

Pupil premium strategy statement

This statement details our school's use of Pupil Premium 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	Oswald Road Primary School
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2022-23 (funding: April 2022)
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Deborah Howard Peter Martin
Pupil premium lead	Deborah Howard
Governor / Trustee lead	Peter Martin

Disadvantaged Pupil KS 2 progress scores for Year 2021-2022

Measure	Score (national benchmark in brackets – not yet released)
Reading	+0.76
Writing	-3.07
Maths	+0.76

Disadvantaged Pupil KS 2 performance overview for Year 2021-2022

Measure	Score
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	(national benchmark in brackets for non-disadvantaged – not yet released)
Meeting Expected Standard at KS 2: <ul style="list-style-type: none"> • RWM • Reading • Writing • Maths • GPS 	31% 69% 31% 69% 81%
Achieving Higher Standard at KS 2: <ul style="list-style-type: none"> • RWM • Reading • Writing • Maths • GPS 	0% 13% 0% 13% 6%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,025
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

A number of our children are entitled to Pupil Premium Funding:

- Have SEND (23%)
- Are currently in receipt of Free School Meals (76%)
- Have English as an Additional Language (24%)
- Have experienced one or more ACES
- Have a Summer birthday (39%)
- Have a language / vocabulary deficiency
- Show less of a love of reading
- Are LAC
- Are Adopted or Post-LAC

Challenges

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

Challenge number	Detail of challenge
1	There is not an attainment gap at EXS across school in reading for our Pupil Premium children – however there is at levels of Greater Depth. (Internal school data)
2	There is an attainment gap at EXS across school in writing for our Pupil Premium children (Internal school data)
3	Often the behaviour data shows us that our Pupil Premium children attend a disproportionate amount of reflections and hit target for meetings with families. Lunchtimes can be difficult for some of our children due to the lack of scaffolded time. (Information from CPOMS)
4	Over time, our Pupil Premium children as a group attend school less well as a group compared to their peers. (Information from SIMS)
5	Our Pupil Premium children on the whole talk less positively about reading for pleasure than their peers (Information from class teachers; information from pupil voice)

6	Looking back over time, there has been a significant gap on entry and at the end of Early Years in Listening, Attention and Understanding and Speaking.
7	There are high levels of teacher referrals for support, with children being supported by our Pastoral Team and our Pastoral Team submitting referrals for support from external agencies. This is wide-ranging with individualised approach needed to support individual need and well-being.

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
A larger amount of our Pupil Premium cohort working at a level of Greater Depth across subjects or working closer to a level of Greater Depth across subjects.	<p>PP children who are working at Greater Depth specifically identified across all subject areas.</p> <p>PP children who could be targeted for Greater Depth specifically identified across all subject areas.</p> <p>Tracking shows progress of PP children who are working at this level of depth.</p> <p>Tracking shows a small rise in numbers of PP children working at a level of Greater Depth.</p> <p>(Due to small numbers of PP children across school, there is no data target for this)</p>
Increase in children working at EXS in writing across school	<p>Tracking shows a small rise in numbers of PP children working at a level of EXS in writing.</p> <p>Pupil Progress and TLM meeting notes shows progress of PP children working at WTS in writing.</p> <p>(Due to small numbers of PP children across school, there is no data target for this)</p>
Narrowed gap between whole school attendance data and Pupil Premium attendance data.	Gap to narrow to 1% by summer 2023 (ready to challenge further in the next academic year).
Sustained good behaviour choices, in line with whole school data.	Behaviour data report shows no disproportionate amounts of reflections for the PP cohort.

Developed love of reading across our Pupil Premium cohort.	Pupil voice shows the PP cohort have engaged with new Reading for Pleasure system. Reading journals show engagement by the PP cohort.
Strong progress over Early Years in Listening, Attention and Understanding and Speaking for our Pupil Premium cohort.	Progress data across Early Years shows +0.1 in both areas.

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: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in subject leadership, curriculum and external training £10,000	EEF Toolkit <i>Potential impact of metacognition and self-regulation approaches is high (8 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i>	1 2 5 6
Phase Leader and Curriculum Lead Support £4000	EEF Toolkit <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>	1 2 5 6

	<p>EEF Toolkit</p> <p><i>Potential impact of metacognition and self-regulation approaches is high (8 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i></p>	
<p>Investment in love of reading and quantity of reading</p> <p>£10,000</p>	<p>EEF Toolkit</p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desired to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves</i></p>	<p>1</p> <p>5</p>

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support and Leadership</p> <p>£5000</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> <p><i>Promoting children and young people's mental health and well being, HM Government, Sept 21</i></p> <p><i>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development</i></p>	<p>7</p>

