

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2022-23
School name	Osboldwick Primary Academy
Number of pupils in school	253 (288)
Proportion (%) of pupil premium eligible pupils	60 (24%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23, 2023-24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Matthew Brown Headteacher
Pupil premium lead	Matt Brown Headteacher
Governor / Trustee lead	Neil Wilford Governor for PP and Disadvantaged Pupils

Funding overview

Detail	Amount 2022-23
Pupil premium funding allocation this academic year	£111698
Recovery premium funding allocation this academic year	
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	£111698

Part A: Pupil premium strategy plan 2022-23

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 good or better progress in all areas of the curriculum. 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 benefiting 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 particularly pertinent 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 2022-23

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.</p>
3	<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. 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>
4	<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, 43% are PP.</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>

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
Speech, Language and Vocabulary Improved speech and language skills and use of vocabulary across all ranges by disadvantaged children.	By 2023 Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Phonics, Reading and Maths Improved application of phonics amongst disadvantaged children to reading and writing Ensuring staff use evidence –based whole class teaching interventions consistently. e.g. Number Mastery	By 2023 PP pupils achieve national average (nat ave 75% 2022 and 82% nat ave 2019) expected standard in Phonic Screening Check By 2023 – at least 80% Y2 achieving Expected Standard for Reading and Writing BY 2023 KS2 reading outcomes show that 62% (2022 national average for PPG) of disadvantaged pupils met the expected standard.
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.	BY 2023 sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent • surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment • activities, particularly among disadvantaged pupils
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.	By 2023 attendance shows an improvement to 95% for PPG pupils By 2024 sustained high levels of attendance evidenced by a whole school attendance rate of 97+% consistently with the attendance gap being closed between disadvantaged children and their peers.

Activity in this academic year 2022-23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

High Quality WAVE 1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring staff use evidence –based whole class teaching interventions consistently. e.g. Number Mastery</p> <p>High quality teaching support within classes from Teachers and Teaching Assistants.</p>	<p>A strong evidence base shows that carefully planned revisits of basic skills in wave one teaching can 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>	1, 2, 3, 4
<p>Embedding of validated Systematic SSP to ensure high quality phonics teaching for all EY and KS1 children and identified children in KS2.</p> <p>Monitoring, coaching by Subject Lead</p> <p>Funding teacher release time for observations across Trust.</p> <p>Phonics lead to have buddy system with partner Trust School</p>	<p>EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading.</p> <p>Little Wandle Letters and Sounds Revised</p>	2

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

Budgeted cost: £11,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding of Speech and Language Intervention recommended by Speech and Language therapist.</p> <p>Investment in TA hours to deliver to identified children across EY and Year 1.</p>	<p>Highly recommended WellComm Speech and Language Toolkit designed by Speech and Language Therapists.</p> <p>WellComm Speech and Language Programme</p> <p>Some external training accessed through Local Authority.</p>	1
<p>Additional Phonics Keep Up sessions for identified children in EY, KS1 and KS2.</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>	2
<p>KS2 Reading Support</p> <p>Subscription of Reading Plus accelerated reading programme following successful trial.</p> <p>All children in Years 5 and 6</p> <p>Targeted intervention at Y2 and Y6 for reading</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2

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

Budgeted cost: £24, 563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training in ELSA for emotional literacy intervention	Social and emotional learning approaches impact, on average, of 4 months progress in academic outcomes over the course of a year.	3
Alternative Provision	Reduction in bullying incidents and number of exclusions in first year shows significant impact on individual pupils.	1, 3, 4
Training for teaching assistants on Green Mentors project	Social and emotional learning approaches impact, on average, of 4 months progress in academic outcomes over the course of a year.	1, 3,4
Wider variety of enrichment opportunities across a broad range of curriculum subjects.	EEF states that all children deserve a wellrounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment	3
Embedding principles of consistent and regular attendance and punctuality	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.	4
Employ attendance officer	Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a report published by the Department for Education (24 March 2016).	4
Contingency Fund Wrap Around Care, transport, uniform, engagement with parents	EEF findings show that parental engagement has a positive impact on average of 4 months' additional progress.	1,3,4

