

# Pupil premium three-year strategy statement for Offley Endowed Primary School & Nursery 2024-2027

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school – 2024 Census	140
Proportion (%) of pupil premium eligible pupils 2024 budget (Oct 23 census) including FSM Ever 6	32 22.8%
Academic year/years that our current pupil premium strategy plan covers – September 2024 – July 2027	3
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	P Edwards
Pupil premium lead	P Edwards
Governor / Trustee lead	G Philips

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£1,958
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£49,318</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Identified priorities for eligible for PPG:

Our intention is that all pupils at Offley, irrespective of their background or the challenges they face, make good progress, achieve well across all subject areas and reach their full potential. 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 ensure that all our pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We are committed to meeting the pastoral, social and academic needs of every pupil and help them to look after their social and emotional wellbeing while developing resilience. We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning; we intend to try and remove these barriers. We will provide our children with a wide range of opportunities, known as the wider Offley curriculum, that will enrich their lives and develop their knowledge and understanding of the world. We are committed to narrowing the attainment gap between disadvantaged pupils and non-disadvantaged pupils both within school, in Hertfordshire and nationally.

Our ultimate objectives of the Pupil Premium Strategy are that all children, irrespective of background or challenges faced:

- Make good progress and achieve age related expectations.
- Are well supported in terms of their personal well-being and emotional and mental health.
- Have access to stimulating and memorable learning experiences which enhance their cultural capital and life opportunities.

Achieving our objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work or 1:1 tuition
- Ensure that all pupils have access to trips, residential and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

## Key Principles

- Our first and main focus in tackling underperformance of disadvantaged pupils is to ensure that all children are given the highest standards of teaching and learning through delivering Quality First Teaching (QFT).
- We ensure provision and teaching and learning opportunities meet the needs of all our pupils, regardless of background or educational need; we aim to ensure the highest possible academic outcomes for every child.
- Through the rigorous analysis of data, we will ensure that effective teaching, learning and assessment meets the needs of all our pupils. Children in receipt of pupil premium will be carefully tracked and gaps identified and addressed. Tracking of progress over time is essential so that we can quickly identify need and develop strategies and interventions to accelerate progress. The data we collect is consistently used during pupil progress meetings and impact of pupil premium funding is monitored and evaluated.
- We expect staff to have high expectations of all our children irrespective of backgrounds or barriers to learning.
- We recognise the whole child and their lived experience and understand the importance of social and emotional support. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.
- Attendance is key to success. Children must attend regularly to achieve their full potential. Therefore, attendance will always be a focus for our strategy.

## Challenges

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

Challenge number	Detail of challenge
1	Data is very difficult to compare year on year as the size of the cohort varies so much. For example. We only had 9 pupils in year 6 in 2023-24 compared to 22 in 2022-23. This year we have 25 children in Year 6. The percentage of disadvantaged children this year is 28% (7 out of 25) compared to 66.6% last year (6 out of 9). This effects the data disproportionately.
2	Narrowing the attainment gap at both expected standard and greater depth across Reading, Writing and Maths in KS1 and KS2. Internal data evidences that non-pupil premium children are achieving at a higher level than pupil premium and this is a trend across school from Reception to KS2.

3	<p>Attendance and Punctuality data shows that the attendance of pupil premium recipients is 1.5% lower than that of non-pupil premium recipients.</p> <table border="1" data-bbox="355 280 1061 414"> <thead> <tr> <th></th> <th>2023-24</th> <th>2024-25</th> </tr> </thead> <tbody> <tr> <td>Non PP children</td> <td>95.03%</td> <td>96.01%</td> </tr> <tr> <td>PP children</td> <td>93.58%</td> <td>94.52%</td> </tr> </tbody> </table> <p>Persistent Absenteeism is also carefully monitored. Currently we have only 0.05% persistently absent (7 children) and only 1 of these is a pp child</p>		2023-24	2024-25	Non PP children	95.03%	96.01%	PP children	93.58%	94.52%
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4	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and ultimately their ability to access and fully engage with the whole curriculum.</p>									

