

Pupil Premium Strategy Statement for Ubley Primary School 2021-2024

School overview 2022-23

Detail	Data
School name	Ubley Primary School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	3.7%
Academic 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	December 2023
Statement authorised by	Ian Harvey, Headteacher
Pupil premium lead	Cathy Brown, Deputy Headteacher
Governor / Trustee lead	Nick Alexander, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,237
Recovery premium funding allocation this academic year	£2,000
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	£7,237

Three Year Pupil Premium Strategy Plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good social and academic progress and achieve high attainment 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.

The aims for our disadvantaged pupils are:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Remove barriers to learning created by poverty, family circumstance and background
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Improving the outcomes of our disadvantaged pupils is a key priority for both East Harptree Primary School and the Trust that we work in (Lighthouse Schools Partnership). We work towards full delivery of the Trust Strategic Plan for Disadvantaged pupils and these objectives form a part of our School Improvement Plan. The Trust draws on evidence and research from the EEF to develop its policy. As a school we have developed our SIP that builds on these principles in order to deliver the best possible provision for our disadvantaged pupils. We use the EEF tiered approach as a basis for our approach to spending for disadvantaged pupils:

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.

Targeted academic support- Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. How our teachers and teaching assistants provide targeted academic support, is a second component of our pupil premium strategy.

Wider strategies: We recognise that many of the barriers to pupils' learning are wider than just their academic needs. With this in mind, we intent to support our disadvantaged pupils through wider strategies including: additional support with attendance, increasing our focus on pupil wellbeing and ensuring that all pupils have access to rich social learning experiences/residential trips.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments indicate that maths and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	We have identified underdeveloped social and emotional skills in our most disadvantaged pupils and have identified this group as being significantly impacted by the Covid pandemic.
5	Our disadvantaged pupils do not always have the same cultural opportunities outside school that provide access to a wide variety of experiences to develop their cultural capital .

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.
Improved reading attainment among disadvantaged pupils.	Phonics outcomes for disadvantaged pupils matches or exceeds non-disadvantaged pupils. Target is for at least 90% of pupils in Y1 to pass the PSC. KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	Disadvantaged pupils achieve outcomes at the end of year that are in line with or exceeds the outcomes of non-disadvantaged pupils in their year group. This will be evidenced in the end of year teacher assessment and/ or standardised scores from NFER results.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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

Budgeted cost: **£4,189.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff undertaking robust programme of CPD: · Subject Networks · Instructional coaching · Pedagogy Curriculum Development · phonics training by the English Hub · Participation in the NCETM 'Ready to Progress' programme</p>	<p>EEF: Closing the Attainment Gap Key Lessons Learned Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': · Mastery Learning (+ 5 Months)</p>	<p>1,2,3</p>
<p>Purchase of standardised diagnostic assessments (NfER for Y3-6, SATs for Y2 and Y6) Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Embedding oral language development activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. All staff are consistently using retrieval /Rosenshine's Principles in lessons – ensuring that the development of language and vocabulary is prioritised in lessons.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Use of the Read, Write Inc synthetic programme and resources to strengthen phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p>	<p>2</p>

Providing increased leadership time for phonics and English lead to secure stronger phonics teaching for all pupils. Phonics curriculum training for all school staff	Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our maths and writing teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources (Mastering Number) and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 Mastery Writing CPD/EEF Improving Writing	3
Improve the quality of social and emotional learning. Jigsaw approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

Targeted academic support

Budgeted cost: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Read Write Inc phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Reading targeted for KS2 pupils who are not yet fluent readers.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Reading Fluency and	3

	Comprehension Strategies (+5 months) DfE Reading Framework	
Additional tuition for specific pupils. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition and additional support targeted at specific needs and knowledge gaps One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3,4

Wider strategies

Budgeted cost: **£1047.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider opportunities for disadvantaged pupils to develop their cultural capital Participation in clubs, trips and events	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach to Spending. Evidence from Education Endowment Foundation – Behaviour Interventions = +4 months Social and Emotional Learning = +4 months	4
Whole staff training on Zones of Regulation supporting the school's positive behaviour policy with the aim of developing our school ethos and improving pupil well-being	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £7,237

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 2021 to 2022 academic year.

Pupil premium and NTP funding are fully utilised to have maximum impact on the learning and well-being of children.

High-quality teaching has been 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Observations over time show that the following strategies have had a good impact on the development of teaching and learning in the school this year. Staff undertook programme of CPD: · Subject Networks · Instructional coaching · Pedagogy Curriculum Development · phonics training by the English Hub · Participation in the NCETM ‘Ready to Progress’ programme. We purchased and used additional standardised diagnostic assessments (NFER for Y3-6, SATs for Y2 and Y6) and trained staff to ensure assessments are interpreted and administered correctly. Embedding oral language development activities across the school curriculum. Supporting pupils to articulate key ideas, consolidate understanding and extend vocabulary. All staff are consistently using retrieval /Rosenshine’s Principles in lessons – ensuring that the development of language and vocabulary is prioritised in lessons.

Use of the Read, Write Inc synthetic programme and resources to strengthen phonics teaching for all pupils. We have provided increased leadership time for phonics and English leaders to secure strong phonics teaching for all pupils. We delivered phonics curriculum training day for all school staff. We funded teacher release time to embed key elements of guidance in school and to access Maths Hub resources (Mastering Number) and CPD (including Teaching for Mastery training).

A second approach has been to deliver some **targeted academic support-** Additional Read Write Inc phonics sessions targeted at disadvantaged pupils who require further phonics support. Some additional school-led tutoring for reading and maths and we recruited a new academic tutor from June.

Wider strategies: We have also supported our disadvantaged pupils through wider strategies e.g. support purchasing clothes, participation in clubs, sports, trips, music, events, and the Y5/6 residential trip. This has allowed pupils to access and participate in a wider range of social and learning opportunities.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- support more effective collaboration and communication with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Our leadership team attended training delivered by Marc Rowland. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.