



Pupil Premium Strategy Academic Year 2021-22

Jargon buster

GD – Greater Depth
GDS – Greater Depth Standard
EXS – Expected Standard
WTS – Working Towards
WB – Well Below
PA - Persistent absence
PP – Pupil Premium

Final review of 2020-21

Stronger progress in reading for Pupil Premium children in Key Stage 2	<p>Success Criteria: Each year group in Key Stage 2 will have progress of at least 0 in reading.</p> <p>Y3 (from end of Reception as no Y2 data due to COVID):</p> <p>Reading +0.4</p> <p>Y4 – 6 (from end of Y2):</p> <p>Reading: +0.1</p> <p>Even with impact of COVID, this success criteria has been achieved.</p>
Stronger progress in writing for Pupil Premium children in Years 4 and 5 (last year's 3 and 4	<p>Success Criteria: Year 4 and 5 will have progress of at least 0 in writing.</p> <p>From end of Y2: -0.1</p>

<p>showed slower progress)</p>	<p>Year 4: -0.3 Year 5: +0.1</p> <p>Impact of COVID on whole school has seen writing progress being impacted on. See Assessment Team and Pupil Progress Paperwork for more detail.</p> <p>PP progress in writing as an average was slower in current year 5, and in line with non PP in current Y4.</p>
<p>Stronger progress in maths for Pupil Premium children in Year 5 (last year's Year 4 showed slower progress)</p>	<p>Success Criteria: Year 5 will have progress of at least 0 in maths.</p> <p>Year 5 maths: +0.2</p> <p>Even with impact of COVID, this success criteria has been achieved.</p>
<p>Sustained levels of attendance over the year, with increased levels of attendance in summer 2.</p> <p>Behaviour reports will show there is no trend that more</p>	<p>Success Criteria: Attendance will be in line with 'all children' (No figure given due to understanding there is likely to be a lot of in/out due to coughs / colds meaning children will need to be off until test results etc)</p> <p>PA will sustain previous academic year (ie not last year due to Covid-19) as no more than 9%.</p> <p>Attendance data is difficult to interpret this year due to COVID lockdowns and isolations. School extended its vulnerable category during national lockdown and invited many children into school. A proportion of these children were in the PP category. Where these offers weren't taken up, this then gets recorded as 'C'. This has therefore disproportionately impacted on some group data (including PP).</p> <p>Success Criteria: Behaviour termly reports will not have a trend that there are more parental calls, meetings or reports for children who are Pupil Premium.</p>

phone calls home / parental meetings / reports are in place for Pupil Premium children compared to 'all children'

Summer 2 report shows 7% of 'reflecting in another classroom' as PP children, which is below the % of PP children within school. Summer 2 report shows no PP children with parental meetings, reports or internal exclusions.

Looking back to spring 2 report, no PP children were noted as reflecting, with one child on report. Therefore, there are no trends as per success criteria.

Pupil premium strategy statement (Oswald Road Primary)

1. Summary information					
School	Oswald Road Primary School				
Academic Year	21/22	Total PP budget	£116,600	Date of most recent internal PP Review	April 2020
Total number of pupils	645	Number of pupils eligible for PP	66	Date for next internal review of this strategy	December 21

No SATs data due to Covid-19

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Progress in writing (with a specific focus on slow PP progress in current Year 4 – year 5 2021 22)
B.	Reading progress in current year 1 (Year 2 2021 22) PP (-0.1)
C.	Writing attainment across whole school for PP children (2% GDS, 46% EXS, 41% WTS, 11% WB)
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	<p>The make up of our PP group is as follows:</p> <p>66 Current PP Children Sept 21</p> <p>23% EAL, 26% SEND, 35% summer born, 58% boys / 42% girls</p>

Our EAL children face additional barriers and academic support from families can be difficult if they do not understand the language.

Attendance of our PP children can sometimes fall below our non PP children. It is not possible to interpret attendance data for last couple of years due to COVID.

PP behaviour showed no trends last year, therefore impact of plan was shown.

As of academic year 19/20, 75% of our PP children live outside of the Chorlton postcode– this was noted as a rising figure.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Stronger progress in writing in current Year 4 for PP children (year 5 2021 22)	50% of the children currently making slower progress making expected progress from end of phase by the end of the academic year. (75% by end of Year 6) Children who had made expected progress to continue to have made expected progress by the end of the academic year.
B.	Stronger reading progress in current year 1 for PP children (Year 2 2021 22)	Reading progress from baseline (spring Reception, due to no end of reception data because of COVID) to be at least 0.
C.	Increase in writing attainment across whole school for PP children	Progress of children making acceleration to be back on track for expected progress will be at least in line with 'all children'.

		Targets will be made in line with predictions made. See separate document.
D.	When we are in a position to accurately measure attendance data, PP data to be within 1% of whole school attendance data	PP attendance within 1% of whole school attendance.

