

OLD HEATH COMMUNITY PRIMARY SCHOOL'S PUPIL PREMIUM STRATEGY

School Overview

Detail	Data
School name	Old Heath Community Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	37 children ~ 17.6%
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	Autumn Term 2022
Statement authorised by	Amanda Mitchelson, Headteacher
Disadvantaged Children Lead	Helen Ford, Deputy Headteacher
Disadvantage Governor Lead	David Watkins

Detail	Amount
Pupil Premium funding allocation this academic year	£44,280
Recovery premium funding allocation this academic year	£ 5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£49,645

Part A: Pupil Premium Strategy Plan

Statement of Intent

As a school, Old Heath Community Primary School, recognises all our children as individuals who can achieve from whatever their starting point! We aim for all children make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support our disadvantaged children to achieve that goal, including progress for those who are already high attainers.

At Old Heath we recognise that our children can face challenges in many different ways; financial, social, mental health, housing, family structures etc. and that this can impact in readiness to learn, access to wider experiences, attendance in school or pre-school experiences and their own mental well-being. All staff are made aware of their role in supporting our disadvantaged children.

As a whole school community, which includes our Governing Body, we will secure a collective ownership and commitment to addressing disadvantage across the school.

By ensuring all staff have the highest expectations of all children we will be raising and addressing the issues of conscious and subconscious bias by tackling the use of limiting language and labelling of groups of children.

At Old Heath we understand that high-quality teaching is the key to challenging disadvantage. Research has shown unequivocally that it has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school with a focus on areas in which individual disadvantaged children require the most support.

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.

We acknowledge that all interactions in the school impact on children's ability to learn, their well-being and sense of belonging to Old Heath. Encouraging positive interactions and relationships with child to child, staff to child, staff to staff will be a corner stone of our work. This also includes the continued building of positive relationships with our families.

Recent research by Graeme Nuthall and Marc Rowland clearly signposts for schools that the key areas for schools to address are

- Language, language, language
- Reading
- Development of TAs
- Remembering
- Early Intervention

In light of this at Old Heath our focus is on Language and reading first and foremost based upon on our assessments (not assumption!) We know that being able to read is the gateway to learning and therefore it has to be our first area of challenge to tackle.

In this and future years we want to build and embed successful strategies that support improved attainment, raised expectations and readiness for life & learning for all our children.

We are very aware that our financial projections will exceed the budget we receive for PPG and that we will need to further fund our projects using our main school budget.

Assessment of Need

The Pupil Premium Strategy template advises that a long term version of three years is allocated here. However, Marc Rowland (Addressing Educational Disadvantage) and the expert leading Essex schools on this route with Disadvantage Champion initiative is advising schools to pick a couple of things and do them really well. At Old Heath the key challenges to achievement are currently based within language & phonics, so initially for the next two years in order to develop and embed, plus ensure we have caught up and kept up after Covid affect in school, our main focus will be as follows

1	Assessments, classroom observations and discussions with children have indicated under developed oral language skills and vocabulary gaps in our children from Early Years and into KS2. This is more obvious within our disadvantaged children.
2	From our internal phonics assessment, Phonics Screening Check (EY, Y1 & Y2), class observations and formative assessments in phonics sessions we have identified a relationship between those children working below expected in phonics/reading being a disadvantaged child and this is beginning to impact on access to KS2 curriculum due to poor reading skills.
	Thinking ahead for the future from 2024/25 We may be looking at writing in relation to the oral language/phonics/reading development to see if there has been a positive effect there, what else needs to be put in place and also Maths mastery.

Intended Outcomes	Success Criteria
Improved oral language & vocabulary	All EY children are expected to achieve the ELG in Communication, Language & Literacy.
Improved Phonics Attainment for our disadvantaged children	All EY children are expected to achieve the ELG in Reading All Y1 children are expected to be working within Phase 5 over the year. OHCPS has seen a dip in Y1 Phonics Screening Check since 2019 when we scored 97%. We are aiming to reverse the trend over the last couple of years and would like to see the Year 1 Phonics screening check rise again and be significantly above the National Average over the next three years.
Improved reading attainment for our disadvantaged children	In reading at Y2 and KS2, looking across all the cohorts over the next three years we are working to ensure that every disadvantaged child is reaching ARE, and those children who are higher prior attainers are keeping up with their HPA peers and continuing to hit greater depth. Aiming in the long term for OHCPS to be above our 2019 SATs Y2 were at 87% whilst National was 75%, 2019 R80% (National 75%) Year 6 and Greater Depth R27% (National 27%)

