

Oreston Community Academy Pupil Premium 3-year Strategy

2023-2026

Academic Year 2024-2025



All staff are committed to meeting all children's emotional, social and academic needs within the school environment, regardless of background or need. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The school allocates funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based using the Education Endowment Foundation (EEF) guidance and rooted in knowledge and assessment of pupils' needs. Strong, good teaching and positive interactions being the most important levers to improve outcomes for disadvantaged pupils. The best gift we can give pupils is the ability to read. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted support and wider strategies.

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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 | Oreston Community Academy |
| Number of pupils in school | 379 |
| Proportion (%) of pupil premium eligible pupils | 17.4% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023-2024 2024-2025 2025-2026 |
| Date this statement was published | 31.10.24 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Amy Chivers |
| Pupil premium lead | Lindsay Greenway |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £82,949.00 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £82,949.00 |

Part A: Pupil premium strategy plan

Statement of intent

At Oreston Community Academy we believe that everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged children and all children. Providing the highest quality teaching gives the best approach for 'keep-up' in the curriculum. High expectations; a high-quality, ambitious curriculum; strong relationships and an understanding academic and emotional needs to grow the potential in every child is embedded in all we do.

To achieve this, we will focus on every teacher in every classroom being as good as they can be in what and how they teach. We will use the best evidence from research, and collaborative approaches across WeST, to support improvement in order to improve children's outcomes. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together.

Our intention is that all children, 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 children to achieve that goal.

The key principles of our strategy plan are:

1. HIGH QUALITY TEACHING

To ensure access to high quality teaching, we plan to...

- Provide staff with Paul Dix training to ensure all staff are well equipped to provide a relational approach towards all children.
- Provide staff with subject knowledge training to support the writing curriculum content across the whole school with support of a Devon English consultant.
- Provide teaching on use of Grammar resources to support high quality grammar teaching.
- Continue to train staff and implement RWI phonics programme for early reading through RWI development days.
- RWI lead to provide coaching to staff with the curriculum delivery of RWI on a fortnightly basis.
- Provide TAs with updated training on precision instruction to support quality intervention and high-quality teaching.
- Join Maths Mastery Hub to improve staff understanding of maths mastery approach.
- Purchase **Widgit** and utilise to support access to the curriculum for all.
- Purchase **EdShed** Spelling Bee resources to support spelling fluency and deliberate practice.
- Senior leaders attend EEF training on Pupil Premium effectiveness and tackling disadvantage.

2. TARGETED ACADEMIC SUPPORT

To deliver impactful targeted support, we plan to...

- TAs to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency.
- Purchase SHINE intervention and to support delivery of 'keep-up' reading intervention.
- Teaching assistants to apply precision instruction to the teaching of fluency in maths, reading, spelling and letter formation.
- Use of Atom Learning to support fluency in maths.
- Purchase of Clicker to support writing.
- Personalised meet and greet with Emotional Available adults.
- Nurture club provision for children at lunchtimes to have emotional available adult to support children with play in social situations.
- ELSA trained TAs providing weekly ELSA sessions to support SEMH needs.
- Referrals to the MAST team for targeted family support.
- MAST Speech and Language therapist employed one day per week to support Early S & L support.
- MAST Arts therapist employed one day per week to support SEMH needs.
- MAST Learning Mentor to provide specialist wellbeing support to improve access to and engagement with learning

3. WIDER STRATEGIES

To remove non-academic barriers to attainment, we plan to...

- Purchase higher level support from MAST for early intervention.
- Morning nurture provision to improve attendance.
- Meet and Greet for all children. Key adults to support vulnerable children.
- Liaise with the trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions.
- Regular attendance meetings. Class teachers in regular contact with families to offer support.
- Allocated time of school Family Support Lead to facilitate multi-agency support for families with SEMH needs.
- Support with access to wider school activities.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations, and discussions with children indicate that oral language skills in our disadvantaged children is lower than that of other pupils. This slows reading and writing progress in subsequent years. |
| 2 | Assessments, observations, and discussions with children suggest disadvantaged children generally make slower progress in phonics than their peers. This impacts on their fluency in EYFS, KS1 and KS2. |
| 3 | Observations, discussion and assessment show writing stamina, applying taught grammar and spelling is lower in our disadvantaged pupils, resulting in lower attainment and progress in KS1 and KS2. |
| 4 | Our attendance data for over the last year indicates that attendance among disadvantaged children averaged 91%. This was lower than non-disadvantaged children (95.3%). The information indicate that absenteeism is negatively impacting on disadvantaged children's progress and success within the curriculum. |
| 5 | From observations and discussions, many children from disadvantaged backgrounds, particularly those who have experienced early trauma, display social and emotional difficulties, limited resilience and self-confidence which affects children's academic progress. |

