

## 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   | OCEAN ACADEMY               |
| Number of pupils in school  | 301                         |
| Proportion (%) of pupil premium eligible pupils   | 28%                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-22 to 2023-24          |
| Date this statement was published   | November 2021               |
| Date on which it will be reviewed   | July 2022                   |
| Statement authorised by   | Jo Quarrie                  |
| Pupil premium lead  | Loren Tharme                |
| Governor / Trustee lead   | David Herbert, Regional CEO |

### Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £107,351.84 |
| Recovery premium funding allocation this academic year  | £0          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0          |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £107,351.84 |

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that all pupils make expected or better progress from their starting points, regardless of any social, emotional or physical challenges they or their families may have. We want our pupils to not only perform well academically, but to also develop resilience and a strong sense of self so that they can achieve whether they are disadvantaged or not. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers*

*As EEF evidence suggests, high quality teaching has the greatest impact on effective learning and at Ocean Academy, this fundamentally drives high expectations in reading, writing and maths as well as enriching the lives of our pupils through a broad and engaging foundation curriculum. We intend to widen cultural capital opportunities to give vulnerable and disadvantaged pupils opportunities that will help them succeed in life and will ensure that they are best prepared for their next steps in education and beyond.*

*Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and 'Catch Up' Funding for pupils whose education has been worst affected, including non-disadvantaged pupils. We have also reduced class sizes and staffed year groups with teachers and support staff who are best skilled to meet the needs of the pupils.*

*We have adopted an individualised approach to addressing barriers to learning and emotional support and our strategy has been designed following robust and continual assessments of learning and of social and emotional needs and challenges. To ensure our approach is effective we will:*

- *adopt a whole academy approach so that all staff are responsible for pupil progress, specifically for the outcomes for disadvantaged pupils.*
- *increase the IT equipment across the school and for pupils at home to ensure that all pupils have access to the full curriculum.*
- *work beyond the classroom to ensure all pupils have their needs met , e.g. food parcels, home learning support.*
- *ensure disadvantaged pupils are challenged and reach greater depth learning outcomes.*

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Complex educational needs: 27%</b> of our 2021-22 disadvantaged learners also have SEND needs. Research and ongoing assessments over time outline the impact complex needs have on learning and the level of specific support is increased. The attainment sits at 33% combined between disadvantaged and SEND and non disadvantaged and SEND.   |
| 2                | <b>Economic difficulty: 85%</b> of our disadvantaged learners receive free school meals. Our observation and discussions with parents show that because of economic difficulty, these learners will have limited access to quality cultural capital, limited experiences and limited vocabulary, which in turn (as evidenced in assessments, pupil voice, observations and school paying for increased numbers of trips, food parcels) shows limited achievement - particularly in reading and writing, where vocabulary and consistent practise of skills has not been readily available.  |
| 3                | <b>Emotional regulation and home factors: 42%</b> of our disadvantaged learners have previously had or are still having social care involvement or Family Outreach Worker. Discussions with parents, children and when working with outside agencies has shown that families of vulnerable and disadvantaged learners have been impacted more negatively than non disadvantaged families (especially true throughout lockdown). This has impacted pupils' readiness to learn and has stretched capacity for the school to meet needs. We have had to engage with further outside agencies to meet needs - Therapy Dogs, Think Bricks, EP support, SALT, Family Outreach. The levels of outside agency referrals has increased during and after the pandemic, however the number of cases reaching the threshold has reduced and schools are being left to take on cases they perhaps would not have before. |
| 4                | The level of parental support to consolidate learning at home is lower for our disadvantaged learners. This was particularly true throughout the lockdown periods of home learning where the child did not come into school. This has increased the attainment RWM combined gap at GD by 8% for disadvantaged learners in year 4 and by 7% in year 5 (as evidenced by our assessment cycle).  |
| 5                | <b>Attendance:</b> During the academic year 2020-21 average attendance of our disadvantaged pupils was at <b>94%</b> compared to <b>97%</b> attendance of NPPG. Of the 31 persistent absences in the academic year 2020-21, <b>61%</b> of these were disadvantaged pupils..<br>Periods of low attendance for a minority of pupils - Attendance lead and Pastoral meet every Wednesday to focus on this. Attendance was significantly impacted further by Covid-19. (attendance data is recorded and available in school).<br><a href="#">Improving School Attendance</a>  |

