

Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2023-24
School name	Osboldwick Primary Academy
Number of pupils in school	268 (288)
Proportion (%) of pupil premium eligible pupils	65 (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 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Matthew Brown Headteacher
Pupil premium lead	Matt Brown Headteacher
Governor / Trustee lead	Becki Dean Governor for PP and Disadvantaged Pupils

Funding overview

Detail	Amount 2023-24
Pupil premium funding allocation this academic year	£108103.82
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	£108103.82

Part A: Pupil premium strategy plan 2023-24

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 wave one 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.

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 2023-24

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

Challenge number	Detail of challenge
1	Speech, Language and Vocabulary 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.
2	Phonics and Reading 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.
3	Well-Being 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.
4	Attendance and Punctuality Our attendance data shows us that, historically and currently, attendance for our disadvantaged children is consistently below our non-disadvantaged children. 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.

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 Speech and language skills and use of vocabulary across all ranges by disadvantaged children.	By 2024 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 and Reading Improved application of phonics amongst disadvantaged children to reading and writing and increased access to the wider curriculum.	83% Year 1s achieving a pass at Phonic Screening Check including targeted PP pupils PP children in year 2 will pass the phonic test. By 2024 – at least 80% Y6 achieving Expected Standard for Reading
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 2024 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 For all disadvantaged pupils to attend school regularly and on time.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. <ul style="list-style-type: none"> Attendance and punctuality of targeted pupils will improve to be in line with all pupils at 96%.
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Activity in this academic year 2023-24

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: £12,600 budgeted cost

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of validated Systematic SSP to ensure high quality phonics teaching for all EY and KS1 children and identified children in KS2.	Systematic program validated by the DFE. EEF stated that a systematic phonic program can have a positive impact (+5 months) as an important component in the development of early reading	2

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

Budgeted cost: £34,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of Speech and Language Intervention Investment in TA hours to deliver to identified children across EY and Year 1.	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
Additional Phonics Keep Up sessions for identified children in EY, KS1 and KS2. Subject Lead to train identified staff to	Little Wandle Letters and Sounds Revised	2

effectively lead sessions. Staff release time for observations, monitoring training and team teaching.		
<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 (education endowment foundation.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: £61,103.82

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
Training for teaching assistants on Forest Schools for outdoor HUB and wellbeing	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
School based pastoral team working with all families in the school community: - signposting -	Pastoral support for areas such as behaviour and emotional support have a strong evidence base of having significant impact. Social and emotional interventions have a positive impact, on	3

Support/advice - Interventions - ELSA - External agencies	average +4 months. EEF Social and emotional learning Behaviour interventions and universal approaches have positive overall effects, on average +4 months. EEF Behaviour interventions Metacognition and self-regulation approaches, as supported by the pastoral team, has a high potential impact, on average +7 months. EEF Metacognition and self-regulation	
Attendance Team to monitor attendance closely and offer incentives for good attendance, sends reminder letters and support families were there are	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
Residential and Trips	As research undertaken by the Billesley Research School suggests "As children hear more words and gain more experiences, what they learn becomes embedded in a web of learning. "	1,2 & 3

Total budgeted cost: £108,103.82

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 2022 to 2023 academic year.

Quality of education

Phonics and Reading

Intended Outcome: To improve the application of phonics and reading amongst disadvantaged children to reading to above national average.

KS2 data

In KS2 39 pupils were in the cohort and 15 /39 disadvantaged and 24/39 non disadvantaged

	all pupils	disadvantaged (national)	non disadvantaged
Reading	74%	60% (62%)	83%
Writing	79%	67% (55%)	79%
Maths	77%	60% (56%)	88%
GPS	74%	60% (55%)	83%
RWM	72%	53% (43%)	75%

KS2 results are our best results to date.

10% above last years reading 50% to 60%

26% above last years writing 41% to 67%

18% above last years maths 42% to 60%

43% above last years GPS 17% to 60%

20% above last years RWM 33% to 53%

KS1 data

cohort = 40 pupils disadvantaged 31 non disadvantaged 9

	all pupils	disadvantaged	non disadvantaged
Reading	75%	56%	86%

Writing	70%	56%	79%
Maths	78%	67%	86%

Disadvantaged pupils have performed significantly better than the previous year with R, W and M 30%, 20% and 30% respectively.

Y1 phonics

Out of 40 pupils 79% passed their phonics screening test. 10/40 are PPG pupils of which 60% passed.

Attendance and Punctuality

Intended Outcome: For all disadvantaged pupils to attend school regularly and on time.

Whole school attendance 2022-23: 94.22% including Nursery

Pupil Premium attendance 2022-23 93.13% including Nursery

Pupil premium attendance:

Impact: The gap has narrowed between non PP children and PP pupils attendance from 4.5% the previous year to 1.09% difference.

33 pupils were Persistent absentees (15% of school). This was 16% the previous year. School is in the top 25% of similar schools for attendance.

Well-Being, Enrichment and pupil voice

Intended outcome: 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.

- 87% of the year 6 cohort could comfortably swim 25m (9% rise from previous year).
- 68% of year 6 pupils, 82% of year 5 pupils, 78% of year 4 pupils and 10% of year 3 pupils have taken part in extra curricular sports leagues.

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. There are significant numbers of PP pupils in both choirs with performances in out of school.