

Pupil premium strategy statement

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Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Osboldwick Primary Academy
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	22% (62/286)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22, 2022-23, 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Matthew Brown Headteacher
Pupil premium lead	Jo Mould Deputy Headteacher
Governor / Trustee lead	Neil Wilford Governor for PP and Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96772
Recovery premium funding allocation this academic year	£10005
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	£106777

Part A: Pupil premium strategy plan

Statement of intent

At Osbaldwick Primary Academy, it is our intention that all of our children, irrespective of their background or any challenges or barriers that they may face, make significant progress and achieve high attainment in all areas of the curriculum each year. The main aim of our Pupil Premium Strategy is to support our Disadvantaged Pupils to achieve this goal and include those children who are already high attainers.

We have considered the challenges faced by all of our vulnerable children, for example, those who have a Social Worker or those children who are currently or have previously been in care. The activities outlined in this document also reflect their needs, whether they are funded through the Pupil Premium funding stream or not.

Using the EEF “Guide to the Pupil Premium” (Autumn 2021), we place high quality first teaching at the heart of our strategy and place our Disadvantaged pupils at the heart of our curriculum which, evidence tells us, is proven to have the greatest impact on closing the disadvantage attainment gap as well as benefitting non-disadvantaged pupils. In all of the intended outcomes detailed within our strategy document, is the intention that our non-disadvantaged pupils’ progress and attainment will also be supported alongside that of their disadvantaged peers. This is especially so as we recover from the pandemic and disruption during the 2019-20 and 2020-21 academic years.

Our strategy is built on a robust evidence base of both formative and summative assessments, professional discussions and observations of teaching and learning. Assumptions about the impact of disadvantage are never made and the approaches we are adopting complement each other to be of maximum benefit to our children.

To ensure our disadvantaged children learn effectively, we will endeavour to:

- ensure children are challenged on a daily basis in the work that they are set across the curriculum
- to adopt an ethos of early intervention when a barrier to learning is identified and recognise that some barriers may be in the short, medium or long term
- adopt a whole school approach in which all staff take responsibility for disadvantaged children’s progress and attainment
- ensure that all staff have high expectations of what our children are able to achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, Language and Vocabulary</p> <p>Data, assessments, observations and discussions amongst colleagues indicate underdeveloped oral language skills and vocabulary gaps amongst many disadvantaged children. This is evident across all age ranges, from Reception to Y6 and more prevalent in disadvantaged children than their peers.</p>
2	<p>Phonics and Reading</p> <p>Data, assessments, observations of teaching and learning and discussions between colleagues indicate disadvantaged children are more prone to difficulties with Phonics than their non-disadvantaged peers. This can lead to a negative impact on their reading, comprehension and writing development and restrict access to a broad and varied curriculum. The disruption caused by the pandemic has meant that some children, many of them disadvantaged children, are not working at age related expectations. This is especially true in phonics and early reading.</p>
3	<p>Learning Skills and Academic Resilience</p> <p>Data, assessments, observations of teaching and learning and discussions between colleagues indicate that the meta cognition and self-regulation and academic resilience of many of our disadvantaged children have been impacted by the disruption to schooling in the 2019-20 and 2020-21 academic years. The effect seems to be greater on our disadvantaged children than on non-disadvantaged children. This is reflection of the evidence from national studies. The disruption has resulted in mild to significant knowledge gaps and the potential for our disadvantaged children to fall further behind age related expectations and their peers.</p>
4	<p>Well-Being</p> <p>Our Pupil Voice surveys alongside conversations with the children, their families and the WEB (Well Being) Team have identified a variety of social and emotional issues for many of our disadvantaged children. These seem to be in response to school closures and include a decrease in social confidence and lack of enrichment opportunities. Our WEB Register shows that out of the children identified as receiving intensive emotional and well-being support, 60% are funded Pupil Premium children with the remainder having significant barriers to their learning.</p>