## 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  |
|--|---|
| To ensure expected or better progress and attainment in reading, writing & maths for disadvantaged pupils. | The vast majority of disadvantaged learners will meet or exceed their KS1 assessments at the end of KS2 in RWM (data tracking available in school)<br>The vast majority of PPG learners' progress scores will be in the positive range at the end of KS2 in RWM |

|  |   |
|--|---|
|  | <p>KS2 RWM outcomes in 2022/23 show that 88% of disadvantaged pupils met the expected standard.</p> <p>Teachers and leaders will be able to articulate the processes in place for their PPG learners and the impact this has</p> <p>Bespoke and targeted interventions will be in place for PPG learners resulting in gaps diminishing</p>  |
| To promote the social and emotional wellbeing of disadvantaged pupils to ensure they are ready to learn.                   | <p>Disadvantaged pupils will be socially secure, emotionally stable and able to regulate their emotions successfully so that they are ready to learn--</p> <ul style="list-style-type: none"> <li>● Qualitative data from student voice, student and parent surveys and teacher observations will evidence this.</li> <li>● Disadvantaged pupils will have significant access the learning opportunities of the full curriculum (including extracurricular and cultural capital opportunities) and a there will be a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>● Disadvantaged learners will have support from ELSA and SLT if and when needed to support their social and emotional wellbeing. Pupils will spend more time in class and less time needing interventions or bespoke support packages.</li> <li>● Outside professionals will be utilised to ensure best outcomes for children and families. Referrals will begin to decrease.</li> <li>● There is no significant difference between the recorded behaviour of disadvantaged learners and suspension is rare.</li> </ul> |
| To raise and sustain improved attendance of disadvantaged pupils.  | <p>Sustained high attendance from 2023/24 shown by:</p> <ul style="list-style-type: none"> <li>● Overall absence rate for disadvantaged pupils is no more than 8%, and the attendance gap between disadvantaged and non-disadvantaged peers does not increase beyond 5%</li> <li>● The percentage of whole academy pupils who are persistently absent being below 12% and disadvantaged pupils not being more than 10% below the non-disadvantaged peers.</li> </ul>  |
| To widen the world of disadvantaged pupils' cultural capital through experiencing a wider variety of cultural experiences. | <p>Assessment and observations indicate significant improvement in the following:</p> <ul style="list-style-type: none"> <li>● Disadvantaged learners will have access to interventions to ensure they are prepared with the essential knowledge and basic skills in RWM to access the learning of the full curriculum</li> <li>● Disadvantaged learners will be supported to access extra curricular opportunities, trips, visitors etc</li> <li>● Attainment and progress of disadvantaged learners will remain above national in R/W/M/GPS/Sci</li> <li>● Disadvantaged learners will remain on track to achieve the expected standard or above in the foundation subjects (assessment tracker in school)</li> </ul>   |

## 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: **£35,246**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Teaching assistants:</b></p> <ul style="list-style-type: none"> <li>Recruit extra teaching assistants to work with targeted pupils to increase reading speed, comprehension, fluency and arithmetic..</li> </ul>   | <p><b>EEF Impact: +1 month</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a></p> <ul style="list-style-type: none"> <li>Where TAs support individual pupils or small groups, which on average show moderate positive benefits</li> <li>Working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress</li> </ul>  | 1/3/4/5                       |
| <p><b>Reducing class size:</b></p> <ul style="list-style-type: none"> <li>Employment of additional teaching staff in Y4, Y5 and Y6, allows for class sizes to be reduced and close attention given to identified disadvantaged learners</li> </ul>   | <p><b>EEF Impact: +2 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p> <ul style="list-style-type: none"> <li>The key issue appears to be whether the reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours</li> <li>Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status</li> <li>When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes</li> </ul> | 1/3/4/5                       |
| <p><b>Digital technology:</b></p> <ul style="list-style-type: none"> <li>Chromebooks purchased to ensure that all pupils have access to a chromebook or ipad whenever needed to supplement or support class teaching</li> <li>TTRockstars used across the school to improve times tables. All children have a log in</li> <li>Various computer based programs have been signed up to, to enhance classroom teaching</li> <li>Google classroom was used during both lockdowns effectively and continues to be used for absence and homework</li> <li>PPG families have been and are provided with IT support</li> </ul> | <p><b>EEF Impact: +4 months</b></p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a></li> <li>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches</li> <li>They can motivate students to practise more</li> <li>Clear evidence that digital technology approaches are more beneficial for writing and mathematics practice</li> </ul>  | 1/2/3/4/5                     |
| <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Embed phonics teaching and employ additional teaching assistants / teachers to undertake phonics intervention and improve all staff professional ability to incorporate</li> </ul>   | <p><b>EEF Impact: +5 months</b></p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></li> <li>Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key</li> </ul>  | 1/2/4                         |

