

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	387
Proportion (%) of pupil premium eligible pupils	53%
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	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Lisa Dodd – Headteacher
Pupil premium lead	Samantha Prigg
Governor / Trustee lead	Rona Gorton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267 305
Recovery premium funding allocation this academic year	£27 695
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	£295 000

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 all 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, perseverance, forgiveness, respect 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.

Challenge number	Detail of challenge
1	Our assessments show, on average, lower attainment and slower progress rates made by disadvantaged children. Overall, disadvantaged 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 disadvantaged children.
2	Our assessments, observations and discussions with pupils show that overall disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils/families, have identified that disadvantaged pupils generally have greater challenges around their social, emotional and mental health needs. They have a greater need for pastoral and family support than their peers with issues linked to finances, housing and social care intervention.
4	Our assessments, observations and discussions with pupils/families demonstrate that the education well-being and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupil. These findings are backed up by several national studies.
5	Our school data shows that in general disadvantaged pupils have a lower attendance rate and higher rates of persistent absenteeism than their peers.
6	Through observations and discussions with children/families, we have identified that our disadvantaged pupils have fewer opportunities outside of school to develop their cultural capital.

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"> 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. The gap is narrowed in the progress and attainment of PP and non-PP children. 	<ul style="list-style-type: none"> Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling, handwriting and maths. Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. Results show a reduction in the gap between the disadvantaged and non-disadvantaged. (Current gap ranges from 1% - 35% difference between DA and non-DA across school and across R,W and M. Gap to be in line with national average by the end of 2023-24).
<ul style="list-style-type: none"> The language deficit for pupils in receipt of pupil premium funding is diminished. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. Increased % of PP pupils working at ARE in phonics, reading and writing. 	<ul style="list-style-type: none"> Oracy focus across the curriculum with quality opportunities to pupils to develop skills through exposure to tier 1, 2 and 3 vocabulary. Additional group intervention across school using Primary Wellcomm to develop speech and language for pupils who are working behind their chronological age. Additional 1:1 speech and language intervention for targeted pupils. Parents are engaged in the development of their child's speech and language. Pupils read regularly at school and at home. They have access to high quality books for individual and guided reading. Consistent implementation of excellent practice and high expectations across the school for reading and phonics. Results show a reduction in the gap between the disadvantaged and non-disadvantaged. (Current gap ranges from 1% - 32% difference between DA and non-DA in reading. Gap to be in line with national average by the end of 2023-24).
<ul style="list-style-type: none"> Vulnerable pupils and their families are well supported socially and emotionally. Pupils who exhibit challenging behaviours are given support and strategies to manage their feelings and emotions. All pupils have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. 	<ul style="list-style-type: none"> Strategies to promote positive SEMH integrated into teaching and learning. Provision from the Pastoral Team enables families to be supported and pupils to be successful in the classroom. EHCP/SSPP plans in place and reviewed termly Targeted pupils showing reduced negative behaviours recorded; increase in positive behaviour rewards on Marvellous Me. 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.

<ul style="list-style-type: none"> • Pupils additional needs are met 	<ul style="list-style-type: none"> • 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. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.
<ul style="list-style-type: none"> • Parents engage well with school and support their child with learning at home. • Children have access to appropriate learning resources, books and technology. • Pupils have greater confidence and independence 	<ul style="list-style-type: none"> • Families are given opportunities to engage in school life in a positive way e.g. Parent Sessions/ Learning consultations. More families access this support. • 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. • Pupils read regularly at home and this is evidenced by reading records. • All pupils in Year 6 and disadvantaged pupils in Year 5 and Year 4 engage regularly with Reading Plus.
<ul style="list-style-type: none"> • All disadvantaged pupils will meet national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> • Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by CSAWS, the Head teacher, the Attendance Officer and Office Manager brings about an increase in PP pupils' attendance and a decrease in persistent absence • Opportunities to attend breakfast club and Friday club improve attendance and punctuality.
<ul style="list-style-type: none"> • All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. • Pupils' love learning and have access to an engaging, broad and varied curriculum • All children have access to appropriate technology at home. 	<ul style="list-style-type: none"> • Our curriculum is broad, balanced and engaging. It is designed to develop cultural capital. • Teachers and support staff plan a wide range of visits, and experiences to extend learning and support with vocabulary development. • Children are exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Home learning, reading plus and access to TT rockstars will be offered to children after school so they have access to technology within school.