5	<p>Attendance and Punctuality</p> <p>Our attendance data shows us that, historically and currently, attendance for our disadvantaged children is consistently below our non-disadvantaged children. Of the children currently on our PA list, 29% are PP and another 18% are known vulnerable pupils.</p> <p>Our punctuality data shows that, of the identified persistent lates children, 57% are PP children and the remainder have significant barriers to their learning.</p> <p>There is an ongoing concern that lack of regular attendance and poor punctuality is a significant factor in negatively impacting progress and attainment for these children.</p>
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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>Speech, Language and Vocabulary</p> <p>Improved speech and language skills and use of vocabulary across all ranges by disadvantaged children.</p>	<p>Evidence gathered from Speech and Language intervention assessments, observations and professional discussions amongst colleagues.</p> <p>A broader, more diverse vocabulary evident during lessons, book scrutiny, formative and summative assessments.</p>
<p>Phonics and Reading</p> <p>Improved application of phonics amongst disadvantaged children to reading and writing and increased access to the wider curriculum.</p>	<p>By 2024 – at least 95% children achieving age related expectations for phonic assessments with SSP.</p> <p>By 2024 – at least 95+% Year 1s achieving a pass at Phonic Screening Check</p> <p>By 2024 – at least 85% Y2 achieving Expected Standard for Reading and Writing</p> <p>By 2024 – at least 85% Y6 achieving Expected Standard for Reading and Writing</p>
<p>Learning Skills and Academic Resilience</p> <p>Greater levels of independence and ownership of learning by all children, especially our disadvantaged children embedded and sustained over time.</p>	<p>By the end of 2021-22 all staff trained in Meta Cognition and Self-Regulated learning techniques.</p> <p>By end of 2021-22, improved meta cognition, self-regulation and academic resilience of all children across the school, especially our disadvantaged children.</p>

	By the end of 2023-24, meta cognition and self-regulation deeply embedded in all classes across the school. All children showing high levels of independence and ownership of their learning.
Well-Being Increase in positive responses to pupil voice surveys with regard to social and emotional well-being. Increase in number of enrichment opportunities sustained over time. Increase in capacity of WEB Team.	Pupil Voice surveys showing an increase in positive responses over time. Each academic year showing an increase and a wider variety of enrichment opportunities across a range of curriculum areas. During 2021-22, WEB Team capacity increased to provide WEB support for high numbers of identified children.
Attendance and Punctuality Increased levels of attendance and punctuality for disadvantaged children embedded and sustained over time. Improved academic progress and attainment associated with regular attendance and punctuality.	Continuation of stepped, supportive approach persistent absence and punctuality. By 2023-24 sustained high levels of attendance evidenced by a whole school attendance rate of 95+% consistently with the attendance gap being closed between disadvantaged children and their peers.

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: £78,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Wave 1 Teaching	<p>High quality teaching support within classes from Teachers and Teaching Assistants.</p> <p>Lessons to be delivered with a focus on dialogic activities, subject specific vocabulary, recalling and building on prior knowledge and opportunities to apply new knowledge and skills.</p> <p>Pre-Teach and Over Learning in small groups to ensure all pupils are prepared for learning or have opportunities to consolidate learning as near to the lesson as possible.</p> <p>High quality feedback – verbal, live, written marking – to be available to pupils to allow for consolidation of learning, over learning and improvement. Regular opportunities to be provided for response to feedback.</p> <p>A strong evidence base shows that the combination of the above can have a positive and powerful impact on the learning outcomes of all pupils, especially the disadvantaged.</p> <p>Teacher Feedback to Improve Pupil Learning: EEF</p> <p>Making the Best Use of Teaching Assistants: EEF</p> <p>Meta Cognition and Self-Regulated Learning: EEF</p> <p>Oral Language Interventions: EEF</p>	1, 2, 3, 4, 5

