

## 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	Osborne Primary School
Number of pupils in school	322
Proportion (%) of pupil premium eligible pupils	200/322 = 62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 2022/23 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michelle Gay
Pupil premium lead	Samantha Prigg
Governor / Trustee lead	Jill Davies

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246, 135
Recovery premium funding allocation this academic year	£24, 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24, 224.
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£270, 135

# Part A: Pupil premium strategy plan

## Statement of intent

### **Ultimate objectives for disadvantaged pupils at Osborne Primary School:**

- All children have the access to high quality first teaching.
- All pupils have access to a stimulating, inspiring learning environment where they feel safe and ready to learn.
- All pupils experience a broad, balanced curriculum which engages them and motivates them to learn.
- All staff have high expectations of all pupils and pupils have high aspirations for their own future.
- Where appropriate, challenge and/or support is given to enable children to thrive academically and socially.
- Attainment and progress of disadvantaged pupils at Osborne Primary School is at least in line with their peers with similar starting points.
- Disadvantaged pupils have equal access to enrichment activities and the extended curriculum.
- Enrichment is a priority at Osborne so that our pupils have opportunities to build cultural capital, extend their learning and develop life-long skills.
- All disadvantaged pupils will meet national expectations for attendance and persistent absence.

### **How our current strategy supports achieving these objectives:**

#### **Teaching and Learning**

School leaders at Osborne Primary School recognise that high quality teaching is the best lever to improve outcomes for pupils. Leaders are committed to ensuring that all disadvantaged pupils, including those who are most able and SEND, receive teaching which is at least good in every lesson.

Our quality CPD and allocation of time for leaders ensures the development of staff member's subject knowledge and pedagogy, which in turn enables them to offer a dynamic curriculum through quality first teaching. Our curriculum design ensures that key knowledge and skills are sequenced and built upon towards defined end points; this includes delays and gaps as a result of the pandemic.

#### **Targeted support**

At Osborne Primary School, we work on the basis of keep up not catch up for our pupils and ensure the teaching and provision they receive supports us in meeting this. Leaders have identified that because of the global pandemic, some of our disadvantaged pupils have 'fallen behind' their peers with similar starting points, this includes a number of pupils who have SEND and/or are EAL. To close the gap, our strategy ensures that these pupils receive frequent intervention and support. Key interventions and approaches are evidence based; they are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

## **Wider strategies**

Leaders at Osborne Primary School recognise that high quality pastoral support within and outside of the classroom enable children to develop the strategies and skills required for them to become confident, successful learners. Excursions and experiences enable our pupils to broaden their horizons by developing a greater knowledge and understanding of the world around them. Our focus on attendance and the strategies we employ to promote good attendance, endeavour to ensure that all pupils have access to their full school entitlement.

## **Our key principles**

Our strategy is based on our detailed knowledge and understanding of the needs of our learners and our community. We fundamentally believe:

- every pupil has the right to learn, thrive and be safe
- high quality teaching and learning is the greatest driver for improving outcomes
- strategies should be relevant and evidence based, grounded in research from the Education Endowment Foundation
- analysis of data throughout the year ensures that support and interventions are targeted, appropriate and have impact
- learning is a collaborative responsibility and requires prioritisation between the pupil, the school, the family and the wider community.

Our core school values of courage, self-control, persistence and fairness underpin all that we aim to achieve with our pupils.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Overall, PP children typically: have low starting points at the start of Reception across all areas; have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children.
2	Poor vocabulary and oracy skills, coupled with poor phonic and spelling knowledge. Lack of talk and exposure to vocabulary at home. 44% of 2021-22 cohort started Reception with speech and language below 2 ½ years old; only 13% of the cohort were working at their age or above.
3	68% of our SEND pupils are disadvantaged.
4	The majority of SEMH and family support concerns raised are for disadvantaged pupils (In September 2021, 87% concerns raised were for disadvantaged pupils). As a result, some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

5	Some of our disadvantaged pupils have a lack of parental support with home learning, this was especially evident during the pandemic. This has resulted in large gaps in learning and a significant reduction in pupil attainment (this is most significant in KS1). There are a lack of technology and along with a lack of reading and writing materials in many homes.
6	Lower attendance and higher rates of persistent absenteeism of PP/disadvantaged children.
7	Our disadvantaged pupils often lack aspiration because they have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).

