

Pupil premium strategy statement – Poppleton Ousebank Primary School 2024/25

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	425 inc Nursery
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/5 2025/6 2026/7
Date this statement was published	16/09/2024
Date on which it will be reviewed	July 2025
Statement authorised by	Linda Collier
Pupil premium lead	Vicky Mitchinson
Governor / Trustee lead	Alex Johnstone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,040
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£34,040

Part A: Pupil premium strategy plan

Statement of intent

As a fully inclusive school, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'life in all its fullness, a place to thrive' and our goal is that all children within our schools will receive outstanding teaching and support throughout their time with us. Our aim is that no child is left behind socially or academically and we work continuously to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning.

We want all of our disadvantaged students to receive an equitable education in which we recognise that one size does not fit all and that we need to focus resources where they are most needed. We do this through rigorous tracking, careful planning, evaluation, targeted support and intervention. Providing all our children with the access and opportunities to enjoy success and maximise their life opportunities. We focus extensively on times of transition to ensure that we understand the needs of the incoming students and that we communicate effectively with the next provider.

We focus extensively on 'quality first teaching', as this will have the most beneficial impact on all students. We have highlighted Rosenshine's principles of instruction to all staff throughout our CPD and in September (2024) are embedding 'Independent Learning Zone' tasks to develop resilience and determination in all our learners at all stages. We have focussed on the development of questioning techniques, including cold calling, think pair share and directed questioning in which questioning is pre-planned and carefully targeted. We have worked on strategies to improve to Wave 1 teaching and explicit instruction.

We appreciate that we may need to remove barriers to education in order for disadvantaged students to achieve equity with their peers and so we focus carefully on the costs of the curriculum and extended opportunities to ensure that all children have equitable access. We also recognise the importance of shared routines in school and have focused on simple routines in every lesson and at social times. All lessons follow the 'I do, We do, You do' learning cycles and this repetition of simple structures benefits the learning of all.

In order for students to have access to the high quality teaching and support that we provide, children need to be present in school and therefore we have focussed on raising the attendance of all of our students. This will directly benefit disadvantaged students the most as we are focussing our initiatives on these students first, through our disadvantaged first approaches.

Through our assessment processes, we have identified that there are students for whom literacy and numeracy levels are a concern, a high proportion of these are disadvantaged students. We have put in place specific intervention for these students to ensure they improve and are able to fully access the curriculum.

In order for all students to be able to fully access the curriculum and to achieve the outcomes they are capable of, they need to be able to read fluently and to find it a pleasurable experience. As a school we have invested heavily in ensuring that reading is placed at the centre of our provision both as a wider strategy but also in terms of specific interventions to improve reading proficiency for readers at all levels.

We intend for all students to feel involved both within our school and local community and we have focussed aspects of our provision in ensuring access to wide ranging enrichment activities and that disadvantaged students are well represented in all aspects of school life.

We appreciate that the pandemic has had a more significant impact on children from disadvantaged backgrounds and we aim to continue to ensure that we identify and close any academic or social gaps, when they arise.

Our strategies are spread across all year groups, as disadvantage is spread across all year groups, which helps us to avoid 'initiative overload' on specific year groups.

Challenges

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

Challenge number	Detail of challenge
1	Academic Outcomes - A focus on removing gaps in age related expectations and raising attainment for disadvantaged learners. There is a small proportion of disadvantaged pupils who are not making expected progress despite interventions.
2	Attendance for some disadvantaged students is lower than that of their non-disadvantaged peers. We are working to improve attendance for all cohorts particularly those who are persistent absentees. Some of our disadvantaged students experienced significant difficulties during the Covid-19 pandemic and we continue to deal with the impact of this on attendance.
3	Access to enrichment activities . Nationally disadvantaged students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities to widen their cultural capital. Pupils are also not partaking in enrichment activities such as clubs and music tuition.
4	High levels of social, emotional and mental health difficulties. There are a number of pupils who are experiencing poor mental health and needing support to overcome this through ELSA and school well being services. This had an effect on attendance throughout the school.
5	Lower literacy levels for many disadvantaged students compared to their non-disadvantaged peers. 57% of disadvantaged pupils achieved expected and above in Reading compared to 73% of non disadvantaged pupils in KS1 and 89% in KS2. 68% of disadvantaged pupils achieved expected and above in Writing compared to 73% of non disadvantaged pupils in KS1 and 83% in KS2.

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
<i>Improved attainment for disadvantaged students across the curriculum.</i>	We intend to see an improvement year on year in both literacy and numeracy and a reduction in the gap between age related expectations for disadvantaged students compared to their non-disadvantaged peers.

