

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	666 (as of end of July 2023)
Proportion (%) of pupil premium eligible pupils	12.9% (as of end of July 2023)
Academic year/years that our current pupil premium strategy plan covers	2023-24 (funding: April 2023)
Date this statement was published	September 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Deborah Howard Peter Martin
Pupil premium lead	Deborah Howard
Governor / Trustee lead	Peter Martin

Disadvantaged Pupil KS2 progress scores for Year 2022-2023

Measure	Score (DfE didn't release progress scores 2022) LA figures attached from July 2023 (All children; Pupil Premium)
Reading	+4.43 (-0.06; -0.62)
Writing	+4.46 (-0.97; -1.29)
Maths	+4.53 (+0.25; -0.40)

Disadvantaged Pupil KS2 performance overview for Year 2022-2023

Measure	Score
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	<p>Meeting: All children (national benchmark July 23); Disadvantaged (July 22 – national data not yet released for 2023)</p> <p>Achieving Higher: All children; Disadvantaged (both using national benchmark of July 22 due to July 2023 not currently being available)</p>
Meeting Expected Standard at KS 2: <ul style="list-style-type: none"> • RWM • Reading • Writing • Maths • GPS 	<p>44% (59%; 43%)</p> <p>61% (73%; 69%)</p> <p>56% (71%; 55%)</p> <p>61% (73%; 56%)</p> <p>72% (72%; x)</p>
Achieving Higher Standard at KS 2: <ul style="list-style-type: none"> • RWM • Reading • Writing • Maths • GPS 	<p>0% (7%; 3%)</p> <p>17% (28%; 17%)</p> <p>0% (13%; 6%)</p> <p>6% (22%; 12%)</p> <p>17% (28%; x)</p>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,111
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 (34%: 30% SEND support, 4% EHCP) Mainly SEMH or SCLN.
- Are currently in receipt of Free School Meals (81%)
- Have English as an Additional Language (35%)
- Are from a Minority Ethnic Background (71%)
- Joined our school after EYFS (32%)
- Have experienced one or more ACES
- Have a Summer birthday (45%)
- Have a language / vocabulary deficiency
- Are LAC
- Are Adopted or Post-LAC

- Have previously shown less of a love of reading – we have recently seen this begin to change

Challenges

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

Challenge number	Detail of challenge
1	Reading, writing and maths at Expected standard show a gap between our Pupil Premium children and 'All children' nationally. When compared to their national counterparts, there is a slight gap in reading.
2	<p>There remains an attainment gap at EXS across school in writing for our Pupil Premium children.</p> <p>Whilst writing isn't only a challenge for our Pupil Premium children (and our Pupil Premium children attain in line with their national counterparts), the data shows for some of our Pupil Premium children this is a significant challenge and more so than for some of our non Pupil Premium children</p> <p>(Internal school data)</p>

3	<p>Often the behaviour data shows us that our Pupil Premium children attend a disproportionate amount of reflections.</p> <p>Lunchtimes can be difficult for some of our children due to the lack of scaffolded time.</p> <p>(Information from CPOMS)</p>
4	<p>Over time, our Pupil Premium children as a group attend school less well as a group compared to their peers. This has always been a challenge however had significantly narrowed. The gap then widened again and this has become a more significant challenge since the pandemic.</p> <p>(Information from SIMS and FFT Aspire)</p>
5	<p>Previously our Pupil Premium children on the whole talked less positively about reading for pleasure than their peers (Information from class teachers; information from pupil voice). Following work completed in 2022-23, this picture changed (Information from pupil voice and class teachers), however we want to ensure sustained change and therefore consider this to still be an area to focus on. Equally, as noted above, reading is the only area there is a gap (albeit slight) between our Pupil Premium children and Pupil Premium children nationally.</p>
6	<p>Looking back over time, there has been a gap on entry and at the end of Early Years in Listening, Attention and Understanding and Speaking between our Pupil Premium and non-Pupil Premium children. We need to ensure this is analysed with each baseline and supported as appropriate.</p>
7	<p>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 an individualised approach needed to support individual need and well-being.</p>