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 |
|--|---|
| <p>Children in the EYFS and KS1 with poor speech and language have made accelerated progress due to intervention programmes received.</p> <p><i>Link to school improvement implementation plan 1,2 and 4</i></p> | <ul style="list-style-type: none"> • Early identification of children requiring SALT ensures that children receive support quickly. • MAST Speech and Language is bought in to provide weekly SALT programmes to children in EYFS and KS1. • Follow-up programmes are provided for school and parents. |
| <p>Quality of curriculum and curriculum delivery continues to improve as all staff are clear about the expectations for each subject they are teaching, deepening</p> | <ul style="list-style-type: none"> • OCA curriculum is logically and coherently sequenced to create confident and knowledgeable thinkers. |

| | |
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| <p>subject knowledge and consistent approaches are seen in all classrooms leading to high quality provision.</p> <p><i>Link to school improvement implementation plan 1,2 and 5</i></p> | <ul style="list-style-type: none"> • Teaching and Learning to reflect the WeST Principles of Curriculum Delivery. • Consistency in curriculum delivery across the school and across the curriculum. • Staff meeting time is dedicated to sharing expectations from subject leads to ensure consistent, high-quality teaching. • Regular release time by subject leads providing effective monitoring of subjects. • Teachers have a secure understanding of how children learn. • Teachers feel confident in mastery curriculum delivery. • RWINc to be delivered to all pupils from Foundation to Year 2 and children in KS2 if they have not reached the required standard. • Discussions with children demonstrate retrieval and use of taught knowledge. |
| <p>Improved reading attainment among disadvantaged children.</p> <p><i>Link to school improvement implementation plan 1,4,5</i></p> | <ul style="list-style-type: none"> • RWI has a high priority within the school. • The RWI Lead is provided with release time to monitor and coach to support the provision of the subject. • Accurate assessment ensures that all children are placed in the correct group and children who are not making progress are identified using the new online portal. • Additional support is put in place for children who are not making the expected progress and/or working below the expected level. • RWI Development Days and in school progress meetings are used to ensure external and internal support is in place for RWI Manager and staff are receiving the most up-to date information and training • Fresh Start RWI intervention programme delivered consistently across KS2. |

| | |
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| | <ul style="list-style-type: none"> • Phonics screen check results above National average. • SHINE resources used to support interventions, bespoke to need. • The whole school information for children meeting the age expected standard among the disadvantaged group improves. |
| <p>Improved writing transcription fluency knowledge and skills among disadvantaged children to improve overall writing achievement in the curriculum.</p> <p><i>Link to school improvement implementation plan 1,2,5</i></p> | <ul style="list-style-type: none"> • Assessments, observations and discussions with children indicate significant improvement in writing transcription knowledge and skills among disadvantaged children. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments. • Discussions with children demonstrate retrieval and use of taught writing knowledge and skills. • Writing in books demonstrates application of transcription knowledge and skills. • In writing moderation, disadvantaged children are a priority for discussion and professional learning. • Handwriting improves so writing is legible and fluent. • The writing attainment gap is narrowed between disadvantaged (54% 2023) and their peers (75% 2023) across the whole school information. |
| <p>Disadvantaged children build trusted relationships with key adults and children within the school which supports their social interactions, resulting in improved mental health and wellbeing.</p> <p><i>Link to school improvement implementation plan 6</i></p> | <ul style="list-style-type: none"> • Pupil's emotional wellbeing is supported by Emotional Literacy Support Assistants (ELSA) and the Multi Agency Team (MAST) accessing therapists, counsellors and family support workers. • Attendance figures are above the national average. • School environment is safe, calm, orderly and positive. • Children engaged and motivated to learn. • Children able to regulate and respond to their emotional wellbeing. • All staff are trained in trauma informed practices. |

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: £40,804.86

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide staff with training on rigorous and well-planned reading and writing curriculum content across the whole school with support of a Devon English consultant. | The EEF Toolkit and the EEF 'Professional Development' guidance report. Simple view of writing document. | 3 |
| Provide teaching with planning coaching support and training on effective modelling of writing in the curriculum sequence. | The EEF Toolkit and the EEF 'Professional Development' guidance report. The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. | 3 |
| Continue to train staff and implement RWI phonics programme for early reading through RWI development days | Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. EEF 'Improving Literacy'. The EEF Toolkit and the EEF 'Professional Development' guidance report. DfE Reading Framework. | 2 |
| RWI lead to provide coaching to staff with the curriculum delivery of RWI weekly. | The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. DfE Reading Framework. | 2 |
| Provide TAs with further training on precision instruction to support quality intervention and high-quality teaching. | The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. EEF 'Selecting Interventions' guidance. EEF 'Making Best Use of TAs' guidance. | 1 2 3 |
| Purchase Higher level MAST support to coach and support teachers and TAs on adaptive teaching. | The EEF Professional Development guidance report supported by the EEF 'Effective Mechanisms of PD'. EEF 'Selecting Interventions' guidance. EEF 'Making Best Use of TAs' guidance. | 1 2 3 |
| Purchase Widgit to support adaptive teaching. | EEF 'Special Educational Needs in Mainstream' guidance report. Evidence indicates that high-quality teaching and curriculum is the most | 1 2 3 |