<i>Attendance for disadvantaged students to be in line with national average and gap narrowed significantly between them and their peers</i>	Improved attendance year on year and reaching national average by 2026.
<i>Disadvantaged students have improved participation in extracurricular events and trips</i>	All disadvantaged students, who wish to, participate in external trips and visits. Similar proportions attend extra-curricular sessions when compared to non-disadvantaged students. This will be tracked by the PP lead in school and pupil voice ascertained to create an understanding of why they do not attend. Disadvantaged students well represented on student council and other leadership/ambassador roles for the school.
<i>Social, Emotional and Mental health difficulties are identified early and relevant support (internal and/or external) in place when appropriate</i>	All students identified as needing support with their SEMH have a plan in place and is shared with teaching staff. Information is linked consistently with learning passports for SEND students. Improved dialogue between school and parents reading early help for pupils in need. Weekly consultations with SEMH professionals to identify early intervention. Data from student voice, student and parent surveys and teacher observations to inform decisions made.
<i>Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school</i>	Disadvantaged students have similar reading ages to non-disadvantaged students. KS2 reading outcomes in 2024/2025 show that more than 80% of disadvantaged students meet the expected standard. Students tested regularly and results were actioned by placing on correct interventions. Improvements seen in book scrutinies and engagement in lessons.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning focus on evidence based strategies to support Quality First	<i>Supporting the attainment of disadvantaged pupils (DFE, 2015) suggests</i>	1

<p>Teaching. Development of shared approaches and routines using ‘Walkthrus’.</p>	<p>high quality teaching as a key aspect of successful schools. EEF toolkit: collaborative learning + 5 months Feedback: + 6 months Metacognition and self regulation: + 7 months</p>	
<p>Trust Director support for English, Maths and Science To support disadvantaged students to make positive progress. To monitor and implement appropriate interventions.</p> <ul style="list-style-type: none"> • Support for curriculum leaders • Cross Trust analysis of performance and sharing of good practice 	<p>EEF toolkit: Individualised instruction: + 4 months Small group tuition: + 4 months</p>	<p>1, 3</p>
<p>Train all middle leaders to enable them to empower their teams to support disadvantaged students.</p> <ul style="list-style-type: none"> • All middle leaders and senior links can clearly identify disadvantaged students and the support they require 	<p>Empowering middle leaders and increasing their responsibility for the progress of all cohorts has a positive impact on outcomes. EEF toolkit: individualised instruction: + 4 months Small group tuition: + 4 months Extending school time: + 3 months</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive literacy programme - Read, write, Inc. Reading Plus and Fresh start. To improve the reading ages of all learners so they can access the curriculum.</p> <p>Literacy tree</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. EEF toolkit: Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 5</p>

Underperforming students identified and regular meetings with students and parents. Progress and attitude closely monitored.	EEF toolkit: Mentoring: + 2 months Parental engagement: + 4 months	1, 2, 4, 5
All students able to access curriculum and enrichment trips regardless of cost.	EEF toolkit: Arts participation : + 3 months	1, 3

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

Budgeted cost: £4,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strong focus on attendance strategies and high level of support from school staff. Embedding principles of good practice as set out in DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)	EEF toolkit: Parental engagement + 4 months	2
Consistency through whole school behaviour and inclusion policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Rewards and incentives for sustained attendance and achievement via the use of class dojo, star of the week and personal postcards home.	EEF toolkit: Behaviour interventions + 4 months	1, 2, 4
Parental engagement - open door policy, drop ins, parents evenings, welcome meetings, newsletters etc.	EEF toolkit: Parental engagement: + 4 months	1, 2, 3, 4, 5

Total budgeted cost: £34,040 [*insert sum of 3 amounts stated above*]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)
- EBacc entry data for secondary schools
- Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

Improved oral language skills and vocabulary in Early Years

Communication and Language – 89% of children in receipt of pupil premium are making at least expected progress.

Next Steps

To continue to provide the children with rich learning environments with a range of language opportunities. To continue with Wellcomm in both Reception and Nursery as well as rigorous RWI and Time to Talk interventions.

Improved reading fluency attainment among disadvantaged pupils.

Reading – 68% of children in receipt of pupil premium are making at least expected progress with 15% exceeding expectations.

Next Steps

To continue with the RWI programme throughout the school - fast track and Phonics interventions for targeted children as well as daily reading with volunteers. Robust tracking and assessments by the school phonics lead.

Improved spelling attainment among disadvantaged pupils.

Writing – 53% of children in receipt of pupil premium are making at least expected progress with 12% exceeding expectations.

Next Steps

To continue with RWI interventions and daily spellings for those highlighted for targeted support.

Improved maths fluency in attainment for disadvantaged pupils.

Mathematics – 65% of children in receipt of pupil premium make at least expected progress with 18% exceeding expectations.

Next Steps

To continue to promote maths attainment and interventions for those who need additional support. Maths lead to support staff in school with curriculum delivery if required. Use of homework and online platforms to support pupils in their learning.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Pupils live up to the high expectations that leaders and staff have of them. By the end of Year 6, all pupils, are prepared well to make the best possible start at secondary school.

Many pupils participate in the wide range of clubs on offer in school. These include art, poetry, sports and debating which are well attended by disadvantaged pupils. Opportunities to perform and compete are available through choir, young voices and performances in school. This allows pupils to develop their interests and talents and learn new ones that they may not be able to participate in outside of the school day.

Children across the school are involved with becoming Wellbeing ambassadors, school counsellors and leaders.

All children have access to the WBIM Team, our school ELSA and wellbeing advisors.

Next Steps

To continue our universal offer to all children, to promote wellbeing throughout the school.

To seek pupil and parent voice as to why pupils may not attend clubs.

To track PP wider opportunities more closely

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well. If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

<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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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