

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Otterham CP School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	19.7% (15 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Dec 2021
Date on which it will be reviewed	Jul 2022
Statement authorised by	Helen Ward
Pupil premium lead	Julie Blackburn
Governor / Trustee lead	Roz Mather

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,175
Recovery premium funding allocation this academic year	£1,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,795

Part A: Pupil premium strategy plan

Statement of intent

- *Pupil Premium children leave Otterham School at the end of Y6, meeting or exceeding ARE.*
- *Pupil Premium children enjoy school and learning.*
- *Pupil Premium children want to come to school and achieve a high level of attendance.*
- *Otterham School educates the whole child, placing a large emphasis on SEMH and wellbeing. This results in a high level of enjoyment with positive feedback from pupils.*
- *The vast majority of pupils have a high level of attendance.*
- *The vast majority of pupils make good progress from their starting points and despite adverse childhood experiences.*

Challenges

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

Challenge number	Detail of challenge
1	Poor SEMH and wellbeing due to adverse childhood experiences.
2	Our PP attendance data is significantly lower than our non-PP children. This does affect attainment for most. We strive to improve attendance so that accelerated progress can be made. Covid has played a part in poor attendance recently.
3	Assessments, observations and discussions with pupils indicate underdeveloped language skills and vocabulary gaps. After partial school closures during the past two years, high absence rates due to Covid and a reduction in young children accessing a Nursery provision, these gaps are increasingly evident from Reception through to KS2. Generally, they are more prevalent in our disadvantaged pupils than their peers.
4	Again, partly as a result of Covid but also as a result of finances, imagination and aspiration, many children have had limited experiences outside of school. This impacts negatively on the knowledge and understanding of the local and wider environments and also the vocabulary children have been exposed to and therefore able to use.
5	

Demonstrated by:

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
To achieve and sustain improved SEMH and wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of SEMH and wellbeing from 2024/5, demonstrated by: <ul style="list-style-type: none"> • Surveys, observations • Improved behaviour • Participation in enrichment activities • Parental feedback
To achieve and sustain improved attendance for those children who need to do so.	Sustained high attendance from 2024/25, demonstrated by: <ul style="list-style-type: none"> • The overall attendance rate for all pupils collectively being no less than 95% • The attendance of disadvantaged pupils being 96% or higher.
Improved oral language skills and vocabulary among all pupils but particularly our disadvantaged pupils.	Assessments, observations and discussions with pupils indicate significantly improved oral language amongst disadvantaged pupils. This is also evident in book scrutiny exercises.
To improve knowledge and understanding about the world around them whilst extending their range of vocabulary.	<ul style="list-style-type: none"> • 100% participation in enrichment activities, particularly from disadvantaged pupils. • Through work scrutiny, discussion and observations, children to be using a wider range of vocabulary.

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: £5,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Introduce NELI – (Nuffield Early Language Intervention) to be carried out with Reception children</i>	Research carried out by Nuffield. Oral language interventions can have a positive impact on pupils' language skills. EEF – educatioendowmentfoundation.org.uk	1,2,3,4
<i>TA intervention time in the afternoon to revisit SSP Little Wandle sounds if children hadn't grasped them during the morning session</i>	Phonics/Toolkit Strand/EEF	1,2,3,4
Online Assessment Tool	Contribution to purchase B-Squared to track the attainment and progress of a specific child.	1,2,3
Training for a child with specific needs.	Resources and training for staff to meet the needs of a specific child in mathematics and Language.	1, 2,3

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

Budgeted cost: £5,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. One to One tuition/EEF Small group tuition/Toolkit Strand/EEF	1,2,3,4

Academic Mentor	As above	1,2,3,4
One to one Tutor	One to one tutoring out of school hours with a TA who has completed the School Led Tutoring training.	1,2,3,4

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

Budgeted cost: £10,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund for acute issues	Based on our experiences and those of similar schools, we have identified a need to set aside a small amount of funding to support parents' ability to fund enrichment activities.	1,2,3,4
TA with a responsibility for developing the school grounds to improve the wellbeing of staff and pupils.	TIS training has highlighted the importance of being outdoors in an aesthetically pleasing environment. Children are more able to communicate their thoughts and feelings when in a relaxed environment	1,2,3,4
Subsidizing breakfast club	PP children offered a reduce price for breakfast club. Evidence shows children perform better if they have a good breakfast and a calm start to the day.	1,2,3,4
1 to 1 TA for a child at lunch time	TA needed for a specific child at lunch time to ensure child's safety.	3

Total budgeted cost: £21,795

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.

Data collected from past SAT papers and NFER papers.

9/14 PP children met ARE in maths. With 9/14 making good or better progress.

6/14 PP children met ARE in Reading. With 9/14 making good or better progress.

6/14 PP children met ARE in Writing. With 8/14 making good progress.

Pupils' attendance is difficult to comment on due to COVID. However, it was monitored and families were contacted when absent.

PP children were given financial support to access wider school activities, e.g. trips.

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
See and Learn	Downs syndrome education international
NESSI	NESSI learning INC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	