4. Planned expenditure

Academic year **2021/22**

This section states provision and desired outcome for supporting PP children in a wider sense across school

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children engaging in high quality lessons in the arts.	<ul style="list-style-type: none"> • Music and drama provided by a specialist teacher • Art provided by a specialist teacher • Funding of specific music lessons • Introduction of a new art studio to further enhance our children's art education. • Introduction of more extra-curricular small group art sessions 	As a school we are keen to ensure the children receive a rich curriculum. We feel strongly that having access to specialist arts teaching will support the confidence of these children and provide high quality experience that will support development in those specific areas. It gives the children opportunity to develop skills within the arts, regardless of whether or not their families could afford to fund it.	<p>Case studies to reflect on the impact this is having</p> <p>Pupil voice to develop our understanding of the impact it is having</p> <p>Analysis of data regarding uptake of specific music lessons and whether pupils reach the expected standard in music, drama and art.</p>	<p>DH</p> <p>Music and Drama: MM</p> <p>Art: NA</p>	Termly: December, March, July

<p>Strong pastoral care in place to support the children accessing school and learning</p>	<ul style="list-style-type: none"> • Inclusion role • Pastoral support and leadership • Counselling (costed in interventions) • Deputy Head leading pastoral team 	<p>As a school we understand the importance of strong pastoral provision. We understand that providing the children and families with the support they need, will enhance the happiness of the child, their ability to access learning and their progress levels.</p>	<p>Case studies to reflect on the impact this is having</p> <p>Listening to pupil voice / Staff voice / Parental voice to develop our understanding of the impact it is having</p> <p>Reflection on confidential reports</p> <p>Analysis of progress and attainment of identified pupils in core and non-core subjects.</p> <p>Termly pastoral report</p>	<p>DH</p> <p>Pastoral lead: DW</p> <p>Inclusion: SB</p>	<p>Termly: December, March, July</p>
<p>Children having a wider variety of experiences and opportunities.</p>	<ul style="list-style-type: none"> • School funding one club per year per pupil premium child • School funding all trips for PP children 	<p>We are very keen to enhance the variety of opportunities for our children and extra curricular clubs is an excellent way of doing this.</p> <p>We also understand the importance of children gaining experience through trips and visits. We would not want any child held back due to the cost of an activity. We feel strongly that these trips significantly enhance the children's learning.</p>	<p>Pupil voice to develop our understanding of the impact it is having</p> <p>Analysis of data regarding how many children access the club offer per year and addressing issues as necessary.</p> <p>(To note – after school clubs led by our sports lead are funded via sports premium not PPG. We will analyse PP numbers accessing sports clubs, however this is not linked to any funding)</p>	<p>DH, CT – budget</p> <p>HC – clubs</p> <p>LM/KB/CD – sports clubs</p>	<p>Termly: December, March, July</p>

Targeted support – This section focuses specifically on the barriers noted on Page 1.

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Stronger progress in writing in current Year 4 (year 5 2021 22)</p>	<ul style="list-style-type: none"> ✓ Targeted Learning Model ✓ Additional interventions ✓ Termly data collection ✓ Investment in staff training ✓ Specific leadership of Pupil Premium provision and impact ✓ Strong Phase Leadership ✓ School led SALT ✓ Specific literacy training in place: Babcock (spelling); phonics; writing units; authorial intent; Penpals (handwriting). 	<p>The Targeted Learning Model will run in Year 5. There will be a teaching assistant based in year 5 consistently (which won't be impacted on by cover) and there will be an experienced teacher based in year 5 consistently for writing lessons (DH). Year 5 has 2 full time and 2 part time teachers and all are experienced teachers. This approach showed early signs of success.</p> <p>We understand that children having SALT support, where needed, will support their development in writing.</p> <p>We are very clear that termly data collection is needed to closely monitor progress and act quickly where needed</p> <p>Staff training calendar is full of training opportunities that focus on sharing of practice, discussing ideas and developing teachers'</p>	<p>Assessment Team (termly).</p> <p>Pupil Progress Meetings (termly)</p> <p>Half termly learning walks (SLT) will often have a writing focus. Focused feedback and follow up will be in place.</p> <p>Scrutinies from HT, writing lead, curriculum lead and phase lead regularly (see Quality Assurance Calendar)</p> <p>Data analysis and predictions</p> <p>Follow up on staff training via discussions (see planned meetings) and drop ins.</p>	<p>DH</p> <p>Phase Lead: JB</p> <p>Curriculum Lead / Writing Lead: KR</p>	<p>Termly: December, March, July</p>

