

Pupil premium strategy statement

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	Ovingham Middle
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Alice Witherow
Pupil premium lead	Jenny Bullock
Governor / Trustee lead	Steven Duckworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31, 210 (£19,390 for KS2 and £11,820 for KS3)
Recovery premium funding allocation this academic year	£7,800
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	£39,010

Part A: Pupil premium strategy plan

Statement of intent

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.

Our aims:

- to narrow the attainment gap between disadvantaged pupils and non disadvantaged pupils
- for all disadvantaged pupils to make or exceed nationally expected progress
- to support our pupils' wellbeing and personal development, ensuring they have access to opportunities beyond the classroom which enables them to thrive, access learning and enjoy school.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy is based around highly effective teaching and learning. The Education Endowment Foundation identified high quality teaching as having the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- provide excellent pastoral support. This is a key part of our approach at Ovingham Middle School. Supporting our disadvantaged pupils and their families to engage with school - both the academic and wider life - is key to our approach.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal assessments show that reading attainment and progress of disadvantaged pupils is below that of all pupils.</p> <p>2022 internal assessments indicated that there was a 32% between disadvantaged and all pupils in reading at the end of Year 5, and the Key stage 2 outcomes indicate 75% of disadvantaged pupils reaching the expected standard in reading compared to 81% of all pupils.</p>
2	<p>Internal assessments show that writing attainment and progress of disadvantaged pupils is below that of all pupils.</p> <p>2022 internal assessments indicated that there was a 30% between disadvantaged and all pupils in writing at the end of Year 5, and the 2022 Key Stage 2 outcomes indicate 42% of disadvantaged pupils compared to 72% of all pupils.</p>
3	<p>Internal assessments show that maths attainment and progress of disadvantaged pupils is below that of all pupils.</p> <p>2022 internal assessments indicated that there was a 14% gap between disadvantaged and all pupils in maths at the end of Year 5,</p> <p>Recent internal assessments indicate 82% of disadvantaged pupils attain at the expected level or above compared with 95% of all pupils in the current year 8 cohort.</p>
4	<p>Our pupil voice and observations indicate that some disadvantaged pupils lack opportunities to broaden their well-being and cultural capital and which inhibit their chances to succeed.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils.</p> <p>23.3% of disadvantaged pupils were 'persistently absent' compared to 12.6% of their peers over the period 2021/22. Persistent absence above 15% shows 13.3% of disadvantaged pupils compared to 2.7% of other pupils.</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
Improved attainment in reading	<ul style="list-style-type: none"> • The attainment gap between disadvantaged pupils and other pupils in reading will reduce by the end of year 8 • Disadvantaged pupils will achieve attainment and progress in reading in line with other pupils by the time they leave in Year 8.
Improved attainment in writing	<ul style="list-style-type: none"> • The attainment gap between disadvantaged pupils and other pupils in writing will reduce by the end of year 8 the end of year 8 • Disadvantaged pupils will achieve attainment and progress in writing in line with other pupils by the time they leave in Year 8.
Improved attainment in maths	<ul style="list-style-type: none"> • The attainment gap between disadvantaged pupils and other pupils in reading will reduce by the end of year 8 • Disadvantaged pupils will achieve attainment and progress in maths in line with other pupils by the time they leave in Year 8.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To achieve a proportional representation in enrichment and extra curricular activities.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain Improved attendance levels for disadvantaged pupil	<p>If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills.</p> <p>Attendance and persistent absence for PP pupils is at least in line with other pupils.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</p> <p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</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: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on feedback. Whole staff training time. Teacher release time to attend CPD.</p> <p>All staff participating in SSAT Embedding Formative Assessment Project</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2,3
<p>Higher staff levels to enable smaller English groups to target support.</p>	<p>Whilst there is limited evidence to support this, reducing the group size in English groups enables pupils to get a more individualised learning which evidence suggests results in around 4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2
<p>Purchase of standardised diagnostic reading assessments - GL assessments to provide a baseline diagnostic assessment and PIRA assessments to provide termly diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
		1,2

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tiered reading interventions to support progress of pupils with reading ages below expected:</p> <ul style="list-style-type: none"> a) Fresh Start for pupils with reading ages below a) Rapid Reading intervention for pupils with reading ages 8 months or more below expected b) Reciprocal reading sessions targeted at specific pupils 1-8 months below reading ages 	<p>EEF Toolkit indicates that reading comprehension strategies are indicated to be a low cost, high impact (adding 6 months progress)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>
<p>Rapid Reading intervention for pupils with reading ages below expected</p>	<p>EEF Toolkit indicates that reading comprehension strategies are indicated to be a low cost, high impact (adding 6 months progress)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
<p>Reading Champion Post created to promote the love of reading through managing the library, organising author visits.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p>	

Small group English interventions for pupils falling behind national expectations.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2
Maths interventions for pupils falling behind national expectations.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor from the Northern Guild providing programme of targeted support for specific pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5
Therapeutic play intervention worker	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5
ELSA training for TA Mental Health First Aid training for TA	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5
Responsibility for attendance monitoring allocated to member of SLT. Increased information regarding attendance sent out via weekly Newsflash.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf	1,2,3,4,5

Mental Health and Wellbeing Lead created	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5
All staff trained to deliver Friends Resilience Programme. All pupils followed Friends Resilience programme last academic year and received refresher in Autumn term. Year 5 pupils to follow programme within Personal Development sessions.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1,2,3,4,5
Prioritising of PP pupils for trips and residentials and other enrichment activities. Financial support for PP pupils.	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Instrument tuition - subsidised.	Arts participation EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5

Total budgeted cost: £ 39,000

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 2021 to 2022 academic year.

Aim	Outcome
<p>Improve progress and attainment in Reading, Writing and GPS</p>	<p>Reading for pleasure was promoted through the Book of the Week and Reading Rocks Newsletter, Reading Rocks quiz and reading aloud during form times. Spellzone and SPAG.com were used to assist and support online learning. There remains a gap in the attainment and progress of pupils in reading, writing and GPS at KS2 but outcomes at the end of Year 8 show the gaps have closed: Reading non PP = 83%, PP = 86% Writing non PP = 81% PP = 83%</p>
<p>Maintain high standards of progress and attainment in Maths</p>	<p>By the time pupils leave in Year 8 the gap between disadvantaged pupils and other pupils has closed: Maths non PP = 97%, PP = 100%</p>
<p>Diminish the barriers that prevent learning</p>	<p>A parent/carer survey was carried out which indicated a high level of satisfaction from parents regarding their child's academic progress and well being.</p> <p>Individual pupil interviews were carried out which highlighted individual needs and any barriers to learning which were then picked up and supported by staff.</p>
<p>To achieve and sustain Improved attendance levels for disadvantaged pupil</p>	<p>The impact of Covid persisted during the early part of the academic year and the gap remains between disadvantaged and non disadvantaged pupils: 23.3% of disadvantaged pupils were 'persistently absent' compared to 12.6% of their peers over the period 2021/22. Persistent absence above 15% shows 13.3% of disadvantaged pupils compared to 2.7% of other pupils. This remains a priority for 2022/23.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Funding of ELSA training and Mental Health First Aid training meant more pupils received expert help to support their wellbeing. Funding of a play therapist meant targeted pupils received a programme of one to one support.</p>