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|   | <p>component of successful teaching of early reading</p> <ul style="list-style-type: none"> <li>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading</li> </ul>  |           |
| <p><b>Mastery learning:</b></p> <ul style="list-style-type: none"> <li>Embed the Mastery learning approach across the school for children - phased learning.</li> </ul>   | <p><b>EEF Impact: +5 months</b></p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></li> <li><a href="#">Maths_guidance KS2.pdf (publishing.service.gov.uk)</a></li> <li>Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress</li> <li>It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test)</li> <li>Roseshine's principles - repetition and revision</li> </ul>  | 1/2/4     |
| <p><b>Embed metacognition and self regulation by:</b></p> <ul style="list-style-type: none"> <li>Staff CPD attended and planned for future sessions</li> <li>Enhance the use ELSA, alternative therapies - Think Brick, Pets therapy in pace to meet individualised need</li> </ul>   | <p><b>EEF Impact: +7 months</b></p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></li> <li><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></li> <li><a href="https://new.boxallprofile.org/">https://new.boxallprofile.org/</a></li> <li>Metacognition and self-regulation approaches have consistently high levels of impact</li> <li>More effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion</li> <li>Require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed</li> </ul> | 1/3/4     |
| <p><b>Feedback:</b></p> <ul style="list-style-type: none"> <li>CPD for developing staff subject knowledge in all areas of the curriculum is a focus for development this year, thus supporting teachers to spot misconceptions</li> <li>Additional teachers and support staff employed to 1:1 tutor/conference for individualised feedback and support which then feeds into planning to ensure a linked-up approach and progress for all disadvantaged pupils</li> </ul> | <p><b>EEF Impact: +6 months</b></p> <ul style="list-style-type: none"> <li><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></li> <li>Research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact</li> <li>Research evidence about feedback was part of the rationale for Assessment for Learning (AfL)</li> <li>Feedback studies tend to show very high effects on learning</li> <li>Research suggests regular verbal feedback is the most powerful tool for facilitating individual progress and overall improvements to learning (John Hattie; Black et al)</li> </ul>   | 1/2/3/4/5 |

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|---|---|------------------|
| <p><b>Oral language interventions:</b></p> <ul style="list-style-type: none"> <li>• Class reader texts across the school are purchased to ensure that enough copies exist in the school for pupils to have access to read aloud and follow along with class readers</li> <li>• SALT available for those in need 5 x per week with known member of staff</li> </ul>  | <p><b>EEF Impact: +6 months</b></p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></li> <li>• Oral language interventions consistently show positive impact on learning</li> <li>• All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds</li> <li>• Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult</li> <li>• For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary</li> </ul> | <p>1/2/3/4/5</p> |
| <p><b>Reading comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>• Lexia programme has been signed up for across the whole school with 30 logins per year group</li> <li>• Chrome books/iPads purchased to allow access to all pupils who regularly need this.</li> <li>• Additional staff have been employed to run reading comprehension interventions in all year groups</li> <li>• Class sets of books have been purchased to ensure there is a wide variety of reading material available</li> </ul> | <p><b>EEF Impact: +6 months</b></p> <ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a></li> <li>• The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts</li> <li>• There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension</li> </ul>   | <p>1/2/3/4/5</p> |

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

Budgeted cost: **£25,367**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Small group tuition:</b></p> <ul style="list-style-type: none"> <li>• Additional teachers and support staff employed to raise the number of small group reading, writing and maths interventions in all year groups</li> <li>• Additional teachers and support staff employed to cover teachers to be released to hold small group intervention</li> </ul> | <p><b>EEF Impact: +4 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p> <ul style="list-style-type: none"> <li>• Research which focuses on teaching assistants who provide one to one or small group support shows a stronger</li> </ul> | <p>1/2/3/4/5</p>              |

