

Pupil premium strategy statement – Offley Primary Academy

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	444 (inc. 40 Pre-School children)
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 to 2025-2026
Date this statement was published	7 th September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs H Hewitt, Principal
Pupil premium lead	Mrs N Casey, Vice Principal
Governor / Trustee lead	Mr R Knight, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565
Recovery premium funding allocation this academic year	£7,250
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,815

Part A: Pupil premium strategy plan

Statement of intent

At Offley Primary Academy, our intention is that the Pupil Premium is used to address the needs of pupils who need it most so they can fulfil their potential in every aspect of their lives.

We aim to:

- Provide additional educational support to improve the progress and raise the standard of achievement for these pupils.
- Narrow the gap between the achievement of these pupils and their peers.
- Address any underlying inequalities between children eligible for Pupil Premium and others, as far as possible.
- Enable the school and families to work together to improve these pupils' attendance, progress and wellbeing.

We will assess the needs of our vulnerable and disadvantaged pupils and use the Pupil Premium to ensure that we are able to meet these needs. We recognise that some of these pupils may already be high attaining and we will therefore endeavour to ensure there is an appropriate level of challenge for these pupils to ensure that they reach their full potential.

Quality First Teaching is paramount in supporting children to reach their potential and this is especially important for disadvantaged pupils as it has been proven to help close the attainment gap between these pupils and their peers. An ambitious, broad and balanced curriculum is also pivotal in developing these pupils into well-rounded citizens.

We also recognise the role that emotional wellbeing plays in supporting or preventing pupils from reaching their potential. Our Pupil Premium strategy therefore encompasses a range of strategies for supporting pupils' emotional wellbeing so that they are ready to learn and progress.

We recognise the importance of good attendance and creating a positive culture around attending school as this has a significant impact on learning. We aim to work with families to improve attendance so that pupils do not fall behind in their learning.

The Pupil Premium will also be used to develop the cultural capital of our disadvantaged pupils so that they gain valuable life experiences and their curriculum is enriched.

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 that disadvantaged pupils are not performing as well as their peers in reading, which not only impinges on their love of reading but also becomes a barrier to learning in other areas of the curriculum. 58% of all pupils achieved the age-related expectations at the end of KS2 compared with 45.3% of disadvantaged pupils. At the end of 2024, 80% of disadvantaged pupils achieved the expected standard in reading.
2	Assessments, observations and discussions with pupils indicate that disadvantaged pupils are not performing as well as their peers in maths and are struggling to retain number facts and prior learning. 57% of all pupils achieved the age-related expectations at the end of KS2 compared with 54.6% of disadvantaged pupils. At the end of 2024, 80% of disadvantaged pupils achieved the expected standard in maths.
3	Assessments, observations and discussions with pupils indicate that disadvantaged pupils are not performing as well as their peers in English and are struggling to retain grammar knowledge and prior learning. 72% of all pupils achieved the age-related expectations at the end of KS2 compared with 63.7% of disadvantaged pupils. At the end of 2024, 80% of disadvantaged pupils achieved the expected standard.
4	Assessments, observations and discussions with families indicate that many of our disadvantaged pupils require emotional support with some of them requiring support with their mental health, which in turn impacts on their learning and readiness to learn. Of the pupils who have accessed mental health support, 42% are disadvantaged pupils. In the year 2023-24, the range of support was increased and 39% of pupils who accessed this were disadvantaged.
5	Data over the past 12 months suggests that many of our disadvantaged pupils are persistent absentees and struggle to attend school regularly, which impacts on their wellbeing and also creates gaps in their learning. Of the pupils who were persistently absent, 39% were disadvantaged. In the year 2023-24, 33% of persistent absentees were disadvantaged. In 2024-25, 19% of persistent absentees were disadvantaged.
6	Discussions with pupils and their families suggest that disadvantaged pupils are unable to afford to learn how to play an instrument, which impinges on their personal development and their enjoyment of the arts.
7	Discussions with pupils and their families suggest that disadvantaged pupils are unable to afford extra-curricular activities such as class trips, residential trips and after school clubs, which impacts on their cultural capital and curriculum enrichment.
8	Assessments have shown gaps in pupils' learning in English and maths as a result of the impact of COVID. This is particularly prevalent in Year

