach to meeting children's individual needs, every child – irrespective of their background - can fulfil their individual potential, both academically and socially.

As a church school we are focused on the whole child and acknowledge that academic achievement and attainment is very important, but it is not the only measure of how we perform, as a school, or indeed of all that our children achieve.

We use this additional funding judiciously to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, and constantly review and assess the impact this is having on our children.

We provide a rich and varied curriculum, high levels of challenge, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. These strategies include:

- high quality, inclusive teaching and robust diagnostic assessment
- precision teaching by the class teacher/ TAs
- early identification of pupil needs and barriers
- focused support (either individually or alongside children of a similar level) from experienced teachers and skilled teaching assistants, both in class and small groups.
- carefully targeted resources known to raise attainment.
- personalised support including pastoral support/ ELSA for individual pupils and their families, to meet their needs.
- supporting parents to fund clubs and trips.

All staff at Ogbourne Primary are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, 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 daily support.

Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year-on-year and term-on-term, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Weaknesses in learning behaviours, e.g. lack of independence. Some PP children display low attainment and slow progress rates, as evidenced in reading tests, maths assessments etc. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge
2	Social, emotional and behavioural problems affecting wellbeing and progress (60% of children in receipt of FSM are also receiving ELSA support or 'Drawing and Talking Therapy').
3	Curriculum assessments in speech and language and phonics show difficulties with early reading (50% PP children have received or are currently receiving intervention support with phonics and/ or speech, language and communication skills).
4	In maths basic fluency skills and key number facts are required. (70% PP children are receiving bespoke maths intervention).

Intended outcomes

This explains the outcomes we are aiming for over the next 3 years / **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved learning behaviours in PP children.	High levels of resilience and independence shown by all pupils
Improved social, emotional and behavioural wellbeing.	Children are happy in school. Children have strategies for self-regulation. Children are engaged in learning. Children feel supported with appropriate interventions e.g. ELSA PP children will be able to move off the ELSA programme, after a successful round of intervention.
All pupils are supported with phonics learning to become fluent early readers.	Increased recognitions of GPCs and 'harder to read and spell words'. Increased skills with blending and segmenting. 75% of PP children (3 out of 4 children) will pass phonics screening by the end of the academic year. Increased vocabulary and clarity of speech. Children to meet individual SALT targets.

	Increased skills with communication and interaction.
Improved basic fluency skills and key number fact understanding in maths.	PP children who also have an IEP to meet their maths IEP targets. In termly maths tests, PP children to show increased fluency in maths skills and improving scores.

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: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching: - Professional Development - Monitoring & Evaluation	Research shows that quality first teaching delivers the best results for disadvantaged and vulnerable children. Staff training, collaboration with other primary schools and in-house monitoring all contribute to improved outcomes for children. Whilst all children benefit from high quality teaching, disadvantaged and vulnerable children reap disproportionately higher benefits from having good or outstanding teachers. CPD will include: <ul style="list-style-type: none"> • Phonics across the school and increasing opportunities for early reading support; • Use of the Can Do Maths approach within the maths curriculum; • TA's subject knowledge through online training when available. 	1, 2, 3, 4

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

Budgeted cost: £10,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of precision teaching, 1:1 and small group phonics sessions and high quality class phonics sessions to accelerate progress of disadvantaged pupils, ensuring they match the progress of their peers</p>	<p>Recommendation from educational psychologists and specialist teaching service. Presently used for spelling and immediate results seen</p>	<p>1, 2, 3, 4</p>
<p>TAs are employed to lead a range of interventions with PP 1:1, small group and in the classroom including: Numbots, Timestables, RockStars. In-class support Additional phonics SALT Intervention Social and Communication programmes such as Lego Therapy</p>	<p>EEF: Using your pupil premium funding effectively.</p> <p>EEF Teaching and Learning Toolkit. (interventions that are high impact, low cost are quoted as phonics, pupil feedback, 1:1 tuition, reading comprehension strategies, small group tuition, TA interventions)</p> <p>DFE Evaluation of Pupil Premium.</p> <p>EEF Putting Evidence to Work – A School’s Guide to Implementation. “recommendation 3 – find the problem you want to solve and identify appropriate programmes or practices to implement.”</p>	<p>1, 3, 4</p>

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

Budgeted cost: £4,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA is ELSA trained and trained in 'Drawing and Talking therapy' to provide 1:1 support for children with SEMH needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1,2
Free School Meals	Research shows that hungry children do not perform as well.	2
To ensure pupils have access to a range of social/cultural/sporting experiences, visits and activities	To ensure disadvantage pupils have a breadth of experiences that enable them to contextualise their learning. Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupil premium-how-schools-are-spending the funding-successfully . Education Endowment Trust Toolkit	1,2, 3, 4
Funding for both Y3/4 and Y6 residential Trips to support curriculum Extra curricular activities including sport, language, drama and music	Sutton Trust parent power 2018 cultural capital – How Parents Use Financial and Cultural Resources to boost their children's chance of success. " <i>The cost of some activities may be acting as a barrier for parents in lower socio-economic groups.</i> "	1, 2, 3, 4

Total budgeted cost: £5540

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 2023 to 2024 academic year.

In 2023-24 the KS2 SATs results were 100% EXS or above for PP children.

50% of PP children in Year 1 passed their phonics screening test.

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
TT Rockstars	Maths Circle
Numbots	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above
What was the impact of that spending on service pupil premium eligible pupils?	As above

Further information (optional)

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