

# Pupil Premium Strategy - Appendix

## Recovery Premium

### School overview

Detail	Data
School name	Oswald Road Primary School
Number of pupils in school	653
Academic year/years that our Recovery Premium plan covers	2021-22
Date on which it will be reviewed	July 2022
Recovery Premium Lead	Deborah Howard
Governor / Trustee lead	Peter Martin

### Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£12,035

Using the Recovery Premium:

- support the quality of teaching
- provide targeted academic support
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning due to missed school
2	Waiting list and increased need for access to counselling
3	Delays on access to specialist SpLD teaching and SALT due to pandemic

## 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
Targeted academic support	
Coverage of gaps in learning	Positive progress measures in reading, writing and maths
Non-academic barriers	
Children in most need to have access to school counsellor	Children in most need to have had access to school counsellor. Waiting list will not include children in most need.
Children in most need to have access to SpLD teacher	Children in most need to have had access to SpLD teacher. Waiting list will not include children in most need.
Children in most need to have access to Speech and Language Therapist	Children in most need to have had access to Speech and Language Therapist. Waiting list will not include children in most need.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional sessions: qualified teachers</p> <p>Well-planned timetables in place for additional teaching staff.</p>	<p>EEF Toolkit</p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.</i></p>	1
<p>Additional sessions: counsellor</p> <p>Pastoral mapping in place</p>	<p>EEF Toolkit</p> <p><i>Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.</i></p>	2
<p>Additional sessions: SpLD teacher</p> <p>Mapping in place</p>	<p>Interventions for Specific Learning Difficulties, July 2020</p> <p><i>Based on the available evidence, steps must be taken to provide improved identification and support of SpLDs within schools to effectively meet learner needs.</i></p>	3
<p>Additional sessions: Speech and Language Therapist</p> <p>Mapping in place</p>	<p>EEF Toolkit</p> <p><i>On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</i></p>	3

	<p><i>Children in crisis: the role of public services in overcoming child vulnerability.</i></p> <p><i>Access to a range of programmes to support a child's school readiness...such as speech and language therapy.</i></p>	
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## Recovery premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<b>Aims</b>	<b>Success Criteria</b>	<b>Outcomes:</b>
Coverage of gaps in learning	Positive progress measures in reading, writing and maths	<p>Attainment:</p> <p>Nursery: R 76% W 75% M 86%</p> <p>Reception: R 65% W 64%, M 74%</p> <p>Year1: R 75% W 70%. M 82% (last year: 75%, 69%, 71%)</p> <p>Year 2: R 75%. W 66% M 78% (last year: 62%, 68%, 74%)</p> <p>Year 3: R 80% W 71% M 86% (last year: 78%, 59%, 73%)</p> <p>Year 4: R 80%. W 65%. M 83% (last year: 70%, 49%, 77%)</p> <p>Year 5: R: 82% W 71% M 75% (last year: 78%, 71%, 74%)</p> <p>Year 6: R 85% W 63%. M 78% (last year: 86%, 82%, 82%)</p>
Children in most need to have access to school counsellor	<p>Children in most need to have had access to school counsellor.</p> <p>Waiting list will not include children in most need.</p>	There has been increased access to the school counsellor, with children in most need having access. Due to need, we still run a waiting list.

		Pastoral and Safeguarding report holds more detail.
Children in most need to have access to SpLD teacher	Children in most need to have had access to SpLD teacher. Waiting list will not include children in most need.	There has been increased access to our SpLD teacher, with children in most need having access. Due to need, we still run a waiting list.  SEND mapping holds more detail
Children in most need to have access to Speech and Language Therapist	Children in most need to have had access to Speech and Language Therapist. Waiting list will not include children in most need.	There has been increased access to our Speech and Language Therapist, with children in most need having access. Due to need, we still run a waiting list.  SEND mapping holds more detail