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
Strong progress measures for our Pupil Premium children in reading, writing and maths.	No progress measures below 0, with an aim of +0.1 in reading, writing and maths.
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>Tracking shows a small rise in numbers of PP children working from Well Below to WTS in writing.</p> <p><i>(Due to small numbers of PP children across school – plus specific needs of some of our PP children - there is no data target for this)</i></p> <p><u>Main measures:</u> Pupil Progress and Practice meeting notes shows progress of PP children working at WTS in writing.</p> <p>No progress measures below 0, with an aim of +0.1 in writing.</p> <p>Within each cohort % of expected/expected+ progress, at least the equivalent of 1 child with accelerated progress.</p>
Sustained good behaviour choices, in line with whole school data.	<p>Behaviour data report shows no disproportionate amounts of reflections for the PP cohort.</p> <p>Weekly behaviour meeting notes show discussions of amendments needed and impact of any support put into place.</p>
Narrowed gap between whole school attendance data and Pupil Premium attendance data.	<p>Gap to narrow to 2% by summer 2024 (ready to challenge further in the next academic year).</p> <p>Half-termly attendance meeting notes show impact of any support put into place.</p> <p>Weekly behaviour meeting notes show discussions of action and support needed.</p>

Developed love of reading across our Pupil Premium cohort.	<p>Pupil voice shows the PP cohort have continued to engage with the Reading for Pleasure system.</p> <p>Reading journals show engagement by the PP cohort.</p>
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.
Pupil Premium children in need of pastoral support are effectively supported in the classroom and via our pastoral team and external support as appropriate.	<p>Termly pastoral report shows effective support in place and impact.</p> <p>Parents understand fully what the pastoral team can offer.</p> <p>Where needed, parents have planned additional meetings with class teachers to support a further joined up approach.</p>

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):

£41,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning leadership and CPD £10,000</p>	<p>EEF Toolkit</p> <p><i>Potential impact of metacognition and self-regulation approaches is high (7 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>EEF Toolkit</p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils.</i></p> <p>EEF Toolkit</p> <p><i>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</i></p> <p>EEF Toolkit</p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p>	<p>1 2 5 6</p>
<p>Investment in subject leadership, curriculum and external training £11,000</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>	<p>1 2 5 6</p>

Extended team for writing leadership £5000	<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 2
Continued CPD for writing £3000	<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 2
Continued investment in love of reading, quantity of reading and reading across the curriculum. £5,000	<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>	1 5
Quality interactions in EYFS CPD: Investment in Continuous Provision areas and CPD in EYFS to support language development,	<p>EEF Toolkit</p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils.</i></p> <p>EEF Toolkit</p>	6

<p>quality interactions</p> <p>£7500</p>	<p><i>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</i></p> <p><i>EEF Toolkit</i></p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i> <i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p> <p><i>EEF Toolkit</i></p> <p><i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</i></p> <p><i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i></p> <p><i>EEF EY Toolkit:</i></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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

£34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaLT £1000	<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> <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>	6
Staffing to support flexible grouping £25,000	<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>	1 2
Interventions in EYFS £5000	<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>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>	1 2 6

	<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>	
SpLD teacher £3000	<p>EEF Toolkit</p> <p><i>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p>	1 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)
£69,0000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and Leadership £10,000	<p><i>EEF Toolkit</i></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 and learning as well as their physical and social health and their mental wellbeing in adulthood.</i></p>	7

	<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> 	
<p>Therapeutic sessions £4000</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>	7
<p>Lunch time pastoral drop ins £3000</p>	<p>EEF Toolkit</p>	3 7

	<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>	
Parental pastoral drop ins £2000	<p>Working in partnership with parents and carers (gov.uk)</p> <p><i>It's about working together to share knowledge, understand children's interests and discover how best to support their learning.</i></p>	7
Funded school trips £4000	<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 pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p>	Desire to offer wider opportunities.
Attendance officer – developed role £8000	<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>	4

