

# Pupil premium strategy statement – Offley Primary Academy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Offley Primary Academy
Number of pupils in school	451 (inc. 37 Pre-School pupils)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, <b>2022-2023</b> , 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Emma McLoughlin (Acting Principal)
Pupil premium lead	Emma McLoughlin (Acting Principal)
Governor / Trustee lead	Rob Knight (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,325
Recovery premium funding allocation this academic year	£7395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£69,720</b>

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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.

As a school, we also consider the challenges faced by vulnerable pupils, including those who have a Social Worker for example. Their needs will be supported regardless of whether they are disadvantaged or not.

At Offley Primary Academy, teachers understand the components and pedagogy of inclusive high-quality teaching and learning, specific to subject and teaching phase. They create memorable experiences in which all pupils are expected and encouraged to participate regardless of ability or background.

The range of teaching strategies used are to support independent self-regulated learning through scaffolding and all pupils are explicitly taught to plan, monitor, and evaluate their work. They are challenged and supported as appropriate and necessary, meeting their own and teacher's high expectations. All learners, therefore, make progress from their starting point and there is an emphasis on raising attainment. Teaching approaches are rooted in research from the EEF or other credible sources and targeted interventions are high-quality and research backed.

Technological innovations are used effectively to support and enhance teaching and learning through the use of individual iPads for all pupils (from Year 1 –Year 6) provided by school.

The monitoring and evaluation system records the successes and the impact on pupils' outcomes and determines continuing professional development which staff actively engage in to maximise the impact on themselves as teachers and the pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Reading – ensuring reading is evident in all aspects of the curriculum and opportunities for reading are evident in many ways throughout the

	<p>school day. Reading is high profile across all phases in school and pupils have access to high-quality texts.</p> <p>Implementation of new Phonics scheme (September 2022) for early reading.</p> <p><i>(Source – data analysis, pupil voice, moderation, feedback from teachers)</i></p>
2	<p>Maths – maths data from formal standardised tests suggests non-disadvantaged pupils out perform their disadvantaged peers.</p> <p>Evidence from teacher assessment of classroom performance does not show this divide.</p> <p><i>(Source – data from SATs, data analysis)</i></p>
3	<p>Curriculum – a full and varied curriculum is on offer. Disadvantaged pupils are encouraged to participate and succeed in a variety of opportunities including wider and extra-curricular activities</p> <p><i>(Source – lack of opportunities on offer during academic years 2019-2020, 2020-21, 2021-22 due to Covid-19 Pandemic)</i></p>
4	<p>Teaching and Learning – high-quality teaching is evident across all phases of school and in all subject areas</p> <p><i>(Source - data analysis, monitoring and evaluation, learning walks, pupils books)</i></p>
5	<p>Well-being – pupils’ mental health and well-being is paramount. Staff are equipped with resources to support pupils through the challenges of the Pandemic and other critical incidents associated with Offley Primary Academy</p> <p><i>(Source – pupil voice, staff voice,)</i></p>
6	<p>Attendance – attendance figures for our disadvantaged pupils has been affected by the Covid-19 Pandemic</p> <p><i>(Source – attendance data)</i></p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Teaching and Learning – To provide the highest quality teaching which enables our pupils to learn effectively.	Teachers will have high expectations of individual pupil needs are including those whom are disadvantaged, and plan and deliver lessons, using research based strategies(from EEF and through CPD) to enable our pupils to 'know more' and 'do more' and therefore achieve, or exceed, age-related expectations in all subject areas. Disadvantaged pupils are making progress and are narrowing the

	attainment and progress gap with their non-disadvantaged peers.
Reading & Phonics – Improve fluency, vocabulary and comprehension skills, in line with the whole-school priority.	<p>Disadvantaged pupils will be exposed to a range of high—quality texts, authors and subject-specific vocabulary to build on their language use and understanding.</p> <p>Reading fluency will improve and a love of reading instilled in all pupils.</p> <p>Additional support in the teaching and delivery of Guided Reading will be in place (previous data has shown that some PP pupils require additional support in this area)</p>
Maths – To ensure basic knowledge and understanding of key mathematical concepts is secure.	<p>Teachers need to check that pupils' learning is secure, before pupils apply their mathematical knowledge to more difficult tasks.</p> <p>Pupils will become more confident and fluent in recalling mathematical facts and then apply this knowledge to more complex problem solving.</p> <p>Bespoke intervention and more exposure to mathematical language and problem solving will support pupils self-confidence when applying their mathematical knowledge and understanding to a range of questions.</p>
Curriculum - Provide a varied curriculum that will equip our pupils with the knowledge and cultural capital to succeed as learners.	<p>Disadvantaged pupils demonstrate their interest in a variety of curriculum areas and some are identified as exceeding age-related expectations and also their non-disadvantaged peers.</p> <p>Disadvantaged pupils have the same opportunities to experience wider-curricular activities in school and beyond.</p> <p>All pupils will respect each other and, throughout the school community, differences are valued and nurtured whilst commonalities are identified and celebrated.</p>
Well-being – Provide a safe, open environment whereby pupils feel nurtured	Pupils' mental health and well-being is paramount and has never been more