## 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
1. Improved Phonics screening check outcomes for disadvantaged pupils in Y1 and Y2	PSC outcomes to be at least in line with national and their peers
2. Improved attendance for disadvantaged pupils.	Attendance for disadvantaged pupils to be in line with that of non-disadvantaged pupils.
3. Gap reduced between percentage of disadvantage children reaching a good level of development and their non-disadvantaged peers.	End of year outcomes evidence increased numbers of disadvantage pupils achieving a good level of development at the end of Reception.
4. Improved attainment in reading, writing and maths for disadvantaged pupils, in line with non-disadvantaged pupils.	Gap is narrowed in attainment at expected standard and greater depth between disadvantaged pupils and their non-disadvantaged peers.

## 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	Challenge number(s) addressed
Teaching assistants available to support maths and English learning.	Teaching assistants have positive impact on classroom teaching.	1,2,4
All classes have the support of a teaching assistant most mornings to assist with English and maths.	Pre-teaching and immediate personal feedback results in increased progress, retention of learning and reduced misconceptions	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key personnel identified and trained to be lead professional for families requiring Early Help support	Research demonstrates the value of early intervention to support families experiencing difficulties. The Early Help process facilitates the provision of bespoke support to individual families and is in line with Hertfordshire's strategy for supporting vulnerable children.	1,2,3,4
Provide additional small group intervention activities for highest priority children based on regular reviews of need.	Identified pupils receive targeted tuition in maths or English to help them achieve age related expectations	1,2,4,

Employment of external agency support to offer specialist advice and support e.g. SEN supported, Educational Psychologist, Speech and Language Therapist	Specialist advice enables school staff to provide the most appropriate support to identified pupils, facilitating their progress, engagement and attainment.	1,2,3,4
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support for children to access music lessons, after school clubs, school trips	Developing children's social, emotional and wider experiences improves peer relationships, attitudes, behaviour and academic outcomes.	1,2,3,4
Introduction of mental health lead to provide advice and support to identified children and their families.	Enrolment on the mental health lead course for Jane Greaves.	1,2,3,4

**Total budgeted cost: £ 49,318**

## Outcomes for disadvantaged pupils

Data for the last three years shows that overall, attainment of disadvantaged pupils is broadly in line with the attainment of non-pupil premium pupils.

2023-24 : Year 6

Maths 100% for PP and Non PP

Reading 100% for PP and non PP

Writing 67% for PP and non PP

However, due to the small number of PP children in each class, care should be taken in making direct comparisons which are not statistically reliable.

2022-23 Year 6

Maths 100% for both PP and non PP

Reading 77% for non PP and 43% for PP

Writing 96% for non PP and 100 for PP children

We consider all pupils as individuals and review outcomes for PP children on a termly basis, making adjustments to provision as needed. A key strategy at Offley Endowed Primary School and Nursery is providing additional teaching assistant support in classes, particularly in the mornings. This enables children to settle more quickly, with the time to discuss any issues and be supported where necessary to be ready for the school day. Observations of classes across school and reviewing pupils' learning in books demonstrates an emerging need for children to develop resilience in learning and build their concentration to maximise achievement. Class adults are crucial in supporting with this. Teaching assistants provide high quality support for the teaching of maths and English, supplemented with individual and small group interventions in the afternoon as needed e.g. speech and language, physiotherapy in the form of fizzy fingers, phonics, handwriting, social skills, reading and pre-teaching. This has enabled children to achieve the majority of their targets related to these areas. We have also used teaching assistants and high level teaching assistants to provide small group tuition through the school led tutoring programme. These children were identified using termly assessments. These included children who we had seen had slipped in their progress from either achieving greater depth or the expected standard. Several of them were in receipt of PP premium. Data showed that the majority of children in receipt of this support made at least expected progress in the targeted area. Attendance has continued to be a focus for some of our PP families with whom we work to remove barriers to attendance as needed.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Art therapy	Bedfordshire University