	<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>	
Attendance incentives £1000	<p>Working Together to Improve School Attendance, Sept 22</p> <p><i>Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.</i></p>	4
Release for additional communication meetings with parents £2000	<p>Working in partnership with parents and carers (gov.uk)</p> <p><i>It's about working together to share knowledge, understand children's interests and discover how best to support their learning.</i></p>	7
Release for additional meetings with external professionals and training	<p>National Council for Special Education</p> <p><i>It is important that schools have established procedures / protocols for liaising with these services and bodies in order to optimise the quality</i></p>	7 1 2 3

£2000	<i>of provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions.</i>	
Behaviour (including specific lunchtime work) £10,000	<p>EEF Toolkit</p> <p><i>Both targeted interventions and universal approaches have positive overall effects.</i></p> <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>	3
Behaviour policy review, research and time £3000	<p>EEF Toolkit</p> <p><i>Both targeted interventions and universal approaches have positive overall effects.</i></p> <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>	3
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.	
Designated art teacher £13,000	<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>	Desire to offer wider opportunities.

	<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>	
Developed parental workshop offer £5000	<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>	

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 2022 to 2023 academic year.

July 2023

Intended outcome / Aims	Success criteria and outcomes
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> <p>December Review</p> <p>GD Currently:</p> <p>6% Reading</p> <p>0% Writing</p> <p>11% Maths</p> <p>GD Predictions for Y2 (6 children):</p> <p>17% Reading (+17% from current attainment)</p> <p>0% Writing</p> <p>33% Maths (in line with current attainment)</p> <p>GD Predictions for Y6 (16 children):</p> <p>19% Reading (+6% from current prediction)</p> <p>0% Writing</p> <p>6% Maths (in line with current attainment)</p> <p>July Review</p> <p>Reading: 14%. (10% in July 2022)</p> <p>Writing: 0% (4% in July 2022 – 2 children)</p> <p>Maths: 21% (14% in July 2022)</p>

	<p>Year 2: Reading: 14% Writing: 0% Maths: 43%</p> <p>Year 6: Reading: 17% Writing: 0% Maths: 6%</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> <p>Autumn 22 writing attainment compared to Summer 22</p> <p>Y1 29% (same as summer)</p> <p>Y2 67% (same as summer)</p> <p>Y3 33% (same as summer)</p> <p>Y4 67%. (increase of 1 child from summer to autumn)</p> <p>Y5 18% (drop of 4 children from summer to autumn)</p> <p>Y6 44% (drop of 1 children from summer to autumn)</p> <p>July 2023:</p> <p>Nursery: 67%</p> <p>Reception: 75%</p> <p>Y1: 14% (drop)</p> <p>Y2: 71% (increase)</p> <p>Y3: 41% (increase)</p> <p>Y4: 76% (increase)</p> <p>Y5: 40% (increase)</p> <p>Y6: 56% (increase)</p>
Narrowed gap between whole school attendance data and Pupil Premium attendance data.	<p>Gap to narrow to 1% by summer 2023 (ready to challenge further in the next academic year).</p> <p>Large gap at end of autumn term (All children: 94.7%; PP 89.3%)</p>

	<p>July Review:</p> <p>Continued gap: All children 94.9%; PP 89.4%</p>
<p>Sustained good behaviour choices, in line with whole school data.</p>	<p>Behaviour data report shows no disproportionate amounts of reflections for the PP cohort.</p> <p>Autumn data is disproportionate (38% of reflections were PP children) However no PP children had a Behaviour Lead Meeting (ie 3 reflections)</p> <p>July Review:</p> <p>21% in summer - which although is still disproportionate, shows a decline over the year.</p>
<p>Developed love of reading across our Pupil Premium cohort.</p>	<p>Pupil voice shows the PP cohort have engaged with new Reading for Pleasure system.</p> <p>Reading journals show engagement by the PP cohort.</p> <p>Pupil voice was taken across year groups. It showed a strong increase in attitude towards reading for pleasure. (notes available in Headteacher's file)</p>
<p>Strong progress over Early Years in Listening, Attention and Understanding and Speaking for our Pupil Premium cohort.</p>	<p>Progress data across Early Years shows +0.1 in both areas.</p> <p>July Review:</p> <p>Progress from baseline</p> <p>Listening, Attention and Understanding: +0.4</p> <p>Speaking: +0.4</p>

See Appendix for Recovery Premium/Review