

# Pupil premium strategy statement Odessa Infant School 23/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	163
Proportion (%) of pupil premium eligible pupils	31.9%
Academic year/years that our current pupil premium strategy plan covers	2023 - 24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Finance Committee
Pupil Premium lead	Clare Barber/Sue Tindling
Governor lead	Chair of Finance Committee - Enam Eyiah

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,985
Recovery premium funding allocation this academic year	£2,683
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58,668

# 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 the **EEF (Education Endowment Fund)** 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 of 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.

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 includes:

- Ensuring all teaching is effective - thus ensuring that the quality of teaching experienced by all children is of high quality
- The allocation of Academic Assistants to specific year groups- providing small group work focussed on overcoming gaps in learning
- Targeted interventions using school led funding
- All our work through the PP 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 the local area (Forest gate, Stratford, Newham) are limited which can 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/carers' confidence and abilities to be able to support their children's learning (this decreases as the child progresses through school) and parents/carers' 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 less available to support their children.
6	Emotional, social and mental health needs of both the children and the parents/carers which impact on focus, concentration, wellbeing and 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 will achieve 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 infant school as those from more advantaged areas and families	The children will have accessed all of the activities and experiences provided for them at Odessa.
Children to leave Odessa 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, such as curriculum workshops, parents' evenings etc.
Gap closing with National for more able disadvantaged pupils	The children will achieve National average, or above, progress scores in the EYFS, Phonics Screening check and 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: £30,282**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an academic assistant to target interventions and support PP children in class  Employ a <b>THRIVE</b> trained practitioner to	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	1 2 3 5 6

<p>work with vulnerable PP children. Support from a psychology student to work with PP parents and families identified as experiencing parenting and/or mental health issues.</p> <p><b>LEG</b> (language enrichment group) to target PP with delayed language. A member of staff is NELI trained (Nuffield Early Language Development) and advises staff on early language acquisition strategies.</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, therefore ready to learn.</p> <p>Studies show that both LEG and NELI increase children’s vocabulary, expressive language and confidence in speaking.</p>	
<p>To enhance the curriculum and life chances of children. This includes subsidising the cost of our Y2 camping trip, visits to museums, places of worship, art galleries the seaside and trips to Central London to visit famous landmarks- in line with the National Curriculum.</p>	<p>On average, pupils who participate in adventure learning interventions make approximately four additional month’s progress. There is also evidence of a positive impact on non-cognitive outcomes such as self-confidence.</p> <p><b>(EEF+4)</b></p> <p>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, Maths 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, music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</p>	1 2 5 6

	<b>(EEF+2)</b>	
<p>Promoting excellent teaching in the early years in order to ensure that the children get a good start to their education. This is also in response to the low entry levels.</p> <p>Employment of a qualified Nursery Nurse for more targeted support.</p>	<p>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.</p> <p>Where an impact on attitudes to school has been found, it tends to be more lasting.</p> <p><b>(EEF+4)</b></p>	2 3 5 6

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

**Budgeted cost: £ 18,430**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Key pupils identified to have been falling behind for a number of reasons. Pupils are supported on a targeted intervention programme</p>	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better the outcomes.</p> <p><b>(EEF +4)</b></p>	2 3 5
<p>Small group intervention and precision teaching. These sessions will be provided weekly delivered by either a TA or the class teacher. <b>(LEG, NELI THRIVE)</b></p>	<p>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.</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p><b>(EEF 5+)</b></p>	2 3 5

Targeted phonics intervention groups with the AA.	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better the outcomes. <b>(EEF +4)</b>	2 3 5
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £ 9,956**

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 Employment of an attendance officer to improve attendance and punctuality	The evidence indicates that, on average, pupils make two additional months' progress per year from an 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 often wider benefits for low-income pupils, such as increased attendance at school, improved behaviour and better relationships with peers. <b>(EEF +2)</b>	5 6
Coaching of various sports and lunch time and after school clubs. PP children are targeted along with those with health and fitness issues.	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). <b>(EEF +2)</b>	6 1
Child and parent Wellbeing Officer to work with families and protect vulnerable children. PP families are targeted.	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 (domestic abuse), Mental Health Practitioner, revised EYFS framework and E4C (Education For Change).</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 <b>(EEF +3)</b></p>	<p>3 4 5 6</p>
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## Total budgeted cost: £ 58,668

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 2022 to 2023 academic year.

### Our end of KS1 data for Pupil Premium results show that:

- In Reading 80% of pupil premium children achieved expected or above
- In Writing 75% of pupil premium children achieved expected or above
- In Maths 75% of pupil premium children achieved expected or above

This demonstrates the positive impact that the interventions had on attainment

### Our end of KS1 data:

- Reading – 81% of all pupils scored expected or above
- Writing – 77% of all pupils scored expected or above
- Maths - 79% of all pupils scored expected or above

### LA end of KS1 data for Pupil Premium Pupils:

- Reading 68%
- Writing 63%
- Maths 69%

**This demonstrates that our PP children have achieved above LA figures and broadly in line with our non PP children.**



## 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*

<b>Programme</b>	<b>Provider</b>
NELI	DfE
New English Hub	Elmhurst Primary School (DfE)

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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?	NA