Embedding implementation of validated Systematic Synthetic Phonics Programme to ensure high quality phonics teaching for all EY and KS1 children and identified children in KS2.	Continuation of Little Wandle validated SSP. Little Wandle Letters and Sounds Revised Monitoring, coaching and team teaching by Subject Lead in response to ongoing monitoring. Funding teacher release time for observations and team teaching. Additional resources purchased to ensure match to SSP.	1, 2
CPD for all classroom staff on Meta-Cognition and Self-Regulated Learning	Robust evidence shows that the use of metacognitive strategies can be beneficial for all children, but especially disadvantaged children. EEF: Metacognition and Self Regulated Learning Training to be brokered from local Research School.	1,2,3,4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Speech and Language Intervention recommended by Speech and Language therapist. Investment in TA hours to deliver to identified children across EY and KS1 initially.	Highly recommended WellComm Speech and Language Toolkit designed by Speech and Language Therapists. WellComm Speech and Language Programme Some external training accessed through Local Authority.	1,2,3
Additional Phonics Keep Up sessions for	Keep Up sessions provided within Little Wandle SSP. Interventions in	1, 2, 3

identified children in EY, KS1 and KS2. Children identified in response to assessments.	<p>small groups with opportunities for repeated practice are proven to have a positive impact on pupil performance especially for disadvantaged children.</p> <p>Subject Lead to train identified staff to effectively lead sessions. Staff release time for observations, training and team teaching.</p> <p>Little Wandle Letters and Sounds Revised</p>	
KS2 Reading Support	<p>Membership of Reading Plus accelerated reading programme following successful trial.</p> <p>All children in Years 5 and 6 plus identified children in Years 3 and 4.</p> <p>Daily reading intervention to support fluency, comprehension and understanding.</p>	1, 2, 3, 4
Daily interventions – core subjects	Daily interventions (TA led) to allow for Pre Teach, Same Day Interventions in response to learning within lessons, ongoing booster groups to consolidate learning.	1, 2, 3, 4

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in WEB Team capacity to ensure specific needs of identified children are met in individual and/or small group provision.	<p>Historically, and currently, we have an identified high number of children who are in need of Social, Emotional or Behavioural support. This number has risen in response to the pandemic.</p> <p>An extra member of staff is to be recruited into the WEB Team.</p>	3, 4
Alternative Provision	In conjunction with Local Authority, identified children working on bespoke timetables with some inclusion of short term, externally provided AI-	3, 4, 5

	ternative Provision to allow opportunities for non-academic, therapeutic, nurture activities to aid regulation, self-esteem and self-efficacy.	
Training for all classroom staff on Emotion Coaching to support all children, especially disadvantaged when present with challenging behaviour and/or emotional need.	<p>Ongoing research and evidence is showing that Emotion Coaching is an integrated, inclusive approach, low cost but with many benefits. The approach can be used, in the moment, in the classroom to encourage self-regulated learning.</p> <p>Emotion Coaching</p> <p>Training to be brokered from Local Authority Virtual School.</p>	3,4
Training for WEB Team on diagnostic tool – Boxall – to identify specific needs of identified children to ensure WEB provision is finely matched and meets specific need for individuals and/or small groups.	<p>Trust wide diagnostic tool.</p> <p>Staff release time for observations, training and implementation.</p>	4
Wider variety of enrichment opportunities across a broad range of curriculum subjects.	<p>Continuation of provision of sports and music opportunities working in partnership with external providers and specialist teachers.</p> <p>Funded places for disadvantaged children.</p> <p>Future opportunities to include more curriculum subjects – science, art, DT.</p>	1, 3, 4, 5
Embedding principles of consistent and regular attendance and punctuality	<p>Continuation of stepped, supportive system for families.</p> <p>Staff release time for training and implementation of new procedures.</p> <p>Embed good practice set out in DfE document Improving School Attendance – an evidence based document produced in partnership with schools where attendance has significantly been improved.</p>	5
Contingency Fund	Historically, a small amount of funds have been retained to respond to, as	4, 5

	yet, unidentified need eg: Wrap Around Care, transport, uniform etc.	
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Total budgeted cost: £106,777

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.

