



Pupil Premium Strategy Statement 2020-2021

School Overview 2020-2021	
Metric	Data
School Name	Osballdwick Primary Academy
Pupils in School	305
Proportion of Disadvantaged Pupils	29% (88 pupils)
Pupil Premium Allocation this academic year (2019-2020)	£92,735
Academic Year covered by this statement	2020-2021
Publish date	November 2020
Review Date	November 2021
Statement authorised by	Matt Brown (Headteacher)
Pupil Premium Lead	Jo Mould (Deputy Head/PP Lead)
Governor Lead	Neil Wilford

Disadvantaged Pupil Progress Score for last academic year - 2019 -2020 (data from 2018-19 carried fwd)	
Measure	Score
Reading	-2.6 GAP 5.3
Writing	
Maths	+0.7 GAP 1.9

Disadvantaged Pupil Performance Overview for last academic year RWM combined - 2019-2020 (data from 2018-19 carried fwd)

Measure	Score
Meeting Expected Standard at KS2	53% RWM combined -33% GAP <i>Previous year 2018</i> 47% -31% GAP
Achieving High Standard at KS2	0% RWM combined -25% GAP <i>Previous year 2018</i> 0% -6% GAP

Strategy Aims for Disadvantaged Pupils 2020-2021

Measure	Activity
<p>Priority 1 Behaviour and Attitudes Personal Development To increase capacity of the WEB Team to plan and deliver individual and/or small group interventions, based on need, that will improve outcomes socially, emotionally and academically.</p> <p>To have a fully relational, restorative school with systems embedded to support children's emotional and social needs.</p> <p>For all school staff to have a deep understanding of Restorative and Relational practices and have these embedded in everyday school life.</p> <p>For all school staff to have a deep understanding of Trauma Informed Behaviours and the impact of how adverse childhood experiences and disadvantage may impact on the social, emotional and academic needs of the children.</p>	<ul style="list-style-type: none"> • Increase the hours of the WEB Team to ensure PP children have access to bespoke individual and/or small group interventions and in class support. Focus on PP children. • Introduction of daily emotional check ins (Zones of Regulation) and relational Behaviour System. • Welcome Back Well Being Curriculum post lockdown (September 2020) • CPD for staff on Trauma Informed Behaviour, Restorative Practice. • Extra Curricular Enrichment Opportunities - music, sports • Wrap Around Care support for PP families • Inclusion in York BOSS (Behaviour Outreach Support service) pilot project
<p>Priority 2 Teaching and Learning/Outcomes For Children To raise outcomes for PP children and close the gap significantly between them and their peers</p> <p>To ensure that Government Catch Up funding is used effectively to address the learning deficit for Years 1-6. Specific focus</p>	<ul style="list-style-type: none"> • Catch Up funding used to employ teachers to deliver specific interventions based on assessment and need. • Feedback from Catch Up interventions informs classroom and future intervention needs and delivery. • Focus on the needs of PP children in all Catch Up planning and delivery. • Speech and Language support for EYFS and Year 1 children. • EYFS participation in NELI (Nuffield

<p>on needs of PP children</p> <p>Improve teaching and learning of Phonics across EYFS and KS1 to ensure a consistent approach. Specific focus on the needs of PP children.</p> <p>To ensure accelerated progress for Year 2 children who were not able to complete the PSC in June 2020. Specific focus on the needs of PP children.</p> <p>To ensure that remote learning is of a consistently high quality and accessed by all learners. Specific focus on the needs of PP children.</p>	<p>Early Language Intervention) - funded by DfE</p> <ul style="list-style-type: none"> • Year 1 objectives for Autumn 1. • Collaboration with and training from Yorkshire Endeavour English Hub to improve teaching and learning of Phonics across EYFS. KS1 and for KS2 children who did not pass PSC. • Internal training on Phonics assessments, planning and delivery of Phonics interventions. • Monitoring of Phonics teaching and learning and interventions across EYFS, KS1 and KS2 with coaching support where needed. • Increased numbers of Chrome Books purchased (all pupils Y1-6 to have their own Chrome Book). • Remote Learning Policy in place. Accessibility checked for PP children. • Teacher Tracker to regularly monitor and gather evidence around standards of Wave 1 teaching with coaching support if needed. • PP Pupil Voice • Regular review of interventions to maintain purpose and impact. • Continuation of external, specialist provision for KS1 child. 1:1 TA support needed for staggered transition back into school. • Employment of extra FS2 teacher to enable 2 smaller classes. • Employment of extra SEN TAs for individual support. • Embedding of Creative Curriculum - SLT and Subject Leaders to monitor subject coverage and teaching with Pupil Voice and evidence gathering.
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Existing academic gap between disadvantaged and non disadvantaged • Newly identified gaps in learning due to lockdown absence. • Additional needs and vulnerabilities of PP children (social, emotional needs) • Poor behaviours and attitudes to learning, low self esteem, low academic stamina and resilience • Low levels of On Entry data in FS1, especially around Speech, Language and Communication and PSED • Deprivation of families leading to limited access to quality life experiences.
<p>Projected Spending</p>	<p>£92,735</p>