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|---|--|---|
| | important level schools have to improve pupil attainment. | |
| Purchase EdShed Spelling Bee resources to support spelling fluency and deliberate practice. | Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. | 3 |
| Purchase Letterjoin to aid consistency in teaching of handwriting. | Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve pupil attainment. | 3 |

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

Budgeted cost: £27,913.47

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency. | EEF 'One-to-One Tuition' and 'Small Group Tuition'. DfE Reading Framework. | 2 |
| Purchase SHINE intervention and to support delivery of 'keep-up' reading intervention. | EEF 'One-to-One Tuition' and 'Small Group Tuition'. DfE Reading Framework. | 2 |
| TAs to all be trained as Therapeutic Mentors to support SEMH needs. | EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. Trauma Informed Schools Research. | 4 5 |
| Teaching assistants to apply precision instruction to the teaching of fluency in maths, reading, spelling and letter formation. | EEF 'Selecting Interventions'. EEF 'One-to-One Tuition' and 'Small Group Tuition'. | 1 2 3 |
| Nurture Club support for vulnerable children at lunchtimes to have emotional available adult to support children with play in social situations. | EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. Trauma Informed Schools Research. | 4 5 |
| ELSA trained TAs providing weekly ELSA sessions to support SEMH needs. | EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. Trauma Informed Schools Research. | 4 5 |

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|---|--|-----------------------|
| MAST Speech and Language therapist employed one day per week to support Early S & L support. | EEF 'Selecting Interventions'. EEF 'One-to-One Tuition' and 'Small Group Tuition'. | 1 5 |
| MAST Arts therapist employed one day per week to support SEMH needs. | EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. Trauma Informed Schools Research. | 4 5 |
| MAST learning mentor employed one day per week to provide specialist well-being support to improve access to and engagement with learning | EEF 'Selecting Interventions'. EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. | 1 2 3 4 5 |
| Referrals to the MAST team for targeted family support. | EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. EEF guidance report on 'Working with Parents to Improve Children's Learning'. Trauma Informed Schools Research. | 4 5 |

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

Budgeted cost: £14,230.66

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase higher level MAST access and support. | EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. EEF guidance report on 'Working with Parents to Improve Children's Learning'. Trauma Informed Schools Research. | 4 5 |
| Allocated time with Trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions. Regular attendance meetings. Class teachers in regular contact with families to offer support. | EEF guidance report on 'Working with Parents to Support Children's Learning'. DfE 'Working Together to Improve School Attendance'. | 4 5 |

| | | |
|---|---|--------|
| Allocated time of school Family Support Lead to facilitate multi-agency support for families with SEMH needs. | EEF guidance report on 'Working with Parents to Support Children's Learning'. DfE 'Working Together to Improve School Attendance'. | 4 5 |
| Support with access to wider school activities. | EEF guidance report on 'Improving Social and Emotional Learning in Primary Schools'. | 5 |

Total budgeted cost: £82,949.00

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 2023 to 2024 academic year.

MAST referrals continue to support families and children with wellbeing and promoting positive attendance at school. Targeted MAST intervention is in place and the EP decides if a wider system response is required. MAST Speech and Language and Arts Therapist has enabled progress for children supported by this provision.

Parents support groups are in place for families with children who had previously been in the care systems and provision plans are utilised to enable improved understanding of needs.

RWI Development Days and Progress Meetings took place over the year where the RWI Lead and staff were coached to ensure they were confident in delivering the programme. This training enabled the RWI Lead to coach staff in the same way.

| KPIs 23/24 | All children | Disadvantaged |
|--------------|--------------|---------------|
| EYFS | 78% | 40% |
| Y1 PSC | 94% | 100% |
| Y2 PSC | 66% | |
| Y4 MTC (20+) | 63% | 75% |
| KS1 RWM | 73% | 60% |
| KS2 RWM | 63% | 60% |
| Attendance | 95.3% | 91% |

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 |
|--------------------|-------------------------------------|
| RWI phonics scheme | Oxford University Press/Ruth Miskin |
| Power Maths | Pearson |
| Re-Think Reading | Devon Education Services |
| Accelerated Reader | Renaissance |
| Book Writes | Devon Education Services |

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? | <p>Teaching assistants to support with emotional literacy.</p> <p>Teacher to liaise with parents to provide emotional, wellbeing support during times of parent/service personnel deployment.</p> <p>Regular activities held during the year include opportunities to get together and share experiences.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Children able to feel emotionally ready for learning through having a known trusted adult to talk with and to share experiences with children in similar situations.</p> |

Further information (optional)