<p>and listened to. Their mental health and well-being is high-priority.</p>	<p>important. In order for pupils to learn, they need to be mentally ready and prepared.</p> <p>Staff are equipped with a range of resources, activities and strategies to support our pupils.</p> <p>Opportunities such as - Art Therapy, Play Therapy, Animal Therapy and counselling can be accessed as necessary.</p>
<p>Attendance – Pupils attend school and are punctual. School figures fall in line or are above with national average attendance figures</p>	<p>The attendance percentage for disadvantaged pupils will improve. Persistent absence will be very low, if any at all.</p> <p>Parents and pupils will be challenged about their attendance.</p> <p>Families will be supported, as required, with absence and solutions found to enable pupils to return to school.</p>

## 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: £45k

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - Staff receive high-quality training from BTSA, TDT, NPQ to support them with the delivery of the highest quality teaching and learning	EEF Teaching and Learning Toolkit – Staff will receive CPD training linked to the following approaches - <i>Feedback (+6 months progress)</i> <i>Mastery Learning (+5 months progress)</i> <i>Metacognition and Self-regulation (+7 months progress)</i> <i>Collaborative Learning Approaches (+5 months progress)</i> <i>Phonics (+5 months progress)</i>	1, 2, 3, 4
Staffing support - Additional teaching assistant and teaching support across school	EEF Teaching and Learning Toolkit – <i>Teaching Assistant Interventions (+4 months progress)</i> <i>Small group tuition (+4 months progress)</i>	1, 2, 3, 4, 5

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

Budgeted cost: £17k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Targeted intervention – Identified pupils, across all year groups, will have timetabled pre-teach, post-teach or	EEF Teaching and Learning Toolkit – <i>Feedback (+6 months progress)</i> <i>Mastery Learning (+5 months progress)</i> <i>Metacognition and Self-regulation (+7 months progress)</i> <i>Collaborative Learning Approaches (+5 months progress)</i>	1

bespoke intervention Personalised targeted support will plug gaps in learning and address areas of need as well as boost self-confidence and self-esteem.	<i>Teaching Assistant Interventions (+4 months progress)</i> <i>Small group tuition (+4 months progress)</i> <i>Phonics (+5 months progress)</i> <i>Reading Comprehension Strategies (+6 months progress)</i> <i>Oral Language interventions (+6 months progress)</i> <i>Individualised instruction (+4 months progress)</i>	
Structured and targeted intervention Maths Targeted intervention – Identified pupils, across all year groups, will have timetabled pre-teach, post-teach or bespoke intervention Personalised targeted support will plug gaps in learning and address areas of need as well as boost self-confidence and self-esteem.	EEF Teaching and Learning Toolkit – <i>Feedback (+6 months progress)</i> <i>Mastery Learning (+5 months progress)</i> <i>Metacognition and Self-regulation (+7 months progress)</i> <i>Collaborative Learning Approaches (+5 months progress)</i> <i>Teaching Assistant Interventions (+4 months progress)</i> <i>Small group tuition (+4 months progress)</i> <i>Reading Comprehension Strategies (+6 months progress)</i> <i>Individualised instruction (+4 months progress)</i>	2

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

Budgeted cost: £10k

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Replace reading materials across school with high-quality texts of varying genre. Ensure books are accessible for pupils of all age ranges and phases	EEF Teaching and Learning Toolkit – <i>Phonics (+5 months progress)</i> <i>Reading Comprehension Strategies (+6 months progress)</i> <i>Oral Language interventions (+6 months progress)</i>	1
Therapy- based opportunities including	EEF Teaching and Learning Toolkit –	5

– Counselling, Art, Animal, Play based bespoke to individual pupils needs	<i>Social and Emotional Learning (+4 months progress)</i> <i>Arts Participation (+3 months progress)</i> <i>Individualised instruction (+4 months progress)</i>	
Extra-curricular support including payment and opportunity to participate –  Residential visits School trips Extra-curricular clubs run by in-house staff or outside providers	EEF Teaching and Learning Toolkit – <i>Arts Participation (+3 months progress)</i> <i>Physical activity (+1 month progress)</i> <i>Individualised instruction (+4 months progress)</i>	3, 5
Uniform and school resources - including insurance payment for iPads	EEF Teaching and Learning Toolkit – <i>Individualised instruction (+4 months progress)</i>	5, 6
Parental Engagement Open-door policy for parents to speak with staff members PP Lead to forge good relationships with disadvantaged families	EEF Teaching and Learning Toolkit – <i>Parental Engagement (+4 months progress)</i>	6

**Total budgeted cost: £70k**



## 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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

The data results for 2021-22 show that the impact of COVID-19 is ongoing.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is still apparent. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

More bespoke intervention and targeted learning is beginning to become more embedded. The gaps in learning from the pandemic are now clearer and therefore becoming easier to address.

Research-backed strategies will continue to be sought and implemented as necessary.

Some of the intended outcomes continue to be linked to the standardised tests and the results of these tests.

The current strategy is focused on the current challenges that link with the Whole School Development Plan and the targeted focus for our disadvantaged pupils.

## 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