



Oughton Primary and Nursery School

Pupil Premium Strategy statement 2021 / 2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. The 2021/22 Strategy has been updated on this template in December 2021 with changes to include recovery premium and adaptations to date.

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:	Oughton Primary and Nursery School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	April 2021 – PPG 93 (16 EYPP), 89 FSM (40% including EYPP)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Clayton Headteacher
Pupil Premium lead	Caroline Phillipson Assistant Headteacher
Governor / Trustee lead	Toni Crawley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,536
Recovery premium funding allocation this academic year	£13,775
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,561
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	£166,872

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 high attainment across the curriculum. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those pupils who are above age related expectations. We also consider the challenges faced by pupils experiencing other vulnerabilities, such as those who have a social worker and young carers or those pupils who have been impacted by the pandemic. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. A commitment to 'great teaching' and 'great learning' for all is at the heart of our approach at Oughton, 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 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 their work
- 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 achievement
- monitor our approaches to ensure there is a positive outcome

Challenges

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

Challenge number	Detail of challenge
1	Speech, language and reading and writing skills (comprehension, word aware and phonics for some children)
2	Pupils' aspirations and a lack of life experiences.
3	Resilience, confidence, Growth Mind-set and fear of failure.
4	Retention and retrieval of information
5	Engagement of Parents to support learning and Attendance.
6	Impact of Covid and time spent at home on learning and engagement.

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
To develop English across the school, focusing on reading, fluency and language - ensuring that all pupils receive appropriately tailored support when necessary.	<ul style="list-style-type: none"> • PPG children will all make good progress in Reading (reflected by comprehension) and writing (reflected by use of language). • Pupil voice will display that children enjoy reading and they are able to talk about the books they are reading. • PPG children achieve in line with Non-PPG children. • Improving trends in attainment • Deep Dive monitoring shows high expectations in all subjects. • Intervention monitoring shows good impact and clear progression.
To ensure that all pupils have equitable access to curricular and extra-curricular activities. Children will take part in visits / activities that will extend their life experiences and learning further, improving attendance at school.	<ul style="list-style-type: none"> • Postive pupil voice in relation to curricular and extra curricular activities. • Children set/attempt challenging targets. • Children speak ambitiously about their future. • Attendance for PPG is above 96%.
Children will become more resilient when tackling challenges, and have an understanding of Growth Mind-sets and how to apply it in their everyday lives. Children show motivation to succeed and display more confidence in new situations.	<ul style="list-style-type: none"> • Clear staff training in relation to Growth Mind-sets and resilience. • Parental voice in relation to support in place. • PPG / FSM children to show more confidence and motivation in new situations and be able to tackle challenges without the feel of failure (pupil, parental and staff voice).
Children will be able to make links to previous learning to build on knowledge and skills.	<ul style="list-style-type: none"> • All children will all make good progress in Reading, Writing and Maths. • Pupil voice will show that learning is being retained. • Monitoring will show clear curriculum sequencing with clear evidence of 'sticky learning'. • Knowledge sheets identify end points and specific vocabulary in all subject areas. • Learning Interventions will show a sequence of learning with clear outcomes.
Parents supporting children in their education – attending school, attending clubs and Booster sessions, plus supporting learning at home.	<ul style="list-style-type: none"> • Parent surveys analysed and drop in sessions and training sessions reflect this. • Parents attend workshops held at school and Parents Evenings, including supporting Parents with behaviour management at home and attendance. • Parents support their children at home – Reading / Learning Logs. • Parents ensure their children attend Booster sessions, morning sessions.
Impact of Covid and time spent at home on learning and engagement.	<ul style="list-style-type: none"> • Provision in place will clearly identify gaps due to lost learning time. • Pupil progress meetings and intervention notes show clear evidence of support for key children. • Targeted teaching groups make rapid progress in focus areas.