		<p>subject knowledge, training on areas which will support well the improved rate of progress of the identified children</p> <p>Large investment in time for scrutiny (see Quality Assurance Calendar) to ensure what is being seen is showing impact on outcomes and learning</p> <p>We are continuing with interventions which have a proven record of impact and approaches which have shown positive signs.</p>			
Stronger reading progress in current year 1 for PP children (Year 2 2021 22)	<ul style="list-style-type: none"> ✓ Interventions ✓ Targeted Learning Model from October half term ✓ Termly data collection ✓ Investment in staff training ✓ Investment in scrutiny from HT and SLT ✓ Specific leadership of Pupil Premium provision and impact 	<p>The Targeted Learning Model will run in Year 2 from October. There will be a teaching assistant based in year 2 consistently (which won't be impacted on by cover) Year 2 has 2 full time and 2 part time teachers. 3 of the teachers are experienced teachers; one is an ECT. The phonics lead is one of the teachers within Year 2. This approach showed early signs of success.</p>	<p>Assessment Team (termly)</p> <p>Pupil Progress Meetings (termly)</p> <p>Drop-ins (SLT) will often have a reading focus</p> <p>Scrutinies from HT, phase lead, curriculum lead and reading lead regularly (see Quality Assurance Calendar)</p> <p>Data analysis and predictions</p>	<p>DH</p> <p>Reading Lead: SG</p> <p>Phase Lead: RF</p>	<p>Termly: December, March, July</p>

	<ul style="list-style-type: none"> ✓ Additional adult support ✓ Strong Phase Leadership in place ✓ Investment in electronic books to support regular reading should there be any further lockdowns / for any families where electronic book access works better ✓ Specific reading training in place: phonics, phonics programme when introduced 	<p>We are continuing with interventions, which have a proven record of impact. This will include a focus on 1:1 reading and extra guided reading sessions.</p> <p>We are keen to ensure there is a large range of high-quality, well-pitched books.</p> <p>We are very clear that termly data collection is needed to closely monitor progress and act quickly where needed</p> <p>Staff training calendar is full of training opportunities that focus on sharing of practice, discussing ideas and developing teachers' subject knowledge, training on areas which will support well the improved rate of progress of the identified children</p> <p>Large investment in time for scrutiny (see Quality Assurance Calendar) to ensure what is being seen is showing impact on outcomes and learning</p> <p>Having access to e-books will allow for access to</p>	<p>Follow up on staff training via discussions (see planned meetings) and drop ins.</p>		
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		reading even during any potential school closures.			
Increase in writing attainment across whole school for PP children	<ul style="list-style-type: none"> ✓ Targeted Learning Model in specific year groups ✓ Interventions ✓ Termly data collection ✓ Investment in staff training ✓ Specific leadership of Pupil Premium provision and impact ✓ Sourcing of SALT and school led SALT ✓ Strong Phase Leadership ✓ Specific literacy training in place: Babcock (spelling); phonics; writing units; authorial intent; Penpals (handwriting). 	<p>Targeted Learning Model will run in Years 2, 3, 4 and 5. These models will have a Teaching Assistant based consistently with them, who cannot be used for cover during core subjects. As above, Year 5 will also have an experienced teacher (DH) with them for daily writing. This approach showed early signs of success.</p> <p>Year 6 will have an experienced teacher with them (DW) daily for writing. Reduced group size has shown proven effect within our school and has been noted through wider research published</p> <p>Year 1 will have consistent teaching assistant support. This set up allowing for the staff to plan a range of support has had proven effect.</p> <p>We understand that children having SALT support, where needed, will support their development in writing.</p>	<p>Assessment Team (termly)</p> <p>Pupil Progress Meetings (termly)</p> <p>Weekly drop ins (SLT) will have a writing focus at times</p> <p>Increased moderation across school (including SLT and cross year group)</p> <p>Half termly learning walks with focused feedback and follow up.</p> <p>Scrutinies from HT regularly (see Quality Assurance Calendar)</p> <p>Data analysis and predictions</p> <p>Follow up on staff training via discussions (see planned meetings) and drop ins.</p>	<p>DH</p> <p>Phase Leads</p> <p>Curriculum Lead: KR</p> <p>Writing Leads: SR and CC</p>	Termly: December, March, July