	6, who lost learning time and have subsequently struggled to build on their learning from previous year groups.
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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
Pupils who are disadvantaged will make good progress in reading and begin to close the attainment gap between themselves and their peers.	<ul style="list-style-type: none"> • Additional reading support through 1:1 reading will have been given. • Gaps in phonics learning will have been identified accurately and interventions put in place to support these pupils. • Pupils will have been able to access a range of high-quality texts to instil a love of reading. • Assessments will show accelerated progress for pupils who are disadvantaged which will triangulate with observations made during monitoring and work produced in lessons. • KS2 Reading outcomes show that 100% of disadvantaged pupils achieve the expected standard or above. • Assessment data across the school shows that 84% of disadvantaged pupils are achieving the expected standard in reading (up from 72%).
Pupils who are disadvantaged will have improved attainment in maths and will begin to close the attainment gap between themselves and their peers.	<ul style="list-style-type: none"> • KS2 Maths outcomes show that 100% of disadvantaged pupils achieve the expected standard or above. • Monitoring (observations, pupil voice) and assessment for learning show that pupils are retaining prior knowledge. • Assessment data across the school shows that 77% of disadvantaged pupils are achieving the expected standard in maths (up from 63%).
Pupils who are disadvantaged will have improved attainment in English and will begin to close the attainment gap between themselves and their peers.	<ul style="list-style-type: none"> • KS2 writing and GaPS outcomes show that 100% of disadvantaged pupils achieve the expected standard. • Monitoring (observations, pupil voice) and assessment for learning

	<p>show that pupils are retaining prior knowledge.</p> <ul style="list-style-type: none"> Assessment data across the school shows that 67% of disadvantaged pupils are achieving the expected standard in writing (up from 58%).
Pupils who are disadvantaged will be able to regulate their emotions more effectively and have access to support with their mental health should they require it.	Sustained high levels of wellbeing by 2024/25 demonstrated through qualitative data from pupil voice, pupil surveys, parent voice and teacher observations.
Significant increase in the attendance of pupils who are disadvantaged.	The attendance of all disadvantaged pupils remains above National Average (94.8%).
Increase in pupils who are disadvantaged accessing musical tuition.	At least 10% of the total pupils accessing music lessons will be disadvantaged pupils.
Increase in pupils who are disadvantaged accessing extra-curricular activities.	<ul style="list-style-type: none"> All disadvantaged pupils attend school trips and residential trips through subsidisation of the cost. 10% or more of the pupils who attend after school clubs are pupils who are disadvantaged.
Improved outcomes for pupils in Year 6 in English and maths.	<ul style="list-style-type: none"> Gaps in learning in both English and maths will be identified and targeted through after-school tutoring sessions. Pupils will be able to draw on the foundations of their learning to continue to progress and achieve better outcomes.

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: £11,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase high-quality reading books.	The Reading Framework Pupils require a range of high-quality texts to engage with and develop a love of reading.	1
Purchase standardised tests from Year 1	EEF recommends using low-stakes quizzes to encourage learners to	1, 2

upwards to assess maths and reading termly.	retrieve information from their long-term memory: Cognitive Science Approaches in the Classroom	
Purchase of White Rose Maths Scheme to enhance the maths curriculum to include retrieval practice.	EEF guidance on improving maths in KS2 highlights the most effective strategies: Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3 EEF guidance highlights the importance of retrieval practice: Cognitive Science Approaches in the Classroom	2
CPD for all staff on the teaching of maths, writing and reading to ensure all disadvantaged pupils receive quality first teaching.	EEF recommendations: High Quality Teaching	1, 2, 3
CPD for all staff on the effective use of TAs to ensure disadvantaged pupils receive effective support in maths, writing and reading.	EEF recommendations: Making Best Use of Teaching Assistants	1, 2, 3
Subscription to maths.co.uk to support assessment of disadvantaged pupils in maths.	EEF recommends using low-stakes quizzes to encourage learners to retrieve information from their long-term memory: Cognitive Science Approaches in the Classroom	2, 8
Subscription to spag.co.uk to support assessment of disadvantaged pupils in English.	EEF recommends using low-stakes quizzes to encourage learners to retrieve information from their long-term memory: Cognitive Science Approaches in the Classroom	3, 8