<ul style="list-style-type: none"> TA supported by SENDco to develop provision. 		
<p>Additional Support</p> <ul style="list-style-type: none"> Additional Teaching Support in year groups with low attaining PP pupils. 	<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>	1,2 and 3
<p>Assessment</p> <ul style="list-style-type: none"> Monitor PP data termly through Pupil Progress meetings in order to track progress academically and socially and identify gaps in learning. 	<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>	All

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

Budgeted cost: £ 65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWInc small targeted small group support.	EEF: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	1 + 2
Language instruction interventions for EYFS and all pupils who have not met chronological age – Wellcomm and NELL.	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Impact in early years is greater than in (+7 months) primary schools (+6 months)	1+2
Home learning via individualised programs of study (Reading +, RM Easimaths, TT Rockstars) Home learning club to support disadvantaged pupils with limited access to computers/quiet spaces.	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). 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.	4
SEND pre-tutoring in Literacy and Maths.	EEF: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of	1,2 and 3

	between four and six additional months on average.	
SEND 1:1 targeted intervention with SENDco. and TA	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	1,2 and 3

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

Budgeted cost: £ 80 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>SEMH strategies</u> <ul style="list-style-type: none"> Improve the SEMH of pupils through 1:1/group interventions with learning mentor/pastoral manager. Encourage positive behaviours through Marvellous Me. 	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.	3
<u>Parental Support</u> <ul style="list-style-type: none"> Parental support through pastoral manager/family support worker. Family support worker SLA for 1 day per week. Parent/Carer sessions in EYFS and across school. 	EEF: Parental engagement has a positive impact on average of 4 months' additional progress.	3,4 and 6
<u>Wider Experiences</u> <ul style="list-style-type: none"> After school provision offering wide range of experiences. Visits and trips Residential opportunities 	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.	6

<p><u>Attendance</u></p> <ul style="list-style-type: none"> • Attendance rewards • Attendance officer and CSAWs attendance support SLA. • Breakfast club/Friday Club provided for pupils with low attendance (pastoral manager in attendance to support parents) 	<p>Reduced attendance leads to missed learning and lack of progress.</p>	<p>5</p>
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Total budgeted cost: £ 300 000

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 2021 to 2022 academic year.

Intended outcome	Impact
<ul style="list-style-type: none"> 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. The gap is narrowed in the progress and attainment of PP and non-PP children. 	<p>Through targeted intervention and support, school data shows that the gap for pupil premium children is narrowed in certain year groups in 2021-22 (Rec, Y1 and Y6).</p> <p>Due to staffing changes (including a new Headteacher starting in Easter 2022), absences and the ongoing impact of COVID there were still significant gaps between disadvantaged and non-disadvantaged outcomes in other year groups (Y2, Y3, Y4 and Y5) by the end of 2021-22.</p> <p>Work continues on this in 2022-23.</p>
<ul style="list-style-type: none"> The language deficit for pupils in receipt of pupil premium funding is diminished. A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community. 	<p>The introduction of RWInc has had a huge impact on the quality of teaching and learning in phonics and reading across Early Years and Key Stage 1. This work is ongoing in 2022-2023.</p>
<ul style="list-style-type: none"> Vulnerable pupils and their families are well supported socially and emotionally. 	<p>Families and pupils received support from the pastoral team to manage challenging circumstances. Children received targeted mentoring and families signposted to agencies for additional support where needed. This work is ongoing in 2022-23.</p>
<ul style="list-style-type: none"> Parents engage well with school and support their child with learning at home. Children have access to appropriate learning resources, books and technology. 	<p>School have provided an increased number of opportunities for parents to attend school for support sessions which in turn has equipped them with a better understanding of how they can support their children at home. Work on technology and reading provision in school is underway. This work is ongoing in 2022-23.</p>
<ul style="list-style-type: none"> All disadvantaged pupils will meet national expectations for attendance and persistent absence. 	<p>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. However, the challenges of COVID absence made this incredibly challenging and attendance levels for all pupils needs to remain an ongoing focus in 2022-23.</p> <p>Opportunities to attend breakfast club and Friday club improved attendance and punctuality for some pupils.</p>
<ul style="list-style-type: none"> All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. 	<p>In the summer term, children across school received a menu of experiences to develop their cultural capital. Work on this will be continued in 2022-23.</p>

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

Programme	Provider
Reading Plus	Reading Solutions
Marvellous Me	Marvellous Me