		<p>We are very clear that termly data collection is needed to closely monitor progress and act quickly where needed</p> <p>Staff training calendar is full of training opportunities that focus on sharing of practice, discussing ideas and developing teachers' subject knowledge, training on areas which will support well the improved rate of progress of the identified children</p> <p>Large investment in time for scrutiny (see Quality Assurance Calendar) to ensure what is being seen is showing impact on outcomes and learning</p> <p>We are continuing with interventions which have a proven record of impact.</p>			
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ii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support for those most vulnerable to access before and after school club when family struggling to get the child to school.	Some funding in place for our before and after school club.	We understand that sometimes getting children into school can be difficult when there are specific issues in the family life. We know that temporary offer of access to before and after school club can effectively support the child getting into school.	For children accessing Before and After school club, their attendance and punctuality will be used as an indicator of success.	DH DW	Annually
Support as needed for families.	Some funding in place that can be accessed on an individual basis as deemed needed by school.	We understand that sometimes there can be issues where a small input of money can support in the short term.	Discussed together on an individual situation basis.	DH DW CT	Annually
Lowered absence levels for our PP children.	Attendance officer working in liaison with School Business Manager and Headteacher Paperwork / spreadsheets in place for earlier identification of any children at risk of becoming poor attenders / groups overview / action Half termly Attendance Team meetings with Attendance Manager and HT	As attendance rates were previously lower for pupils eligible for the Pupil Premium a system was put into place, with further refining of this to secure systems and procedures and to target specific families with bespoke programmes. Tight systems (and pastoral support in place where needed) will help raise the attendance rates of these children and improved levels of punctuality.	Half termly Attendance Meetings will make clear the progress to targets	DH SR – Attendance Lead CT - SBM	Half termly (see Quality Assurance Calendar)

	<p>Secure daily systems in place to tackle attendance issues</p> <p>Prizes / rewards in place to support good attendance/improved attendance</p> <p>Punctuality to be followed across the year, followed up effectively by Attendance Lead and class teacher where appropriate.</p> <p>Supported by Pastoral Team also when appropriate.</p>				
<p>Sustained lowered levels of behavioural logs for our PP children</p>	<p>Termly report submitted to HT from Behaviour Leads</p> <p>TLRs specifically for behaviour to support swift action/support, updating as needed of policy, Rights Respecting links, parental links.</p> <p>Strategic lunchtime support (TLR investment) to support levels of good behaviour and developed engagement.</p> <p>Re-investment in lunchtime zones and equipment following COVID restrictions</p> <p>HT and SBM – further support at lunchtimes.</p>	<p>Children managing their own behaviours is our aim. We understand that there are many factors on how /why a child presents as they do in school. Developing a holistic approach is absolutely essential.</p>	<p>Behaviour Policy in place, with reviews to see how this is working</p> <p>Support at lunchtimes to keep engagement strong.</p> <p>Review when looking at Behaviour reports and actioning next steps as needed</p> <p>Focused observations and pupil voice at lunchtimes then used to develop provision and focus feedback, with follow ups.</p>	<p>KWBH / WG – Behaviour leads</p> <p>WG – lunchtime lead</p> <p>DH</p> <p>CT</p>	<p>Termly</p>

Financial Year 2020 – 21

£116,600

Detail	Cost	Intended Impact
Attendance Officer Support	£2500	Increased attendance of Pupil Premium group
Inclusion Role	£5000	Ensuring our provision is tailored to the needs of our children to ensure they are happy and can access learning.
Pastoral Support and Leadership	£7000	Higher level of pastoral care to ensure children feel happy and can access learning.
Leadership of Pupil Premium	£ 4000	Full focus at all points – scrutinies, pupil voice, data, triangulation, appraisal, actions etc leading to more tailored provision and stronger attainment
Music & Performance	£12,000	Music and drama provided by a specialist teacher allowing for high quality experience and development of skills in this area.
Art Specialist	£12,000	Art provided by a specialist teacher allowing for high quality experience and development of skills in this area.
Art studio development	£2000	Further engagement in high quality art curriculum, with an extended art offer.

Strategic Lunchtime Support	£1000	To further support strong levels of behaviour during lunchtime
Re-introducing lunchtime zones	£2000	To further support strong levels of behaviour and enjoyment of lunchtimes.
Phase Leader Support	£8000	To raise standards further via strong leadership
Behaviour TLR	£2000	To reduce any levels of behavioural incidents via strong leadership of this area
Investment in subject leadership, curriculum and external training	£10,000	Raised attainment and progress due to well-organised, well-pitched, engaging curriculum.
Investment in ebooks and quality home reading books.	£3000	To ensure children have access to up to date, well-pitched reading books
Therapeutic sessions	£ 3,000.	To ensure children who need this, have an appropriately trained person to talk to.
PPG Children trips	£3,000.	To ensure the children gain a variety of experiences linked to the curriculum.
PPG Music Lessons	£2,500	To give the children the opportunity to develop skills within music.
SaLT	£1,000	To ensure there is the appropriate level of specific support from appropriately trained professionals.

Interventions	£23,000	To ensure gaps in learning are identified and support is put in place to allow for stronger progress.
Pupil Premium Support – access to school	£2000	To ensure children have access to before and after school provision where needed, to support the family getting the child into school for a period of time.
Pupil Premium support - general	£2000	To ensure there is support available as needed on an individual basis.
Subsidising Clubs (one per year)	£4000	To ensure the children have access to wider opportunities within school.
Forest Crew sessions	£5500	To provide children across school with a team building and resilience building experience.