

Odessa Infant School 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	Odessa Infant school
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Clare Barber
Pupil premium lead	Clare barber/Sue Tindling
Governor lead	Enam Eyiah Ratified by governors Dec 14th 2021

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,560
Recovery premium funding allocation this academic year	£ £8,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 73,560

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we have considered the context of the school and the subsequent challenges faced. Research conducted by EEF has been used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To build on the success of previous years where disadvantaged and non-disadvantaged children have performed equally well.
- For all disadvantaged children in school to make or exceed nationally expected progress rates.
- To support all of our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the children
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

When making provision for socially disadvantaged children, we recognise that not all those who receive free school meals will be socially disadvantaged

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We have planned to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the school is making for this group include:

- Ensuring all teaching is effective thus ensuring that the quality of teaching experienced by all children is high quality
- To allocate Academic Assistants to specific Year Groups - providing small group work focussed on overcoming gaps in learning
- Targeted interventions using catch up and school led tutoring funding.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Additional learning support to help children to overcome specific barriers
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Pastoral support to help children to overcome specific barriers

Challenges

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

Challenge number	Detail of challenge
1	Real-life experiences beyond local area (Forest Gate, Stratford, Newham) are limited which result in the children having limited aspirations.
2	Poor language skills resulting from a lack of literacy in the home impacting on both verbal and reading abilities.
3	Parent/carer's confidence and abilities to be able to support their children's learning (this decreases as child progresses through school) and parent/carer's engagement in school life and child's education.
4	Housing issues: overcrowding, poor living conditions, risk of eviction, temporary housing arrangements. These have a negative impact on the children's concentration and focus in class.
5	For pupils whose families are just above the PP criteria – parents working long hours, night shifts and short-term contract work are then less available to support their child.
6	Emotional, social and mental health needs of both the children and the parent/carers which impact on focus/concentration and on behaviour.

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
All children to achieve well, in line with their peers at the end of their infant education	The disadvantaged children achieving in-line with the non-disadvantaged children in national end of Key Stage data.
Children to have similar opportunities and experiences during their time at primary school as those from more advantaged areas and families	The children have completed all the activities provided for them during their time at Odessa.
Children to leave Odessa Infant school as confident and determined learners prepared for their next stage of learning (academically and emotionally)	Children's surveys demonstrate positive attitudes and learning behaviours. Improved progress and attainment in all areas of the curriculum.
Families to feel supported by the school so that they are able to focus on supporting their children's learning outside of school, including specifically targeted families.	Increased attendance at parent workshops and school events.
Gap closing with National for more able disadvantaged pupils	Achieve national average progress scores in KS1 reading, writing and maths.

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.

A: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employing an HLTA and two academic assistants to target interventions and support PP children in class.</p> <p>Training a member of staff to be a THRIVE practitioner</p> <p>Recruiting a psychology student to work with parents and families to support in parenting and mental health issues.</p> <p>LEG (language enrichment groups) to target children with delayed language.</p> <p>Two staff trained NELI practitioners.</p>	<p>Regular assessments show that children benefit from interventions that are targeted to their individual needs. This can be seen in the rates of progress made.</p> <p>THRIVE is a recognised programme that increases children’s self-confidence and wellbeing. Evidence shows that children’s progress improves when they are safe and happy, hence ready to learn.</p> <p>Studies shows that both the LEG and NELI programmes increase children’s vocabulary, expressive language and confidence in speaking</p>	<p>1 2 3 5 6</p>
<p>To enhance the curriculum and life experiences of children</p> <p>This includes subsidising the costs of our Y2 camping trip as well as visits to museums, places of worship, the seaside and trips into central London to visit famous landmarks.</p>	<p>On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>(EEF +4)</p> <p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>(EEF +2)</p>	<p>1 2 5 6</p>

	Experience has demonstrated the positive impact that educational visits and visitors to school have on our children's academic progress and achievement as well as raising their aspirations.	
Developing use of digital technology to raise attainment	Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Studies suggest that approaches which individualise learning with technology may not be as helpful as small group learning with technology or the collaborative use of technology. (EEF +4)	2 5
Promoting excellent teaching in the early years in order to ensure that the children get a good start. This is in response to the low entry levels. We employ a NN in order to provide more targeted support.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. Where an impact on attitudes to school has been found, it tends to be more lasting. (EEF +5)	2 3 5 6

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

Budgeted cost: £ 9,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key pupils identified to have been falling behind for a variety of reasons. Pupils are then supported on a targeted intervention programme.	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. (EEF +4)	2 3 5
Small group intervention and precision teaching. These sessions will be provided weekly delivered by either a Teaching Assistant; HLTA or the class teacher (LEG, NELI)	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from	2 3 5

	disadvantaged backgrounds (up to six months' additional progress). (EEF +5)	
Support from the New English Hub to target the lowest 20% of children for phonics. Workshops for parents to support their children in their learning.	Evidence suggests that the targeted interventions and team-teach approach of the NEH results in improved outcomes for children.	2 3 5

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

Budgeted cost: £ 3,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that children are supported by sign-posting parents to the local breakfast and after school clubs to make sure they have a good start to their day.	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. (EEF +2)	5 6
Coaching of various sports at lunchtime and after school with qualified coaches and school staff allowing children more time for structured physical activity and exposure to a wide variety of sports. PP children are prioritised for a place.	The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). (EEF +2) Funding for this does not come from PP funding.	6 1
Child and parent Wellbeing Officer to work with families and protect vulnerable children.	Developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.	3 4 5 6

<p>Training courses on DA, Mental Health Practitioner, NRPF, revised EYFS framework and E4C anti racism.</p>	<p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term (EEF +3)</p>	
--	---	--

Total budgeted cost: £ £73,560