Total budgeted cost: £111698

Part B: Review of outcomes in the previous academic year 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Quality of education

KS2 data

In KS2 46 pupils were in the cohort and 12 /46 disadvantaged and 7 of the disadvantaged pupils were on the SEN register.

	all pupils	disadvantaged (national)	non disadvantaged
Reading	72%	50% (62%)	79%
Writing	72%	41% (55%)	82%
Maths	74%	42% (56%)	85%
GPS	59%	17% (55%)	74%
RWM	61%	33% (43%)	71%

The national gap between disadvantaged and non disadvantaged is the biggest since 2012. At OPA in 2019 we achieved our best set of data for disadvantaged and 2020 KPIs for disadvantaged were strong. The OPA comparison of disadvantaged with non disadvantaged mirrors a national picture. The impact of lost learning from the pandemic is clear from the results with our disadvantaged and in 2022/23 we intend to implement a 'Daily 15' in all age groups focusing on mastery in number at R, Y1 and Y2, times tables in Y34 and arithmetic in Y56. The daily revisit and consolidation of declarative facts across the school will be monitored carefully to ensure the impact upon outcomes at all year groups.

National data for disadvantaged in KS2

The proportion of non-disadvantaged pupils meeting the "expected standard" in reading, writing and maths fell from 71 per cent in 2019 to 65 per cent this year, whereas the drop for poorer pupils was from 51 to 43 per cent.

In reading, whereas the proportion of non-disadvantaged pupils meeting the expected standard rose from 78 to 80 per cent, the proportion of disadvantaged pupils reaching the milestone stayed the same, at 62 per cent.

In writing, poorer pupils' attainment fell from 68 to 55 per cent, while better-off pupils fell from 83 to 75 per cent.

And in maths, the proportion of disadvantaged pupils meeting the expected standard dropped from 67 to 56 per cent, compared to 84 to 78 per cent among non-disadvantaged pupils.

KS1 data

cohort = 38 pupils disadvantaged 10 non disadvantaged 28

	all pupils	disadvantaged (national)	non disadvantaged
Reading	68%	30%	82%
Writing	58%	20%	70%
Maths	66%	30%	78%

The results for Y2 disadvantaged 2021/22 pupils are lower than other cohorts in the school. Careful tracking of attendance and progress in Y3 2022/23 will be implemented in progress meetings and rapid catch up.

Y1 phonics

Out of 46 pupils 78% passed their phonics screening test. 10/46 are PPG pupils of which 80% passed. This evidences that LW as a validated SSP is having impact in Year 1 of implementation and in Year 2 careful and regular tracking and assessment to ensure disadvantaged and non disadvantaged are in line.

Attendance Data

In terms of attendance data against National Average attendance figure which was between 94- 96% our whole school attendance by half term in 2021-22 was as follows:

Half termly

Autumn 1 94.23%

Autumn 2 93.26%

Spring 1 92.76%

Spring 2 92.89%

Summer 1 93.26%

Summer 2 93.59%

This year 22-23

Autumn 1 - 95.33%

By the end of 2021-22 school had reduced the school to national gap by -0.5% due to a graduated response to attendance and the increased resource in this area. The school's strategic plans for 2022-23 include the DSL working closely with a new appointed attendance officer alongside partnership working with new LA attendance officers with fines being introduced for all unauthorised holidays in term time.

Exclusions

Numbers of exclusion in 20/21 7.5 days 21/22 for two pupils compared to 18/19 which was 9 days. The school's intention is to build upon their partnership work with alternative providers for education for two pupils to significantly reduce the number of exclusions further and to reduce the number of bullying incidents in school.

Enrichment and pupil voice

As a result of an increased number of teams and sports clubs 82% of Y6 pupils, 64% of Year 5s and 71% of Y4s took part in competitions. Trust and Kabocca surveys show a positive increase in wellbeing as a result.

This is a similar picture in music where PPG pupils are identified for music lessons and bursaries for instruments. This happens from Y1 onwards and numbers for choir and orchestra are at an all time high. This was also because we carried on our music offer during the pandemic. Further opportunity to perform in the community will be targeted in 2022/23.