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: £ 20,996.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership of standards and pupil premium	High-performing primary schools, regardless of socio-economic context, have highly-developed evidence of:	1,2,3,4,5,6
Continued professional development for teachers and support staff	<ul style="list-style-type: none"> • strong & visionary school leadership • shared sense of purpose • engaging parents and carers • high quality teaching https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf	1,2,3,4,5,6

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

Budgeted cost: £ 71,706.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language support, training and interventions- AHFI and SEND Teacher.</p> <p>Provision of targeted support for children in Reception & KS1 with speech & language difficulties.</p>	<p>Oral Language Interventions- Education Endowment Foundation (Teaching and Learning Toolkit)</p> <p><i>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p> <p>The EEF Guide to Pupil Premium- <i>One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil's language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary remain a barrier for many throughout the primary years</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</p>	1
Purchase of Lexia licences.	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational	4,5,6

<p>Times Tables Rockstars licences.</p> <p>Mathletics licences.</p>	<p>needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=lexia</p>	
<p>Additional tuition for KS2 through Third Space Learning - Provision of targeted 1-1 maths tuition for children in the upper phase</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>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:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	4,5,6
<p>Teachers supporting with personalised interventions across KS2 with a focus on feedback.</p>	<p>Feedback- EEF (Teaching and Learning Toolkit)</p> <p><i>Feedback studies show a very high effect on learning (+8 months)</i></p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p>	4,5,6
<p>KS2 Booster groups 2x hours a week after school for year 5 and 6.</p>	<p>1:1 and small group intervention has an average impact of four months' additional progress over the course of a year. Providing training to the staff that deliver small group intervention is likely to increase impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4,5,6
<p>Morning Maths Booster with breakfast.</p>	<p>EEF- Metacognition and Self-regulated Learning. High impact and low cost (8+months)</p> <p>https://educationendowmentfoundation.org.uk/school-themes/developing-effective-learners/</p>	4,5,6

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

Budgeted cost: £ 74,138.20 (not including Free School Meals - £18772.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Visitors to the school – whole school projects, visits such as Authors Wow events to be booked and Parents invited to join these days to find out about learning in school. (dependant on current restrictions)</p> <p>Clubs for children to be run by TAs to offer extra-curricular activities – sport, Science, Art (dependent on current restrictions)</p> <p>Drumming lessons.</p> <p>Continue to offer enrichment activities such as Feeling Good Week, Art Week and re-developing the allotment and nature area.</p> <p>Pastoral Lead to promote activities with children and families.</p> <p>Development of allotment - planting and growing produce.</p> <p>Aspirations - visitors booked in throughout the year to discuss their jobs and how they made the decisions in their lives.</p> <p>Coffee mornings to support parents with ideas to enrich their children’s lives.</p>	<p>Sutton Trust- Extra Curricular Inequalities- <i>previous research has also shown that ‘softer’ cultural experience (cultural capital) and participation in extra-curricular activities like music, dance, and sports can have a positive effect on both educational attainment and career outcomes.</i></p> <p>https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/</p> <p>Social Mobility Commission- An Unequal Playing Field: Extra-Curricular Activities, Soft Skills, and Social Mobility. <i>Research in other national contexts has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills.</i></p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility</p> <p>Previous WOW days- really positive pupil and parental voice.</p> <p>Feedback from previous Wellbeing week, author visits and clubs.</p>	2
<p>Inclusion and Pastoral Support in relation to Growth mind-set.</p> <p>Growth Mind-set training for staff.</p> <p>Pastoral Lead to promote activities with children and families. .</p> <p>Engaging parents - work with parents to develop expectations for their children.</p>	<p>It has been noticed that some PPG/FSM children halt when they find a task is challenging and are not able to continue to focus on overcoming the challenge.</p> <p>Jigsaw (PHSCE) Programme links in well with teaching the skills of resilience and overcoming the fear of failure.</p> <p>EEF- Metacognition and Self-regulated Learning. High impact and low cost (8+months)</p> <p>https://educationendowmentfoundation.org.uk/school-themes/developing-effective-learners/</p> <p>Evidence has shown that developing a Growth Mind-set in both children and adults develops resilience, confidence and a positive approach to the challenges of life. Carol Dweck and Shirley Clarke both have undertaken research which reinforces the importance of such an approach in schools.</p> <p>School Culture and Practices: Supporting the Attainment of Disadvantaged Pupils. DfE May 2018.</p>	3