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

Budgeted cost: £ 18,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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The implementation of 'keep up interventions' in Maths to ensure pupils do not develop gaps in their learning.	EEF guidance on improving maths in KS2 highlights the most effective strategies: Improving Mathematics in the Early Years and Key Stage 1 Improving Mathematics in Key Stages 2 and 3	2, 8
The implementation of 'keep up interventions' in Reading to ensure pupils do not develop gaps in their learning, including phonics interventions and additional 1:1 reading.	The Reading Framework states that to enable pupils to keep up, they should be given extra practice.	1, 8
The implementation of 'keep up interventions' in English to ensure pupils do not develop gaps in their learning.	EEF states that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact: Teaching Assistant Interventions	3, 8
CPD for teaching assistants to ensure they deliver effective interventions.	EEF states that investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes: Teaching Assistant Interventions	1, 2, 3, 8
After-school tutoring sessions (using the Recovery Premium) for Year 6 pupils to help to fill their gaps in learning.	The EEF highlights the need for specific interventions to support pupils' learning: Improving Mathematics in Key Stages 2 and 3 The Reading Framework states that to enable pupils to keep up, they should be given extra practice.	8

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a Family Support Officer to support families who are disadvantaged with their needs, emotional	Working with Parents to Support Pupils' Learning Breakfast club schools saw an improvement in behaviour and attendance:	4, 5

support and provide a breakfast club.	EEF Magic Breakfast	
After school clubs and music tuition funded by school for disadvantaged pupils.	EEF highlights that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts Participation EEF: Physical activity has important benefits in terms of health, wellbeing and physical development. Physical Activity	1, 2, 6
Families to be supported in paying for school trips if, and when, needed.	EEF: Physical activity has important benefits in terms of health, wellbeing and physical development. Physical Activity	7
Pupils who are disadvantaged will receive counselling, ELSA or play therapy if required to support with their emotional needs.	EEF states that social and emotional learning approaches have a positive impact on attainment: Social and Emotional Learning	4, 5

Total budgeted cost: £ 69,815

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022-2023

The percentage of disadvantaged pupils achieving or exceeding age-related expectations was as follows:

Year Group	Reading	Writing	Maths
Year 1	50%	50%	62.5%
Year 2	69.2%	61.5%	53.8%
Year 3	75%	50%	62.5%
Year 4	85.7%	71.4%	71.4%
Year 5	100%	66.7%	100%
Year 6	45.3%	63.7%	54.6%

Early Years = 50% of disadvantaged pupils achieved the age-related expectations in Literacy and Maths. The percentage of disadvantaged pupils who passed the Year 1 Phonics Screening Check was 50%. The percentage of disadvantaged pupils who passed the Multiplication Check was 83%.

Teaching and Learning – To provide the highest quality teaching which enables our pupils to learn effectively.

Staff continued to access CPD through the Britannia Teaching School Alliance as part of the St Bart's Trust. This training is rooted in high quality research. Monitoring by senior leaders has developed high expectations throughout the school and is underpinned by the principles of high quality teaching.

Reading & Phonics – Improve fluency, vocabulary and comprehension skills, in line with the whole-school priority

Unlocking Letters and Sounds was purchased and 50% of disadvantaged pupils passed the Phonics Screening Check compared with 80% of their non-disadvantaged peers. Monitoring by senior leaders showed an improvement in the quality of lessons and a consistency across Key Stage 1 in the way phonics was taught. Pupils had books that were accurately matched to their phonics ability and some interventions were proven to have had a positive impact.