Teaching Priorities for Current Academic Year 2020-21		
Aim	Target	Target Date
Progress in Reading	To raise outcomes and close the gap between disadvantaged and non disadvantaged pupils Catch up funding focus on Reading in KS1. Funding for extra Teacher hours for phonics and reading interventions.	July 2021
Progress in Writing	To raise outcomes and close the gap between disadvantaged and non disadvantaged pupils Catch up funding focus on Writing in KS1. Funding for extra Teacher hours for writing interventions	July 2021
Progress in Maths	To raise outcomes and close the gap between disadvantaged and non disadvantaged pupils Catch up funding focus on Maths in KS1. Funding for extra Teacher hours for Maths interventions.	July 2021
Phonics	To raise outcomes and close the gap between disadvantaged and non disadvantaged pupils To ensure <i>all</i> PP pupils achieve the PSC at the end of Year 1 or the Year 2 resit. Working with Regional English Hub to review and enhance the teaching and learning of phonics and group reading Catch up funding focus on Phonics in KS1. Funding for extra Teacher hours for phonics interventions.	July 2021
Other	To ensure a good level of attendance and punctuality is maintained by all PP children. Attendance tracked monthly.	July 2021

	Participation in the York BOSS project: 1:1 support with identified children CPD for staff - Inclusive, restorative, de-escalation strategies and trauma informed behaviour understanding the impact of ACEs on development and performance.	
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Targeted academic support for current academic year 2020-21	
Measure	Activity
Priority 1 Teaching and Learning/Outcomes for Children To ensure the gap between disadvantaged pupils and their peers closes To ensure that Government Catch Up funding is used effectively to address the learning deficit for Years 1-6. Specific focus on needs of PP children To ensure PP children are supported within class and assessments inform intervention needs to close identified gaps in learning especially in Phonics and/or Reading.	<ul style="list-style-type: none"> • High levels of support from SEN TAs, HLTAs and TAs for PP children within class • Support during specific interventions based on need and identified gaps in learning. • Catch Up Programme - focus on needs of PP children. • High Quality Wave 1 teaching - Teacher Tracker used to gather evidence of teaching, learning and Pupil Voice. Coaching support provided if needed for identified staff.
Priority 2 Teaching and Learning/Outcomes for Children To ensure that 80% of Y1 pupils pass the PSC (June 2021). To ensure that 80% Y2 pupils pass the PSC (December 2020) To ensure 80% of EYFS are secure in Phase 4 (Letters and Sounds) in readiness for transition to Y1.	<ul style="list-style-type: none"> • Employed extra EYFS teacher to allow for 2 smaller classes. Focus on teaching and learning of Phonics and Reading • Speech and Language support for EYFS and Y1 pupils. • Phonics and Reading interventions daily for EYFS, KS1 and KS2 pupils as identified through assessments • Internal training for Phonics assessments and planning and delivery of Phonics interventions • Collaboration with Yorkshire Endeavour English Hub - CPD and funding for resources • Monitoring of teaching and learning of Phonics by Phonics Lead • Coaching support for staff if needed.
Barrier to learning these priorities address	<ul style="list-style-type: none"> • Low levels of academic stamina and resilience • Existing gap between disadvantaged and non disadvantaged pupils • Low levels of On Entry data especially around Speech, Language and

	<p>Communication</p> <ul style="list-style-type: none"> Wider issues and additional needs and vulnerabilities around PP children (social, emotional, behaviour).
Projected Spending	£75,500