The disruption to education during the academic year 2020-21 was considerable and the impact on the pupils – academically, socially and emotionally – cannot be underestimated.

At Osbaldwick Primary Academy, during the periods of lockdown, we provided a high level of support in terms of remote teaching and learning and emotional well-being. We continued with our Pupil Premium strategy as if schools had been fully open, with a focus on high quality Wave 1 teaching and learning opportunities, regular, responsive and quality feedback and opportunities to consolidate learning. Identified children were offered individual teaching when needed to ensure understanding. The Wider Strategies focussed on emotional and mental health and well-being and a designated WEB (Well Being) Team was created with Teaching Assistants from each Phase included.

Every pupil in our school from Year 1 to Year 6 was given a Chrome Book on which they could access daily teaching and learning with high quality feedback and responses from staff in school – teachers and teaching assistants. Lessons were well planned according to our usual curriculum and pupils had daily lessons on phonics (EY/KS1), Guided Reading (KS2), Writing and Maths. Topic work was also continued, and tasks and activities carefully planned to account for pupils working at home. Each lesson was responded to by staff and high levels of engagement were seen, especially during the Spring Term 2021. Children in our Early Years settings enjoyed daily home learning on phonics, maths and writing practice as well as topic activities and daily story times.

Lessons were delivered via Google Classroom, recorded videos on Vidyard and SeeSaw (KS1/KS2) and Tapestry (EY).

In the Spring Term of 2021, our most vulnerable pupils were included in Frontline School with face-to-face teaching matching the remote offer. In addition, identified pupils could also access the WEB Team if needed.

Liaison between classroom staff and the WEB (Well Being) Team were excellent. Class staff referred any concerns, and these were followed up either by phone or in person by the WEB Team.

Weekly meetings between Phases and the WEB Team highlighted children working remotely who were causing concern through lack of engagement in their learning or behaviours online. A weekly RAG rated register was compiled with the Red families receiving a check in phone call from the WEB Team. The responses were logged onto CPOMS and followed up by the Pastoral Lead.

Regular, weekly and sometimes daily, communications with families ensured that our most vulnerable children and families were well supported throughout the period of time away from school. Phone calls and pavements visits were made to those most in need.

On returning to school for the Summer Term 2021, the strategy continued with high quality face to face teaching and learning, assessments and lessons adapted to close gaps in learning for all pupils. In addition, targeted interventions also resumed with existing staff as well as extra staff being recruited using the Catch Up Funding.

Once assessments were completed, Catch Up Funding was allocated to each Key Stage.

Key Stage 1 focussed on phonics and early reading and writing with a supply teaching recruited for 4 days per week. Opportunities were provided for small groups and individuals to work with this teacher, as well as their own Teaching Assistant, to focus on specific gaps in phonics, early reading and writing. Having this additional capacity meant that Reading Squads could be created with all KS1 children reading 3 times a week with an adult, with identified children also having daily, individual reading practice.

Key Stage 2 staff who work part time were recruited to work extra hours to provide opportunities for identified children to work in small groups for Reading, Writing and Maths.

The Wider Strategies focussed on ensuring all children were returning to school and supporting those families and children in need of emotional and well-being support. When sports and music clubs were re-started, vulnerable pupils were given priority and Pupil Premium Funding was used to support some of these children to access various clubs.

In addition to the above, Pupil Premium Funding was also allocated as follows:

£4000 – purchasing school uniform for vulnerable pupils, funding places at after school sports clubs and breakfast and after school clubs and music lessons.

£800 – specific resources and subscriptions to aid teaching and learning eg: Bug Club Reading and Nessie Spelling programmes.

Externally provided programmes N/A

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

Service pupil premium funding (optional) N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

N/A