|   |   |           |
|---|---|-----------|
|   | <p>positive benefit of between three and five additional months on average</p> <ul style="list-style-type: none"> <li>• Once group size increases above six or seven there is a noticeable reduction in effectiveness</li> <li>• In reading, small group teaching can sometimes be more effective than either one to one or paired tuition. It may be that in these cases reading practice can be efficiently organised so that all the pupils stay fully engaged</li> </ul>  |           |
| <p><b>One to one tuition:</b></p> <ul style="list-style-type: none"> <li>• Additional teachers and support staff employed to run 1:1 sessions in maths and reading in all year groups</li> <li>• Additional teachers and support staff employed to cover teachers to be released to hold 1:1 sessions in maths</li> </ul> | <p><b>EEF Impact: +5 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> <ul style="list-style-type: none"> <li>• Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average</li> <li>• Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact</li> <li>• Tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial</li> <li>• Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable</li> <li>• John Dunford highlights that quality first teaching has the most significant effect on disadvantaged pupils</li> </ul> | 1/2/3/4/5 |
| <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>       | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  |           |
| <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>• CGP books have been purchased for pupils in reading, maths and SPAG to support with home learning</li> <li>• Working with parents to engage and support at home</li> </ul>   | <p><b>EEF Impact: +5 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-primary/</a></p> <ul style="list-style-type: none"> <li>• It is certainly the case that schools whose pupils do homework tend to be more successful</li> <li>• There is some evidence that when homework is used as a short and focused intervention it can be effective in improving students' attainment</li> <li>• The quality of the task set appears to be more important than the quantity of work required from the pupil</li> </ul>   | 1/2/3/4/5 |



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|  | <ul style="list-style-type: none"> <li>Parent engagement has high impact (T Hawes Optimal learning)</li> </ul> |  |
|--|--|--|

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

Budgeted cost: **£47,642**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Arts/Sports participation:</b></p> <p>All disadvantaged pupils are offered a space on an extracurricular club to widen their opportunities and develop cultural capital</p> <ul style="list-style-type: none"> <li>School squads run for free 5 x a week by a dedicated PE teacher. Pupils are invited to join these squads and a conscious effort is made to engage PPG learners</li> <li>All local school competitions and events are attended and a conscious effort is made to engage PPG learners</li> <li>A 'Change 4 Life' club is run for free every week by school staff and a conscious effort is made to engage PPG learners</li> <li>Core strength clubs run for free twice every week by school staff and a conscious effort is made to engage PPG learners</li> <li>Musical instrument lessons funded</li> </ul> | <p><b>EEF Impact: +3 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/sports-participation/</a></p> <ul style="list-style-type: none"> <li>Participating in sports and physical activity is likely to have wider health and social benefits</li> <li>Sports participation interventions engage pupils in sports as a means to increasing educational engagement and The evidence suggests that the impact is greater for more vulnerable students</li> <li>Non-cognitive skills such as perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes attainment</li> </ul> | 2/3/4/5                       |
| <p><b>Outdoor and adventure learning:</b></p> <ul style="list-style-type: none"> <li>O&amp;A Residential are planned in Years 4, 5 &amp; 6 with monetary support given to PPG learners to attend these trips</li> </ul>  | <p><b>EEF Impact: +4 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <ul style="list-style-type: none"> <li>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning</li> <li>There is also evidence of an impact on non-cognitive outcomes such as self-confidence</li> </ul>   | 2/3/4/5                       |
| <p><b>Social and emotional learning:</b></p> <ul style="list-style-type: none"> <li>Full time pastoral lead runs ELSA sessions for identified PPG learners</li> <li>Teachers have received training in supporting and maintaining positive mental health</li> <li>PAT Dog and Therapy Dog in school weekly</li> <li>Additional strategies in place and funded by school to individualise support - Think Bricks, Living 2 Learn, Young Carers, Starfish mentoring etc.</li> <li>Whole staff approach to supporting families with mental health needs and the impact this has on children's lives -</li> </ul>  | <p><b>EEF Impact: +4 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <ul style="list-style-type: none"> <li><a href="https://new.boxallprofile.org/">https://new.boxallprofile.org/</a></li> <li>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school</li> <li>Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff</li> </ul>  | 3/4/5                         |

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| <p>including the impact COVID has had on these already vulnerable families</p> | <ul style="list-style-type: none"> <li>• MIND 2021: Two thirds (65%) of adults and more than two thirds (68%) of young people with mental health problems say their mental health has got worse since the first national lockdown. One in four (26%) adults and over one in six (18%) young people experienced mental distress for the first time during the pandemic. People living in a household receiving benefits saw their mental health hit hardest by the pandemic.</li> </ul> |  |
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**Total budgeted cost: £108,255**

# 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.

Our internal assessment during 2021/21 shows an increase in progress and attainment for disadvantaged learners. The attainment gap between PP and non remains in all but year 6 and this is predominantly EXS learners. COVID disruptions impacted heavily on writing. End of KS2 FFT data shows that FSM children were in the highest performing group overall. The catch up funding and tutoring grant alongside the PP funding for next year will focus on maths, writing and continued emotional support for pupils and families.

