

# Old Hill Pupil Premium Strategy Statement

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.

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	Old Hill Primary School
Number of pupils in school	213 inc. nursery
Proportion (%) of pupil premium eligible pupils	37% (70/190)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sally Fenby, Headteacher
Pupil premium lead	Mrs Fenby, Headteacher / Mr Westby, Dpt. Headteacher
Governor / Trustee lead	Pauline Riley, CoG

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£10,150
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	£104,300

# 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 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
- support disadvantaged pupils by getting them 'ready to learn'
- teach pupils 'powerful knowledge' to enhance their cultural capital
- continue to ensure the quality of teaching & interventions are of the highest standard
- forest school provision

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are especially evident from Early Years and KS1 children and in general, are more prevalent among our disadvantaged pupils than their peers. <i>Communication &amp; Language: vocab deficit</i></p> <p>“Simply in words heard, the average child on welfare was having half as much experience per hour (616 words per hour) as the average working-class child (1,251 words per hour) and less than one-third that of the average child in a professional family (2,153 words per hour)” (Hart &amp; Risley 2003, 8).</p>
2	<p>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.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last three years, between 83 - 96% of our disadvantaged pupils arrive below age-related expectations compared to 58 - 67% of other pupils.</p> <p>This gap is closed and often reversed by the end of Key Stage 2, as evidenced by national testing. We would like to close the gap even sooner.</p>
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils including a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 22 pupils (41% of whom are disadvantaged) currently require additional support with social and emotional needs, with all 22 receiving small group interventions &amp; nurture provision.</p>

6	<p>Our attendance data over the last 3 years indicates that attendance and punctuality among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils.</p> <p>Over three years, the percentage of 'persistently absent' disadvantaged pupils ranged from 18% - 29% compared to 8% - 10% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>			
		<b>2018-2019</b>	<b>2019-2020*</b>	<b>2020-2021</b>
	<b>Attendance (non pp)</b>	95%	96.1%	95.7%
	<b>Disadvantaged</b>	94%	94.5%	92.5%
	<b>Gap</b>	-1%	-1.6%	-3.2%
	*3 half-terms only			
		<b>2018-2019</b>	<b>2019-2020*</b>	<b>2020-2021</b>
	<b>Persistent Absentees (non pp)</b>	11.65%	10.38%	8%
	<b>Disadvantaged</b>	20.78%	18.67%	29.1%
	<b>Gap</b>	-9.13%	-8.29%	-21.1%
*3 half-terms only				

## 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 ongoing formative assessment.
Sustained reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.  KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Sustained maths attainment for	KS1 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.

disadvantaged pupils at the end of KS1 & KS2.	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 14% and the figure among disadvantaged pupils being no more than 9% lower than their peers.</li> </ul>

## 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: **£55,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <ul style="list-style-type: none"> <li>• 2017, Hasbrouck and Tindal Fluency Scale</li> <li>• Number Stacks Maths Diagnostic Assessment</li> <li>• Targeted reading practice for Years 1-3 x5 sessions per week</li> <li>• Targeted reading practice for Reception x3 sessions per week</li> <li>• Low Stakes Quizzing</li> <li>• Standardised Assessments</li> </ul>	<p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. (EEF)</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</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 approaches might include:</p> <ul style="list-style-type: none"> <li>• targeted reading aloud and book discussion with pupils;</li> <li>• explicitly extending pupils' spoken vocabulary;</li> </ul>	<p>1, 4</p>

	<ul style="list-style-type: none"> <li>the use of structured questioning to develop reading comprehension; and</li> <li>the use of purposeful, curriculum-focused, dialogue and interaction.</li> </ul> <p>(EEF)</p>	
<p>Purchase of DfE approved phonics programme, 'Little Wandle' to secure stronger phonics teaching for all pupils.</p> <p>We will fund teacher release time to embed training and consistency with delivery.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>(EEF)</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>NCETM guidance including 'Ready to Progress'</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3, 4
<p>Enhancement of our humanities curriculum planning with considerations from Ofsted's Research Review Series.</p> <p>We will fund subject leader release time to enhance subject leader knowledge, who in turn, will train teachers. All subject leaders will have approx. 20hrs per year.</p> <p>Purchase Opening Worlds Humanities Curriculum to further enhance our knowledge-rich curriculum. Release time and training</p>	<p>Ofsted's research reviews in history, geography and RE.</p> <p><a href="https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history">https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history</a></p> <p><a href="https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography">https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography</a></p> <p><a href="https://www.gov.uk/government/news/ofsted-publishes-research-review-on-religious-education">https://www.gov.uk/government/news/ofsted-publishes-research-review-on-religious-education</a></p>	1, 3, 4,

will be needed to implement effectively.		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> <li>• Purchase Jigsaw to resource PSHE</li> <li>• Continued funding for our nurture provision</li> <li>• SENCo supported 'Circle of Friends'</li> <li>• Emotional coaching &amp; training of Mental Health lead</li> </ul>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<ul style="list-style-type: none"> <li>• Continue to fund provision of 'Forest School'</li> </ul>	<p>The New Economics Foundation (NEF) evaluation found that confidence, social skills, communication &amp; language, alongside physical skills improved as a result of Forest School provision.</p>	5

## Targeted academic support

Budgeted cost: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Early Talk Boost</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p>	1, 4



<ul style="list-style-type: none"> <li>• encouraging pupils to read aloud and then have conversations about book content with teachers and peers</li> <li>• deliberate practise of prosody</li> <li>• modelling inference through the use of structured questioning</li> <li>• group or paired work that allow pupils to share thought processes</li> <li>• implicit and explicit activities that extend pupils</li> <li>• Encouraging pupils to respond in a full sentence</li> </ul>		
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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</p> <p>(EEF)</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>

## Wider strategies

Budgeted cost: **£22,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued staff CPD on behavior & classroom management with the aim of developing our school ethos and improving behaviour and attitudes across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Continued funding of our Parent Support Advisor	Using parent ambassadors (advisors). (e.g. providing food and childcare, encouraging people to attend once for a ‘try out’); re-presenting or re-branding the service to reduce stigma; using snowball or chain referral; holding meetings in appropriate buildings; employing staff who can relate to parents (e.g. parents from similar backgrounds); offering home visits etc. (Anthony et al. 2014; Dawson-McLure et al. 2015; Pears et al. 2015; Portwood et al. 2015; Eisenhower et al. 2016; Stein 2017).  B Percy-Smith, ‘Parent Support Advisors: A key link in integrated Child and Family Services’, 2011	5
Implementing and Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £104,300**

## 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 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. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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, which was aided by our quality video lessons via YouTube and the use of online resources such as those provided by Oak National Academy. We also identified disadvantaged and vulnerable children to work in school during school closure.

Overall attendance in 2020/21 was in line with 2018/19 at 94.58%, this was also in line with the national average. However the gap between disadvantaged and non disadvantaged for persistent absentees in 2018/19 was much lower at 9%, in 2021 the gap was 21%, which is why attendance is a main focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were 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. We are building on that approach with the activities detailed in this plan.