Activity in this Academic Year

Teaching

Budgeted costs: £37,320.00 (40% of class support is being met by PPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the role of the Teaching Assistant in supporting disadvantaged children with their phonics/reading.</p> <ul style="list-style-type: none"> Phonics training 'VIPERS & the TA' training U/standing challenges of Disadvantage TA expectations <p>£37,320.00 from PPG supporting TA budget</p>	<p>The PPG now supports a significant part of our teaching support budget. This is increasing yearly due to budget cuts and the rising cost of staffing. Our support staff, after our teaching staff, are our greatest resource that we need to keep appropriately trained and utilised. They are able to support small groups or individuals in making significant progress; through pre teaching before a lesson, individual catch up reading/phonics practices.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1, 2
<p>Developing oral language and vocabulary. We will fund time for training staff</p> <ul style="list-style-type: none"> for the NELI project ~ EY staff 8h x 2 Costs to be allocated here RSN training utilising the EEF 'Improving Literacy Recommendations' at EY/KS1 and KS2 (all teaching staff total 8h 	<p>There is a strong evidence base that suggests oral language interventions including activities which promote dialogue such as high quality classroom discussion are inexpensive to implement with high impacts on reading.</p> <p>Also the work by Alex Quigley on 'Closing the Vocabulary Gap'</p> <p>Education Endowment Foundation EEF (communication & language)</p>	1, 2

each total of £840 course costs)		
To ensure that there is continuity in our systematic synthetic phonics teaching across Early Years, Y1 and the Autumn Term of Y2. We will purchase extra resources, fund training and further release time for Phonics Lead, class teachers and teaching assistants supporting Phonics teaching Costs to be added here	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. Phonics EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	1, 2
Purchasing further standardised diagnostic half termly reading assessments to enable us to evaluate the teaching and learning within our daily VIPERS sessions. Costs to be added here	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they are receiving the correct additional support through high quality class based teaching. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1, 2

Targeted Academic Support

(for example tutoring, one to one support structured interventions)

Budgeted Cost: School Led Tutoring £3,301

Recovery Premium £5,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement in the NELI project to assess the language of our new EY children and some of the Year 1 children who did not make GLD. Costs ~ TAs time in school day to assess and then deliver the programmes.	Oral language interventions EEF (educationendowmentfoundation.org.uk) There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading:	1, 2
School Led Tutoring Phonics (qualified Teacher) ~ 3 mornings a week from September 2021 to April 2022 in 1to1 or very small group settings (2 to 5 children) funded from SLT £3,301	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind both 1to1 and small group. One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)	1, 2
Speech & Language Support for individuals/small groups with specific programmes from NHS S< or Talk Boost	We have children with specific speech and language needs and these need addressing individually with some children and	1, 2

activities ~ 1 day a week (from Jan 2022) Costs to be added	Education Endowment Foundation EEF (communication & language)	
KS2 Booster Groups (Jan to April 2022) ~ targeting reading initially; using a qualified teacher to release class teacher to work with children from their own class. funded from SLT £3,301 where applicable & main school budget	Using our own class teachers to work with small groups, enables quicker and more beneficial working as children and staff are already familiar with working methods have an excellent understanding of the needs of the group dynamics and individual learning needs etc Small group tuition EEF (educationendowmentfoundation.org.uk)	2

Wider Strategies

(for example; related to attendance, behaviour, well-being)

Budgeted Cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on the whole school culture for understanding 'disadvantage' challenges, ethos, relationships etc Use of Non Pupil Day and paying support staff overtime. Costs of staffing overtime to be added	Mark Rowland places relationships, whole school culture and the understanding of disadvantage as a main pillar of tackling 'disadvantaged'. This work will support our school team in creating a greater cohesiveness, sense of shared purpose and values amongst all staff. We need everyone to recognise the need for high expectations and an understanding that everyone can have a positive impact on the outcomes for our disadvantaged children ~ through daily interactions and strong supportive relationships. As a whole school we need to move away from generalisations, assumptions and labels and continue to develop a culture where every adult in school is taking 'responsibility for better outcomes for disadvantage learners.' (Marc Rowland's Blog Post Addressing disadvantage: School Culture)	1, 2
Subscription to Child First in order to access parenting & family support, speech & language therapists £3,744	This subscription enables our parents to receive support to help their families and children and supports the school in delivering specific S< support. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 2
Engage the services of an independent Education Welfare Officer to support our work with families and attendance issues £315	Attendance & punctuality is vital to accessing education. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1, 2
Marvellous Me to support parental engagement £399	Evidence from EEF demonstrates that engagement apps like Marvellous Me help to high light learning behaviours and provide the link to support parents talking with their children about their learning. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 2

Contingency fund Upwards of £1000	For any emergencies to support a family, needs not yet identified or to part finance a residential trip for a child in Y4, 5 and 6 in order for them to access wider learning opportunities. Support to use Breakfast Club.	1, 2
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