## 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 - how are we going to do it?
<ul style="list-style-type: none"> <li>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Phonics, Reading, Writing and Maths.</li> <li>The gap is narrowed in the progress and attainment of PP and non-PP children.</li> </ul>	<ul style="list-style-type: none"> <li>Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards.</li> <li>Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders.</li> <li>Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling, handwriting and maths.</li> <li>Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.</li> <li>Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data.</li> </ul>
<ul style="list-style-type: none"> <li>The language deficit for pupils in receipt of pupil premium funding is diminished.</li> <li>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</li> <li>Increased % of PP pupils working at ARE in phonics, reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>Oracy focus across the curriculum with quality opportunities to pupils to develop skills through exposure to tier 1, 2 and 3 vocabulary.</li> <li>Additional group intervention across school using Primary Wellcomm to develop speech and language for pupils who are working behind their chronological age.</li> <li>Additional 1:1 speech and language intervention for targeted pupils.</li> <li>Parents are engaged in the development of their child's speech and language.</li> <li>Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading.</li> <li>Consistent implementation of excellent practice and high expectations across the school for reading and phonics.</li> </ul>
<ul style="list-style-type: none"> <li>Good or better progress for all SEND pupils from their individual starting points.</li> <li>Increased confidence for SEND pupils.</li> <li>Improved parental engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Quality pre-tutoring sessions for SEND pupils for Maths and English which enables pupils to be confident with independent learning.</li> <li>Additional monitoring of disadvantaged SEND pupils.</li> <li>Scaffolding support in lessons enables pupils to feel confident and make progress.</li> </ul>

	<ul style="list-style-type: none"> <li>Parents are given opportunities to engage in their child's learning journey.</li> </ul>
<ul style="list-style-type: none"> <li>Vulnerable pupils and their families are well supported socially and emotionally.</li> <li>Pupils who exhibit challenging behaviours are given support and strategies to manage their feelings and emotions.</li> <li>All pupils have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to promote positive SEMH integrated into teaching and learning.</li> <li>Provision from the Pastoral Team enables families to be supported and pupils to be successful in the classroom.</li> <li>All pupils showing progress on Motional.</li> <li>Targeted pupils showing reduced negative behaviours recorded on Progresso; increase in positive behaviour rewards on Marvellous Me.</li> <li>Children know and understand the meaning of our school values. Teachers teach and model these values and children demonstrate these behaviours throughout the school day and in their lives outside of school.</li> <li>Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff.</li> <li>Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.'</li> <li>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</li> </ul>
<ul style="list-style-type: none"> <li>Parents engage well with school and support their child with learning at home.</li> <li>Children have access to appropriate learning resources, books and technology.</li> </ul>	<ul style="list-style-type: none"> <li>Families are given opportunities to engage in school life in a positive way e.g. Parent Sessions/ Learning consultations. More families access this support.</li> <li>Children and families have access to a well-stocked school library. As a result, an increased number of books are borrowed by families and shared at home.</li> <li>Pupils read regularly at home and this is evidenced by reading records.</li> <li>All pupils in Year 6 and disadvantaged pupils in Year 5 and Year 4 engage regularly with Reading Plus.</li> </ul>
<ul style="list-style-type: none"> <li>All disadvantaged pupils will meet national expectations for attendance and persistent absence.</li> </ul>	<ul style="list-style-type: none"> <li>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%).</li> <li>Reduce the current gap between disadvantaged and non-disadvantaged attendance of 2.9% to less than 1%.</li> <li>Monitoring of attendance by the Head teacher, the Pastoral Manager and Office Manager brings about an increase in PP pupils' attendance and a decrease in persistent absence</li> <li>Opportunities to attend breakfast club and Friday club improve attendance and punctuality.</li> </ul>
<ul style="list-style-type: none"> <li>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</li> <li>Pupils' love learning and have access to an engaging, broad and varied curriculum</li> <li>All children have access to appropriate technology at home.</li> </ul>	<ul style="list-style-type: none"> <li>Our curriculum is broad, balanced and engaging. It is designed to develop cultural capital.</li> <li>Teachers and support staff plan a wide range of visits, and experiences to extend learning and support with vocabulary development.</li> <li>Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</li> <li>Home learning, reading plus and access to TT rockstars/Numbots will be offered to children after school so they have access to technology within 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: £ 101,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Staff CPD</u> Staff professional development:</p> <ul style="list-style-type: none"> <li>• Improving oracy across the school related to strategies from Voice 21.</li> <li>• Improving metacognition across the curriculum.</li> <li>• Achievement Lead coaching CPD.</li> <li>• Developing leadership capacity in school – subject leads, NPQML</li> <li>• Engagement in ATLP MAT curriculum.</li> </ul>	<p>Gorard et al (2015): raising the quality of classroom talk has a range of positive academic personal and social outcomes, in particular for children eligible for FSM.</p> <p>EEF: Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	<p>1,2 3, 4 and 7</p>
<p><u>Teaching and Learning Support</u></p> <ul style="list-style-type: none"> <li>• Achievement Leads to support development of school priorities through coaching.</li> <li>• Improve the teaching of reading through use of Reading/AFL Rubric by Achievement Leads.</li> <li>• TA supported by SENDco to develop provision.</li> </ul>	<p>EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1,2 3, 4 and 7</p>
<p><u>Additional Support</u></p> <ul style="list-style-type: none"> <li>• Additional Teaching Support in year groups with low attaining PP pupils.</li> </ul>	<p>EEF: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p>1,2 and 3</p>