Wider Strategies for current academic year (2020-21)	
Measure	Activity
<p>Priority 1 Behaviours and Attitudes</p> <p>Pupils demonstrate a positive attitude to their education, engaging in effective study, showing resilience to obstacles and taking pride in their achievements.</p>	<ul style="list-style-type: none"> Daily check ins embedded into everyday routines Positive, relational Behaviour System embedded into everyday routines Collaboration with York BOSS project Autumn 2020-Summer 2 2021 - PP children given priority CPD for staff on Trauma Informed Behaviour, Restorative Practices. WEB Team offers various individual and small group interventions based on identified needs.
<p>Priority 2 Behaviours and Attitudes</p> <p>Pupils maintain high levels of attendance and punctuality with the school taking effective action when this is not the case.</p>	<ul style="list-style-type: none"> Attendance and punctuality monitored monthly and action taken if repeatedly late or absent. Regular and positive communication with families choosing to take long term isolation. Regular and positive communication with families taking enforced short term isolation. Collaboration with CYC Attendance and Inclusion Officers and Trust Lead where needed.
<p>Barrier to learning these priorities address</p>	<ul style="list-style-type: none"> Limited capacity of Pastoral lead and SLT to support children in need Limited resources from outside agencies Lack of understanding of staff around importance of mental health and well being within classroom and day to day. Training to be provided. Limited funds for external training.
Projected Spending	£17,293

Monitoring and Implementation 2020-21		
Area	Challenge	Mitigating Action
Teaching	<p>Closing the gap between disadvantaged children and their peers.</p> <p>Ensuring gaps caused by learning deficit due to lockdown absence have been closed</p> <p>Specific focus on teaching and learning of Phonics for PP children</p>	<ul style="list-style-type: none"> • Ensure high quality Wave 1 teaching is consistent and maintained across the school. • Monitoring schedule to focus on the quality of teaching and impact on PP children • Implementation of effective tracking system for PP children ensures progression and attainment and action taken quickly if not evident. • Ensure Catch Up Funding is wisely distributed and deployed to ensure interventions are planned and delivered in accordance with EEF suggestions and specific assessments based on need.
Targeted Support	Monitoring of interventions (academic and Well Being) to ensure ongoing effectiveness and impact.	<ul style="list-style-type: none"> • Regular monitoring by Pastoral Lead/DSL/PP Lead of interventions on PP children. • SENDCO time to monitor SEN interventions (PP crossover).
Wider Strategies	Engaging and maintaining the engagement of our vulnerable children and families	<ul style="list-style-type: none"> • Positive and trusting relationships will be continued and built upon from Pastoral Lead and WEB Team and outside agencies if needed.

Review: Last Year's Aims and Outcomes 2019-2020	
Aim	Outcome
Teaching and Learning Embed the assessment system to continue to identify underperformance in every year group and take <i>immediate</i> action to address and raise achievement to maintain progress rates	National Lockdown March-September 2020 OPA Offer for PP children and families: <ul style="list-style-type: none"> • Frontline School created for children of Key Workers and most vulnerable children. • PP children invited in from Week 1.

Outcomes for Children

Continue the drive to close the gap between disadvantaged pupils and their peers and national standards

Behaviours and Attitudes

Consolidate and improve pupil well being with a particular emphasis on mental health and resilience

- Wider Opening - all PP children invited in 61% of PP children in school by Summer 2.
- Chrome Books for Y1-6 children to access learning set online from class teachers.
- Tapestry (EYFS), See Saw (Y1-6) and Google Classroom (KS2)
- Work set daily/weekly
- Core subjects covered and some Foundation Subjects
- Links to national websites used (Oak Tree Academy)
- Daily online feedback and support for academic work as well as general Wave 1 well being support
- Weekly emotional check in
- Creation of WEB Team to support vulnerable children and families around learning and well being.
- Weekly engagement trackers completed by class teachers
- Weekly remote meetings between Phases and Pastoral Lead, DSL and WEB Team
- Weekly phone calls from WEB Team and Pastoral Lead to most vulnerable families.
- All concerns posted to CPOMS
- Pavement visits to hard to reach families by Pastoral Lead and DSL
- All children in every class received a phone call from class teacher at the end of the year.
- PP subsidised places for Holiday Club (general and sports club) if families chose to take it.