	<p>https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p> <p>EEF- Improving Behaviour in School- <i>“It’s really hard to pass a growth mind-set on to others and create a growth mind-set culture. It’s not about educators giving a mind-set lecture or putting up a poster – it’s about embodying it in all their practices.”</i></p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=behaviour#closeSignup</p> <p>M. Rowland (2021) <i>Addressing Educational Disadvantage in Schools and Colleges: The Essex Way</i>. Page 75 <i>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</i></p>	
Attendance Improvement Additional professional and administrative support in relation to attendance of disadvantaged pupils	<p>DfE 2021 advises that significantly reduced levels of absence and persistent absence can be achieved with investment in:</p> <ul style="list-style-type: none"> • Leadership and management • relationships and communication • systems and data • Intervention <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4,5,6
Herts Catering Cost to school of provision of free school meals across the school KS 2	<p>Financial status is a key indicator of food insecurity. Studies have shown how devastating household food insecurity is for health, social well-being, and child development¹.</p> <p>https://www.trusselltrust.org/wp-content/uploads/sites/2/2017/07/OU_Report_final_01_08_online2.pdf</p>	2
Free milk across KS1 and free fruit snack in KS2 for PPG children.	<p>Nutrition, particularly in the short-term, is believed to impact upon individual behaviour, (e.g. concentration, activity levels). These behaviours have the potential to affect school performance and interaction with peers, and to compromise self-esteem</p> <p>https://www.aber.ac.uk/en/media/departmental/sell/pdf/wellbeinghealth/What-is-the-relationship-between-child-nutrition-and-school-outcomes-2006.pdf</p>	2
School Clothing- provision of subsidised school uniform to PPG children across the school.	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	2
Counselling for key pupils to support with SEMH needs.	<p>Specialised therapeutic intervention targeted at children with emotional, behavioural or learning difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p>	3,6

Total budgeted cost: £ 166,840.70

With Free School Meals £185,612.70

Part B: Review of outcomes in the previous academic year: 2020/2021

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, including the implementation of a high quality remote learning offer. During periods of lockdown, we prioritised the most vulnerable children to receive on-site provision, although there was variable engagement from our most disadvantaged pupils. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Chosen approach	Evaluated impact	Lessons learned	Impact RAG
Recovery curriculum to be in place when children return to school – focusing on key skills in Maths / English, retention, language and engagement. Promoting Word Aware principles to encourage meaningful conversations within class. Interventions to close the vocabulary gap. Specialised SEND provision for PPG children to be evident. AHFI and SEND Teacher (3 days) TA Support (4 days)	Learning walks show the book corners have a wide variety of books and most of the book corners are engaging. Classrooms have 'Reading Around the World' displays to celebrate reading at home. Learning Interventions highlight a focus on reading and extra phonics sessions in KS1. Learning walks highlight vocabulary rich environments. Positive feedback from staff and pupils around the weekly discussion point. WELLCOM screening for all children in EYFS. Interventions for children who screen red or amber- all children made progress. Pupil progress meetings highlighted provision in place for reading interventions and in the majority of classes intervention notes highlighted progress for key children. Speech and Language Therapist has supported with virtual sessions to ensure interventions are as up to date as possible.	Quality training for TA's around promoting language. Mentoring to ensure that intervention notes highlight the next steps and misconceptions	
Purchase of Lexia licences.	Engagement initially during lockdown was limited- TA ran online Lexia interventions and provided support to families that were struggling to access the system. Engagement rapidly improved on return to school Lexia showed that most children were making good progress- where this was not the case extra interventions were in place.	Continue to use Lexia within school and train staff to look at data and organize interventions.	
Times Tables Rockstars licences. Mathletics licences	Positive pupil voice. Engagement for some was limited.	Maintain and continue to use in school and also to set home learning tasks.	
Home learning to focus on interest, ability to complete work at home, key English / Maths skills plus active	Parents support their children at home – Reading / Learning Logs. This is displayed on the Reading Around the World displays and through assignments set on Teams for homework.	That parents felt supported throughout	