<p><u>Assessment</u></p> <ul style="list-style-type: none"> <li>Monitor PP data termly through Pupil Progress meetings in order to track progress academically and socially and identify gaps in learning.</li> </ul>	<p>Effective assessment systems:</p> <p>Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents</p> <p>Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.</p>	<p>All</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 56,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional daily support for reading in Reception and Year 1.</p>	<p>EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>1 + 2</p>
<p>Language instruction interventions for EYFS and all pupils who have not met chronological age – Wellcomm and NELL.</p>	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Impact in early years is greater than in (+7 months) primary schools (+6 months)</p>	<p>1+2</p>
<p>Home learning via individualised programs of study (Reading +, RM Easimaths, TT Rockstars, Numbots and Reading Eggs)</p> <p>Home learning club to support disadvantaged pupils with limited access to computers/quiet spaces.</p>	<p>EEF: Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p>	<p>5</p>
<p>SEND pre-tutoring in Literacy and Maths.</p>	<p>EEF: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p>	<p>3</p>
<p>SEND 1:1 targeted intervention with SENDco. and TA</p>	<p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p>	<p>3</p>

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

Budgeted cost: £123,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>SEMH strategies</u></p> <ul style="list-style-type: none"> <li>• Integrate Motional strategies into the classroom to improve pupil SEMH.</li> <li>• Improve the SEMH of pupils through 1:1/group interventions with learning mentor/pastoral manage/ELEMENTS.</li> <li>• Encourage positive behaviours through Marvellous Me.</li> </ul>	<p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>4</p>
<p><u>Parental Support</u></p> <ul style="list-style-type: none"> <li>• Parental support through pastoral manager/family support worker.</li> <li>• Parent/Carer sessions in EYFS.</li> </ul>	<p>EEF: Parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>5</p>
<p><u>Wider Experiences</u></p> <ul style="list-style-type: none"> <li>• Little Laces intervention to develop social and communication skills, PSED and independence for EYFS pupils.</li> <li>• Express Yourself intervention to develop emotional literacy skills for Y2,4 and 5.</li> <li>• After school provision offering wide range of experiences.</li> <li>• Visits and trips</li> </ul>	<p>EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1, 2+ 4</p>