Attendance remained positive and this is testament to the efforts put in place by staff to engage parents throughout the pandemic, pick children up from home and supply online and paper versions of learning. Attendance at the end of 2020/21 was: All: 96.09%, PPG: 94.05%, NPPG: 96.86%.

BASED ON TEACHER ASSESSMENTS AT THE END OF ACADEMIC YEAR 2020-21 COMPARED TO KS1 ASSESSMENTS, IMPROVEMENT IS CLEAR:

| % PPG PUPILS ON TRACK OR BETTER COMPARED TO THEIR KS1 ATTAINMENT 2020-2021 | R          | W          | M          |
|--|------------|------------|------------|
| Y3 (MARCH 2021)  | 75%        | 83%        | 83%        |
| Y3 (JULY 2021)   | <b>85%</b> | <b>83%</b> | <b>92%</b> |
| Y4 (MARCH 2021)  | 88%        | 88%        | 92%        |
| Y4 (JULY 2021)   | <b>88%</b> | <b>92%</b> | <b>92%</b> |
| Y5 (MARCH 2021)  | 88%        | 96%        | 75%        |
| Y5 (JULY 2021)   | <b>92%</b> | <b>96%</b> | <b>85%</b> |
| Y6 (MARCH 2021)  | 95%        | 85%        | 75%        |
| Y6 (JULY 2021)   | <b>95%</b> | <b>89%</b> | <b>84%</b> |

| Progress of PPG learners from KS1 Y6 2021 | KS1 EXS+ | KS2 EXS+   | KS1 GDS | KS2 GDS    |
|---|----------|------------|---------|------------|
| Reading                                   | 77%      | <b>79%</b> | 23%     | <b>37%</b> |
| Writing                                   | 64%      | <b>74%</b> | 18%     | <b>21%</b> |
| Maths                                     | 77%      | <b>68%</b> | 23%     | <b>26%</b> |

**FOCUSED OUTCOMES FROM 2020/21:** To diminish the attainment difference between PPG/NPPG across the school more quickly in writing – especially with a focus on spelling

- Year 3: PPG children in writing booster sessions increased by 25%. This has had a positive impact on diminishing the difference with the PPG writing gap reducing significantly (EXS reduced by 26%) by the summer term.

- Year 5: PPG focus groups in class have resulted in the writing gap reducing significantly (EXS reduced by 16%) by the summer term.
- Year 6: PPG focus groups in class and a 12% increase in writing conferencing intervention resulted in the writing gap reducing by the summer term with a particular focus on GDS learners (GDS reduced by 5%).

**FOCUSED OUTCOMES FROM 2020/21:** To widen the world of PPG children (cultural capital) through experiencing a wider variety of cultural experiences.

- The curriculum has been designed to include cultural capital and cultural capital plan in place across the academy - engagement has increased as identified by staff and parents. Pupil's have voiced their love of the curriculum.
- Pupils voice, teacher and parent observations and questionnaires evidence engagement has increased and experiences gained have been utilised to improve learning outcomes (particularly in writing and oracy).
- **84% of PPG learners** are engaged in at least one extra curricular club; an increase of 21% from Spring 2021.

**FOCUSED OUTCOMES FROM 2020/21:** To narrow the vocabulary gap to secure attainment and progress across the curriculum

- 1:1 pupil conferencing has been successful in year 5 and 6. Attainment and progress is positive (see above)
- Writing boosters increased in frequency and this has had a positive impact in the summer term - see above
- Improved CPD for TAs to support writing has proved successful for year 5 and 6.
- Vocabulary focus across the school has improved reading scores of PPG across the school with children able to explain and match the meaning of words:

| Increase in reading attainment between AP1 (Autumn) and AP3 (Summer) 2021 | EXS + | GDS  |
|---|-------|------|
| Year 3  | +22%  | +1%  |
| Year 4  | +28%  | +7%  |
| Year 5  | +25%  | +1%  |
| Year 6  | +19%  | +27% |

PiXL QLA results for Y3-6 show that Ocean pupils are now significantly stronger at answering vocabulary questions in reading tests when compared to the national PiXL cohort.