elements to promote healthy lifestyles still			
Recovery Curriculum Online courses – Trauma Training, MindEd Placement of staff to aid transition for key chn back to school. Transition documents for chn back to school Clear behaviour analysis and strategies to support identified pupils. Focus on re-establishing relationships	Staff all completed the Trauma and Attachment training and reflected on how their strategies have changed within the classroom. Also focused on staff wellbeing.	Maintain the principles around early identification and prevention of behaviour incidents in school. Focus on a restorative approach.	
Discussions within class about coping / changes in circumstances / lockdown. Assemblies virtually to promote challenges and togetherness. Challenges sent home. Awards Assemblies – Teams in place to promote learning attitude and posted home. Adapt transition for children ready for September 2020. Video montage re new Teachers sent to Parents. Closure activities i.e. quiz / meetings / cards for any children who do not attend school in summer term. Transition montages for connecting with staff – with key messages. Letters to Parents Year 6 Transition with Secondary Schools – staff to engage with Secondary Schools and support transition. Work within class. Virtual workshops led by Phase Zones of Regulation	Pastoral Lead and Assistant Head for Inclusion supported families around the transition back into school (focus on children that had not been in school since March 2020). Some evidence of Zones of Regulations in classrooms. Positive language evident- staff supporting children to identify what zone they are in and how to manage those feelings. Extra transition visits were arranged where possible and children were prepared with visual resources.	Zones of Regulation to be shared and promoted within each class.	
Staff trained re Mental well-being Discussions within school and promoted mental health on newsletters plus discussed with Parents on phone re mental health. Discussions / support re loss if needed to children by staff and Pastoral team / signposting support. Staff STEPs refresher to focus on therapeutic approach to meaningful relationships with adults / peers.	Staff training in relation to Mental Health, Wellbeing and Attachment and Trauma has allowed staff to reflect on how they have supported the children during lockdown and also how they supported all the children on returning to school.	Continue to promote	
Placement of staff to aid transition for key chn back to school. Transition documents for chn back to school Intervention – TAs and Teacher support identifying key areas and providing support with a focus on wellbeing.	SEN Teacher was employed in November 2020 to support key SEND/PPG children and has supported with strategies to support closing the vocabulary gap and support with learning interventions in EYFS and KS1. Improvements seen in Pastoral Intervention notes seen. Improved intervention recording sheets were created and shared with all staff.	SEND Teacher to continue to focus on staff training around learning interventions. Continue to monitor learning and pastoral interventions closely.	
Teachers / TAs employed to teach Booster sessions – after school, holidays and before school. Breakfast provided to those Year 6 who attend Morning Maths. Rewards for attending Boosters and extra sessions 'Going the Extra Mile' and equipment for homework. Teacher support: (3.5 days)	Before and after school booster sessions have been well attended and the pupil voice is positive. Deep Dives showed that in all subjects' key areas of 'lost learning' had been planned for and subject leaders had monitored what areas need covering. Provision in place clearly identified the gaps due to lost learning time- seen in Pupil Progress Meeting notes. Intervention notes in most year group's showed carefully planned interventions to plug the gaps. Knowledge sheets all in place and up to date in the majority of subjects and they identify end points and specific vocabulary in all subject areas. Deep Dives into subjects showed that there are clear links for the children to build on previous learning. Deep Dives showed that the subjects have a clear sequence of learning with clear outcomes. Monitoring showed there is clear curriculum sequencing with clear evidence of 'sticky learning'.	Maintain	

<p>Pastoral Support (Full Time) Parental Support from Pastoral Team. Workshops and coffee mornings for Parents. Pastoral Lead to continue supporting individual pupils and families. Educating and supporting parents to develop their child's resilience. Parents supported by Pastoral Manager throughout lockdown – signposting re financial support / food packages / strategies / uniform. Social stories for transition back to school</p>	<p>Pastoral Lead- positive impact around supporting families. Positive pupil and staff voice around the development of the allotment. Evidence of children accessing the allotment to help with planting and harvesting produce. Staff are started to explore the concept of a growth mind-set with the children and this was seen in some of the classrooms via visuals on display. Some staff have been observed using Zones of Regulation to support children to take a risks in their learning.</p>	<p>Continue to monitor the pastoral interventions closely. Pupil Progress Meeting notes now have Pastoral provision highlighted.</p>	
<p>Events to enhance experiences.</p>	<p>Dates planned throughout the year for Wow Days, visitors, school trips, whole school projects and author events. School council have been involved in getting pupils feedback in relation to activities they would like to see in Feeling Good Week. A date has been set for Arts Week. Aspirations - visitors have been booked in throughout the year to discuss their jobs and how they made the decisions in their lives.</p>	<p>Maintain</p>	

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
Lexia	LexiaUK
TT Rockstars	Maths Circle Ltd
Mathletics	3P Learning

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