	<p><i>and learning as well as their physical and social health and their mental wellbeing in adulthood.</i></p> <p><i>Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges can also help foster readiness to learn.</i></p> <p><i>Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:</i></p> <ol style="list-style-type: none"> <i>1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.</i> <i>2. Identification: recognising emerging issues as early and accurately as possible.</i> <i>3. Early support: helping pupils and students to access evidence informed early support and interventions.</i> <i>4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</i> 	
Therapeutic sessions £3000	<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>	7
SaLT £1000	EEF Toolkit	6

	<p><i>On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</i></p> <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>	
<p>Oracy intervention</p> <p><i>As of yet, not costed</i></p>	<p>EEF EY Toolkit:</p> <p><i>The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be online with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</i></p> <p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</i></p>	6
<p>Parental engagement with language development</p>	<p>Introduction of Play Libraries in Reception</p> <p>Background of rationale for choice of play libraries:</p> <p>85% of a child's brain is developed by the age of five, laying the building blocks for their future. a child's parents and their home environment over this time have the greatest impact upon their long - term life outcomes all the way to age 18... over and above any other factor.</p> <p>1 in 2 children experiencing factors such as challenging home environments, fewer</p>	5 6

	<p>opportunities to develop language skills and a lack of shared play and positive interactions are reaching the age of five without the foundations they need to thrive and meet their potential.</p> <p>EEF Toolkit:</p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p> <p><i>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips.</i></p>	
<p>Interventions</p> <p>£15,000</p>	<p>EEF Toolkit</p> <p><i>Teaching Assistants can provide a large positive impact on learner outcomes, however how they are deployed is key.</i></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>	<p>1</p> <p>2</p>

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

Budgeted cost: £43,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Art specialist</p> <p>£12,000</p>	<p>EEF Teacher Toolkit.</p> <p><i>There is some evidence to suggest a causal link between arts education and the use of arts based approaches with overall educational attainment.</i></p> <p><i>Our main purpose however is a wide varied offer.</i></p>	<p>Desire to offer wider opportunities.</p>

	<p><i>Wider benefits such as more positive attitudes towards learning and increased well-being have also been consistently reported.</i></p>	
<p>Music specialist £12,000</p>	<p>EEF Teachers Toolkit</p> <p><i>There is some evidence to suggest a causal link between arts education and the use of arts based approaches with overall educational attainment.</i></p> <p><i>Our main purpose however is a wide varied offer.</i></p> <p><i>Wider benefits such as more positive attitudes towards learning and increased well-being have also been consistently reported.</i></p>	<p>Desire to offer wider opportunities.</p>
<p>Peripatetic music lessons £2,500</p>	<p>EEF Teachers Toolkit</p> <p><i>There is some evidence to suggest a causal link between arts education and the use of arts based approaches with overall educational attainment.</i></p> <p><i>Our main purpose however is a wide varied offer.</i></p> <p><i>Wider benefits such as more positive attitudes towards learning and increased well-being have also been consistently reported.</i></p>	<p>Desire to offer wider opportunities.</p>
<p>Funded school trips £3000</p>	<p>EEF toolkit</p> <p>Residential link</p> <p><i>Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these physical and emotional activities, outdoor adventure learning interventions can support</i></p>	<p>Desire to offer wider opportunities.</p>

	<i>pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i>	
Attendance Officer Support £2500	<p>Manchester City Council</p> <p><i>It is widely recognised that the educational outcomes and future life chances for children and young people can be significantly impacted upon by periods of absence and poor punctuality. Therefore we want to encourage parents to ensure that their child attends school every day and on time.</i></p> <p>Framework for securing full attendance, Updated May 22</p> <p><i>Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</i></p> <p><i>Create action plans in partnership with families and other agencies that support.</i></p> <p>Working Together to Improve School attendance, 2022</p> <p><i>Good attendance is a learned behaviour and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete but rather that is an integral part of the school's ethos and culture.</i></p> <p><i>In building a culture of good school attendance, all schools are expected to recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school.</i></p>	4
Behaviour (including	<p>EEF Toolkit</p> <p><i>Both targeted interventions and universal approaches have positive overall effects.</i></p>	3

specific lunchtime work) £5000	<p><i>The average impact of behaviour interventions is 4 additional months over an academic year.</i></p> <p><i>It is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</i></p> <p><i>Impact seems to apply across the curriculum with slightly greater impact for maths.</i></p>	
Contingency fund for acute issues £2000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
Subsidising Clubs (one per year) £4000	<p>EEF Toolkit</p> <p>(Link to physical activity – some of the clubs on offer are physical)</p> <p><i>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</i></p> <p><i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to associated financial costs (eg equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i></p>	<p>4</p> <p>Desire to offer wider opportunities.</p>

Total budgeted cost: £ £91,000

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.

