



Oughtibridge Primary School

Pupil Premium Strategy Statement

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 effect that last year's spending of Pupil Premium had within our school.

School Overview

Detail	Data
School name	Oughtibridge Primary School
Number of pupils in school	413
Proportion (%) of Pupil Premium eligible pupils	9%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Adams
Pupil Premium Lead	Helen Adams
Governor lead	Betty Bedford

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£50,925
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,925
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is an additional stream of funding that is provided to schools to support children who may underachieve and to support the narrowing of the achievement gap, which is sometimes called 'catch up'.

Our key objectives in relation to spending the funding are as follows:

- Raising standards for eligible pupils to close the gap on national outcomes
- Increasing the attendance and decreasing the persistent absence of all pupils (all pupils 6.4% 2023-24, PP pupils 23.5% 2023-24)
- Improving and maintaining the quality of teaching for all pupils
- Overcoming the learning barriers of all pupils, with a particular focus on those who are disadvantaged
- Maximising the engagement and readiness to learn for all pupils

The funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:

- Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years
- Pupils in local authority care for 6 months or more
- Pupils from service families

The Pupil Premium grant has led to improved levels of attainment in reading, writing and maths for targeted pupils. It has also enabled wider experiences for pupils which have inspired and motivated them.

The information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes. A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals, in line with EEF recommendations¹, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our Teaching Assistants (TAs) are carefully planned into all lessons, by class teachers, so that they are used to help raise the attainment of identified groups and individuals. Whilst some research has shown that additional TA support is not a cost effective method of raising pupil attainment, our outcomes demonstrate that, as a result of effective deployment and training, the strategy is successfully improving outcomes for targeted groups.

Challenges

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

Challenge Number	Detail of Challenge
1	Some pupils eligible for Pupil Premium have additional vulnerabilities, for example SEND or social care involvement (36.2% on SEND register / 23.4% social care or FIS involvement in Dec 2024)
2	Identified gaps in learning are hindering progress for some pupils
3	Social and emotional barriers for vulnerable pupils can cause a negative impact on progress and attainment

¹ A summary of Education Endowment Foundation recommendations can be found in the *Making Best Use of Teaching Assistants – Recommendations* document (although sections V and VI are particularly relevant) accessible at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> (last accessed 7th October 2021).



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
<ul style="list-style-type: none"> All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. This will include an up to date specific plan and/or a support plan where pupils also have SEND. 	<ul style="list-style-type: none"> Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged. Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers.
<ul style="list-style-type: none"> Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them. 	<ul style="list-style-type: none"> 100% of identified pupils successfully access the curriculum, with reasonable adjustments in place where needed.
<ul style="list-style-type: none"> Gaps in learning are addressed effectively both at home and in school, leading to successful catch up. 	<ul style="list-style-type: none"> All children who need some extra support get that support, for example extra work in a small group to help them catch up. These small group sessions are called 'interventions' in school and leaders will have checked to make sure these are working well and leading to more progress. When they aren't working so well, leaders in school will have made changes to make sure they work more effectively, for example by changing the intervention or giving extra training to staff.
<ul style="list-style-type: none"> Quality first teaching informed by robust and accurate assessments. 	<ul style="list-style-type: none"> Learning Support reports are produced as soon as possible for children that need them. The information in the reports is shared with parents and used to plan in class (and small group) activities and interventions.
<ul style="list-style-type: none"> School staff are more able to support children with emotional and or mental health needs. 	<ul style="list-style-type: none"> Most pupils with identified emotional or mental health needs receive in school support that supports their wellbeing. Children receive support from Emotional Literacy support teacher, a trauma Informed practitioner or NHS Healthy Minds practitioner in a targeted and triaged approach
<ul style="list-style-type: none"> Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc therefore supporting growth in social skills, confidence, and positive mental health. 	<ul style="list-style-type: none"> All pupils are able to take part in events, activities and visits that they want to join in with. Every disadvantaged child attends at least one after school club every year. All disadvantaged pupils attended
<ul style="list-style-type: none"> Families value the need for regular attendance and make sure their children attend school every day. 	<ul style="list-style-type: none"> All targeted pupils are not classed as persistent absentees (so they are in school more than 90% of the time). Most targeted pupils have attendance that is the same or better than the school's average attendance (so they are in school more than 96% of the time).



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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Online Phonics portal Trainer – development day	1. Phonics EEF (educationendowmentfoundation.org.uk)	1, 2
Mastering Number NCETM Partnership with South Yorkshire Maths Hub External Maths consultant	1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning 2. https://www.ncetm.org.uk/mathshubs-projects/mastering-number-at-reception-and-ks1	1,2

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

Budgeted cost: £42,925 (remaining costs for this element are met from the whole school budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards cost of Teaching Assistant posts	2. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 3. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 4. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 5. Oral language interventions EEF (educationendowmentfoundation.org.uk) 6. Phonics EEF (educationendowmentfoundation.org.uk) 7. One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Contribution towards SEND Coordinator release time	1. National Senco Workforce Survey 2020 (bathspa.ac.uk)	1, 2, 3
Learning Support Assessments	1. SEND Code of Practice January 2015.pdf (publishing.service.gov.uk) NB This is an essential part of the graduated response.	1, 2
Additional equipment and resources to support targeted interventions	1. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 2. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) 3. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3



	<p>4. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>5. One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the cost of Educational Visits	1. Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)	3, 4
Contribution towards the cost of out of school learning / extra curricular activities	1. Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk)	1, 2, 3
Free breakfast club places for PP pupils if needed	1. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	3,4
Headteacher and Admin officer time to tackle attendance issues (NB paid for from whole school budget)	1. Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk) 2. Just one day off can hamper children's life chances - GOV.UK (www.gov.uk)	4
Teaching Assistants trained in Health and Well being interventions e.g ELSA, anxiety,	1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4

Total budgeted cost: £



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 2023 to 2024 academic year.

Last academic year, the Pupil Premium grant meant that:

- We kept the amount of staff delivering support in class the same across the school. This meant that children got support when they needed it in class, and also during intervention groups. Pupils who received this support made rapid progress towards catching up.
- We delivered additional CPD (training) for staff and made sure our phonics teaching (using Read, Write Inc) was improved including purchasing more resources. This meant that across the school, groups of children received additional support. Our Year 1 pupils were given the phonics check in the summer term and overall 90% of children passed the check, which is above the national average.
- One teaching assistant qualified as a Trauma Informed Practitioner and one Teaching assistant qualified as an Emotional Literacy Support assistant , which led to enhanced pastoral interventions that helped groups of children get support for emotional and mental health issues.
- All PP pupils attended all educational visits and residential. All PP pupils attended at least one after school club.

Further information

- Children in receipt of Pupil Premium funding at Oughtibridge make more progress than equivalent children do nationally over time (unless they have SEND needs)
- In house tracking of pupil achievement shows children across the School are well supported and are making similar progress.
- As a result of our last three-year strategy, which ended in August 2024, provision in terms of whole class teaching and small group intervention is better matched to need and children made rapid progress as a result.
- Furthermore, disadvantaged pupils receive targeted mental health support in a timely manner, to enable them to attend school and

NB We did not purchase any non DfE programmes in the previous academic year.