Maths – to ensure basic knowledge and understanding of key mathematical concepts is secure

Additional CPD was given to all staff in the teaching of mathematics; however, monitoring and pupil voice demonstrated a need for further improvements to be made to the maths curriculum. The Maths Lead received further CPD and investigated the maths curriculum in other schools to decide what would be the most effective curriculum for Offley Primary Academy pupils. Some maths interventions were shown to have had a positive impact on the progress of disadvantaged pupils.

Curriculum – Provide a varied curriculum that will equip our pupils with the knowledge and cultural capital to succeed as learners

Cultural capital opportunities have provided all pupils, including those who are disadvantaged, with high quality experiences including: a Year 5 visit and performance at The Cheshire Show, drumming tuition in Year 5, aspirations focused learning from local businesses including Bentley Motors Ltd, and a Year 2 visit to Crosby Beach linked to their sculpture work in art.

Wellbeing – Provide a safe, open environment whereby pupils feel nurtured and listened to. Their mental health and wellbeing is high priority.

Of the pupils who received emotional support in the form of counselling, 42% were disadvantaged. Approximately half of these pupils felt able to finish their counselling before the end of the academic year and felt able to regulate their emotions better. During and following accessing this support, pupils demonstrated a readiness to learn and were happier in school.

Attendance – Pupils attend school and are punctual. School figures fall in line with or are above national average attendance figures.

Persistent absence during 2021-2022 was 16%, of which, 28% were disadvantaged pupils. Persistent absence for 2022-23 was 6.7%, of which, 39% were disadvantaged. This will be an area of focus for 2023-24.

2023-2024

The percentage of disadvantaged pupils achieving or exceeding age-related expectations was as follows:

Year Group	Reading	Writing	Maths
Year 1	66.6%	50%	50%
Year 2	77.7%	55.5%	55.5%
Year 3	81.8%	54.5%	36.4%
Year 4	71.5%	57.1%	57.2%
Year 5	80%	70%	90%
Year 6	80% (one new child to school with EAL was well below the expectation)	80% (one new child to school with EAL was well below the expectation)	80% (one new child to school with EAL was well below the expectation)

Early Years = 67% of disadvantaged pupils achieved the age-related expectations in Literacy and Maths. The percentage of disadvantaged pupils who passed the Year 1 Phonics Screening Check was 33%. The percentage of disadvantaged pupils who passed the Multiplication Check was 43%.

Teaching & Learning – improved outcome for disadvantaged pupils in reading, writing and maths

Expectations have been raised across the curriculum and a new lessons structure has been implemented. This is based on EEF research and involves retrieval, new learning, independent application of the new learning and a reflection task. Staff have received in depth CPD to develop this and pupil are now able to retain more information and build on previous learning as a result.

Pupils who are disadvantaged will be able to regulate their emotions more effectively and have access to support with their mental health should they require it.

Staff have received CPD in De-escalation Techniques, Attachment and Trauma, and Emotion Coaching. This has enabled staff to effectively support pupils when they become dysregulated. Pupils have continued to access My Happy Mind which supports them in understanding how their brain and their emotions work, equipping them with tools to manage this. The SENCO and Family Support Officer have also been trained in interventions to support emotion wellbeing and the school has continued to employ a school counsellor and play therapist. Of the support available to all pupils, 39% of the pupils who access this support are considered disadvantaged.

Significant increase in the attendance of pupils who are disadvantaged.

The attendance of pupils considered to be disadvantaged for 2023-24 was 92%. While this is slightly below the national average, it is an improvement on the previous academic year which was 91%. The Family Support Worker has worked hard with families to improve attendance and implement interventions and support for those who families who require it. The school has also invested in an Education Welfare Officer through the Local Authority to support with this.

Increase in pupils who are disadvantaged accessing musical tuition.