Aims	Success Criteria	Outcomes:
Stronger progress in writing in current Year 4 for PP children (year 5 2021 22)	<p>Success Criteria: 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)</p> <p>Children who had made expected progress to continue to have made expected progress by the end of the academic year.</p>	<p>December review: Year 2 SATs to autumn main assessment 21-22: All children -0.1; PP children -0.3</p> <p>Year 2 SATs to summer target 21-22: All children +0.1 PP children 0</p> <p>Year 4 summer main assessment: All children 0; PP children 0</p> <p>50% of the PP children making slower progress on track to have accelerated by end of academic year.</p> <p>July review: Year 4 summer to Year 5 summer main assessment : Not PP +0.1, PP +0.1, All children +0.1 (no PP with slow progress, 10% with accelerated progress) Year 2 SATs to Year 5 summer main assessment: Not PP 0, PP -0.1, All children 0 (2 children with slow progress from Y2 – school has full understanding of reason)</p>
Stronger reading progress in current year 1 for PP children (Year 2 2021 22)	<p>Success Criteria: Reading progress from baseline (spring Reception, due to no end of reception data because of COVID) to be at least 0.</p>	<p>December review: Baseline to main assessment autumn 21 22: -0.1 50% of children with slower progress predicted to have accelerated by summer 22. Progress measure 0.</p> <p>July review: Summer year 1 main assessment to Year 2 SATs: All children +0.2. non PP +0.2, PP +0.2 (with 40% of PP making accelerated progress).</p> <p>Reception baseline to Year 2 SATs: All children +0.4 , Non PP +0.4, PP +0.6</p>

<p>Increase in writing attainment across whole school for PP children</p>	<p>Success Criteria: Progress of children making acceleration to be back on track for expected progress will be at least in line with 'all children'.</p> <p>Targets will be made in line with predictions made. See separate document.</p>	<p>December review: 46% EXS plus. +3% from summer 21. (years 1 -5; no data for year 6 when completing this form) 10% further targeted to come onto EXS by end of year.</p> <p>Progress measures: 0 all children – end of last year to autumn 21 data +0.1 PP children – end of last year to autumn 21 data</p> <p>July review: Nursery: 50% (2 children) Reception: 50% (2 children) Year 1: 80% (5 children) Year 2: 60% (10 children) Year 3: 71% (14 children) Year 4: 47% (15 children) Year 5: 67% (12 children) Year 6: 31% (16 children)</p>
<p>When we are in a position to accurately measure attendance data, PP data to be within 1% of whole school attendance data</p>	<p>Success Criteria: PP attendance within 1% of whole school attendance.</p>	<p>December review: Autumn 1 attendance: All children 95%; PP children 94% (rounded to nearest 1%)</p> <p>July review: Whole school: 94% PP: 92%</p>

See Appendix for Recovery Premium.

Intended Spend: May 2023 to be planned in detail for September 2023

Allocation: £144,111

<p>Teaching (for example, CPD, recruitment and retention)</p>	<p>Teaching and learning leadership and CPD £10,000</p> <p>Investment in subject leadership, curriculum and external training £11,000</p> <p>Extended team for writing leadership £5000</p> <p>Continued CPD for writing £3000</p> <p>Continued investment in love of reading, quantity of reading and reading across the curriculum. £5,000</p> <p>Quality interactions in EYFS CPD – see below</p> <p>£34,000</p>
<p>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</p>	<p>Pastoral Support and Leadership £10,000</p> <p>Therapeutic sessions £4000</p> <p>SaLT £1000</p> <p>Staffing to support flexible grouping £25,000</p> <p>Interventions in EYFS £5000</p> <p>SpLD teacher</p>

	<p>£3000</p> <p>Investment in Continuous Provision areas and CPD in EYFS to support language development, quality interactions</p> <p>£7500</p> <p>£55,500</p>
Wider strategies (for example, related to attendance, behaviour, wellbeing)	<p>Lunch time pastoral drop ins £3000</p> <p>Parental pastoral drop ins £2000</p> <p>Funded school trips £4000</p> <p>Attendance officer – developed role £8000</p> <p>Attendance incentives £1000</p> <p>Release for additional communication meetings with parents £2000</p> <p>Release for additional meetings with external professionals and training £2000</p> <p>Behaviour (including specific lunchtime work) £10,000</p> <p>Behaviour policy review, research and time £3000</p> <p>Contingency fund for acute issues £2000</p> <p>Designated art teacher £13,000</p>

	<p>Developed parental workshop offer £5000</p> <p>£55,0000</p>
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