<p><u>Attendance</u></p> <ul style="list-style-type: none"> <li>• Attendance rewards and Pastoral Manager/Office Manager support.</li> <li>• Breakfast club/Friday Club provided for pupils with low attendance (pastoral manager in attendance to support parents)</li> </ul>	<p>Reduced attendance leads to missed learning and lack of progress.</p>	<p>6</p>
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**Total budgeted cost: £ 281,000**

## 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.

Desired Outcomes	Impact
<p>Ensure all staff have appropriate pitch, pace and differentiation when delivering the teaching of whole class phonics and reading to enable good or better progress in phonics and reading.</p>	<ul style="list-style-type: none"> <li>• Positive comments from pupils on reading.</li> <li>• EYFS reading ELG 70% despite baseline of 9% for PP pupils.</li> <li>• Increased % of pupils working at Phase 4+ at the end of Reception.</li> <li>• Despite low starting points (over 75% of PP pupils scoring less than 20) in September 20 due to Pandemic, 58% achieved PSC.</li> <li>• Y2 PSC for PP pupils was above national average.</li> <li>• Y6 PP pupils closing attainment gap to national from 2019.</li> </ul>
<p>Provide disadvantaged SEND pupils with targeted literacy and maths support within the context of the year group National Curriculum aims to enable good or better progress.</p>	<ul style="list-style-type: none"> <li>• On TPT, in Summer term, 54% of pupils made accelerated progress in literacy targets.</li> <li>• On TPT, in Summer term, 61% of pupils made accelerated progress in numeracy targets.</li> <li>• In Y6, 100% of SEND pupils made expected progress from prior attainment with 40% making accelerated progress in reading and maths.</li> </ul>
<p>Maths Catch Up ensures rehearsal of maths facts and opportunities for struggling learners to receive same day support. This enables learners to make good or better progress in mathematics.</p>	<ul style="list-style-type: none"> <li>• Number ELG in 2021 similar to 2019 despite 3 months lost learning and lower starting points.</li> <li>• Y6 PP ARE% increased from 2019.</li> </ul>
<p>SEMH support to enable pupils to have more resilience and confidence.</p>	<ul style="list-style-type: none"> <li>• Year behaviour data is not comparable due to school closure and is also affected by the effect of the pandemic for some of our pupils.</li> </ul>

<b>Y6 - 2021</b>	<b>Y6 Whole Cohort ARE+</b>	<b>Y6 Disadvantaged ARE+</b>	<b>Y6 Nat Av.19 ARE+</b>
<b>Reading</b>	63% (-9)	<b>71% (-1)</b>	72%
<b>Writing</b>	57% (-21)	<b>65% (-13)</b>	78%
<b>Maths</b>	60% (-19)	<b>59% (-20)</b>	79%
<b>Y2 - 2021</b>	<b>Y2 Whole Cohort ARE+</b>	<b>Y2 Disadvantaged ARE+</b>	<b>Y2 Nat Av.19 ARE+</b>
<b>Reading</b>	57% (-18)	<b>52% (-23)</b>	75%
<b>Writing</b>	47% (-21)	<b>30% (-39)</b>	69%
<b>Maths</b>	59% (-17)	<b>48% (-28)</b>	76%

<b>Phonics - 2021</b>	<b>PSC met Whole Cohort</b>	<b>PSC met Disadvantaged</b>	<b>National Av 2019</b>
<b>Year 1</b>	68% (-14)	<b>58% (-24)</b>	82%
<b>Year 2</b>	94% (+3)	<b>96% (+5)</b>	91%

<b>EYFS - 2021</b>	<b>Whole Cohort</b>	<b>Disadvantaged</b>	<b>National Av 2019</b>
<b>Reading ELG</b>	59% (-18)	<b>70%(-7)</b>	77%
<b>Writing ELG</b>	50% (-23)	<b>60%(-13)</b>	73%
<b>Number ELG</b>	54% (-26)	<b>65%(-15)</b>	80%

## Externally provided programmes

*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*

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading solutions