Rock Steady started to teach band lessons in school in this academic year. Of the 46 spaces on offer, 22% were taken by pupils who are disadvantaged and parents received support in funding this through the Pupil Premium.

Increase in pupils who are disadvantaged accessing extra-curricular activities.

Of the pupils accessing extra-curricular activities, an average of 10% were disadvantaged which is proportionate to the percentage of pupils across the school who are disadvantaged.

Improved outcomes for pupils in Year 6 in English and maths.

80% of the pupils in Year 6 achieved the expected standard in English and maths at the end of Key Stage 2. The one child who did not achieve the expected standard had English as an Additional Language and only came the country in September 2023.

2024-2025

The percentage of disadvantaged pupils achieving or exceeding age-related expectations was as follows:

Year Group	Reading	Writing	Maths
Year 1	66%	66%	66%
Year 2	43%	29%	57%
Year 3	66%	44%	44%
Year 4	82%	55%	45%
Year 5	71%	57%	57%
Year 6	88%	78%	100%

Early Years = 100% of disadvantaged pupils achieved the age-related expectations in Literacy and Maths.

The percentage of disadvantaged pupils who passed the Year 1 Phonics Screening Check was 66%. The percentage of disadvantaged pupils who achieved 25/25 in the Multiplication Check was 27%.

Teaching & Learning – improved outcome for disadvantaged pupils in reading, writing and maths

A new wider curriculum has been implemented this year as a result of extensive CPD for staff based on research of best practice in subjects. This has led to pupils accessing a progressive curriculum that builds on prior learning. The lesson structure that was developed last year has also been applied to the wider curriculum to ensure that the children are receiving the same high-quality teaching and learning in all subjects, and therefore a broad and balanced curriculum. Where pupils have required it, 'keep up' interventions have been implemented to ensure that gaps in learning are not formed and all pupils are able to achieve their potential.

Pupils who are disadvantaged will be able to regulate their emotions more effectively and have access to support with their mental health should they require it.

Staff have received CPD PACE training which has enabled them to offer more effective support to pupils when they become dysregulated. Pupils have continued to access My Happy Mind lessons which supports them in understanding how their brain works and provides them with tools for calming themselves down. Of the pupils who have accessed mental health support, 41% are considered to be disadvantaged. This support includes ELSA sessions, 1:1 and group support from the Family Support Officer, counselling, play therapy and Lego therapy.

Significant increase in the attendance of pupils who are disadvantaged.

The attendance of pupils considered to be disadvantaged for 2024-25 was 94.6%. This is an improvement on the previous two years of 92% and 91%, and is above the national average of 92.1%. The Family Support Officer has continued to work with families to identify any issues around attendance and provide support where needed, including 'meet and greets' in the morning.

Increase in pupils who are disadvantaged accessing musical tuition.

Rock Steady lessons have continued this year and of the pupils who attend, 17% are children who are considered to have a disadvantage. Of the total number of children who attend Rock Steady sessions, 7% are fully funded through the Pupil Premium. Music Squad also provide piano lessons and of the total number of pupils who access these lessons, 8% are considered to have a disadvantage and receive funded lessons through the Pupils Premium.

Increase in pupils who are disadvantaged accessing extra-curricular activities.

Of the pupils accessing extra-curricular activities, an average of 10% were disadvantaged which is proportionate to the percentage of pupils across the school who are disadvantaged.

Improved outcomes for pupils in Year 6 in English and maths.

All the pupils considered to have a disadvantage achieved the expected standard or better in Maths. 78% of pupils considered to have a disadvantage achieved the expected standard in Reading and Writing. Compared to their attainment in Year 5, the percentage of these pupils achieving the expected standard in reading, writing and maths has increased.

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
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Unlocking Letters & Sounds	Ransom
Maths.co.uk	Maths.co.uk
X Tables Rockstars	TT Rockstars
Spag.co.uk	Spag.co.uk
White Rose Maths	White Rose

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.