

Pupil Premium Strategy - Appendix

Recovery Premium

School overview

Detail	Data
School name	Oswald Road Primary School
Number of pupils in school	662
Academic year/years that our Recovery Premium plan covers	2022-23
Date on which it will be reviewed	July 2023
Recovery Premium Lead	Deborah Howard
Governor / Trustee lead	Peter Martin

Funding overview

Detail	Amount
Recovery premium funding allocation this academic year	£12,470

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 due to specific learning needs (widened since the pandemic)
2	Delays on access to specialist SpLD teaching due to pandemic
3	Waiting list and increased need for access to therapeutic interventions

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	
Children in most need to have access to SpLD teacher (two additional afternoons a week) Targeting gaps due to specific learning needs £8550	Children in most need to have had access to SpLD teacher. Waiting list will not include children in most need.
Non-academic barriers	
Children in most need to have access to school counsellor (additional session per week) £1700	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 play therapist	Children in most need to have had access to school play therapist

(two additional sessions per week) £3040	Waiting list will not include children in most need.
---	--

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional sessions: counsellor and play therapist Pastoral mapping in place	EEF Toolkit <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>	3
Additional sessions: SpLD teacher Mapping in place	Interventions for Specific Learning Difficulties, July 2020 <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> 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</i>	1, 2

	<i>supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.</i>	
--	--	--

Review: July 2023

Aims	Success Criteria	Outcomes:
<p>Children in most need to have access to SpLD teacher (two additional afternoons a week)</p> <p>Targeting gaps due to specific learning needs</p>	<p>Children in most need to have had access to SpLD teacher.</p> <p>Waiting list will not include children in most need.</p>	<p>There has been increased access to our SpLD teacher, with children in most need having access.</p> <p>Discussion have been held by the SENDCo with SLT as to ensuring children in most need access this targeted support.</p> <p>Positive progress measures in reading and writing (to note this support has also been accessed alongside Targeted Learning Model in the mornings): R +0.2, W +0.8</p>
<p>Children in most need to have access to school counsellor (additional session per week)</p>	<p>Children in most need to have had access to school counsellor</p> <p>Waiting list will not include children in most need.</p>	<p>There has been increased access to the school counsellor, with children in most need having access.</p> <p>The pastoral team consistently discuss highest need.</p> <p>Due to need, we still run a waiting list:</p> <p>Numbers accessing school counsellor:</p> <p>Autumn: 6</p>

		<p>Spring: 6</p> <p>Summer: 6 (Waiting list of 7)</p> <p>Separate to this plan, children have also accessed counsellor support from Place2Be:</p> <p>Autumn: 5</p> <p>Spring: 8</p> <p>Summer: 6 (Waiting list of 10)</p> <p>Pastoral and Safeguarding report holds more detail.</p>
<p>Children in most need to have access to play therapist (two additional sessions per week)</p>	<p>Children in most need to have had access to school play therapist</p> <p>Waiting list will not include children in most need.</p>	<p>There has been increased access to the play therapist, with children in most need having access.</p> <p>The pastoral team consistently discuss highest need.</p> <p>Due to need, we still run a waiting list:</p> <p>Numbers accessing the play therapist:</p> <p>Autumn: 11</p> <p>Spring: 11</p> <p>Summer: 11 (Waiting list of 8)</p> <p>Separate to this plan, children have also accessed support from a trainee play therapist:</p> <p>Autumn: 3 plus group of 4</p>

		Spring: 3 plus group of 4 Summer: 3 plus group of 4
--	--	--