



St Oswald's CE VA Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	St Oswald's CE VA Primary School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	20% (40/208)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022 November 2023
Statement authorised by	Helen Smith
Pupil premium lead	Helen Smith
Governor / Trustee lead	Cllr Adam Ellison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,665
Recovery premium funding allocation this academic year	£8410

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,075

numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils"

More than ever, we must ensure our disadvantaged children (especially following the pandemic) have the support they require to diminish the difference between them and their

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. (Feedback/ Teaching assistant interventions)
2	Children's lack of experiences outside of school lead to a less rich vocabulary and reduced capacity to contribute to class discussions regarding the curriculum. (Curriculum)
3	Early Reading needs to be strong for all children but especially those who are disadvantaged. (Early Literacy Approaches / Phonics)
4	Low income within families leads to poverty and basic needs not being met (Parental Engagement)
5	Homework engagement tends to be lower with our disadvantaged children.

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
<i>Children make at least 100% progress each year in order to ensure that disadvantaged children do not fall behind their peers.</i>	<ul style="list-style-type: none"> • Termly data assessments whereby the progress of disadvantaged and FSM children is tracked as vulnerable groups

	<ul style="list-style-type: none"> ● Target linked to performance management for teaching and support staff ● End of year data in 2022,2023 and 2024 will show that children who are disadvantaged are closing the attainment gap. ● High quality interventions put in place at the soonest opportunity for any children who are identified whereby progress has slowed. ● Quality first wave teaching addresses misconceptions through verbal feedback.
<p><i>Children have a rich vocabulary and are provided with a vast array of experiences beyond school and the local community.</i></p>	<ul style="list-style-type: none"> ● Continue to implement and re-evaluate the Ozzie 80. ● Ensure that children have a range of visits and visitors in order to enhance the curriculum and the impact of these is monitored ● Faraway Fridays and Miles Away Mondays continue across the school ● Ensure class contributions are valued. ● Residential trips from Y2-Y6 to be put into place each year
<p><i>Early reading and phonics is the foundation for all learning in Reception and KS1</i></p>	<ul style="list-style-type: none"> ● Order additional synthetic phonics readers. ● Implement Little Wandle Phonics scheme. ● Provide parental workshops around Early Reading ● Monitor termly the impact of Early reading ● Story sacks embedded across the Early Years ● Non-negotiables for reading shared annually with parents/carers ● Phonics Screening results in 2022,2023,2024 will be above national. ● Interventions in place for those who do not pass the phonics screening check in Y1 and Y2.

Ensure all children have what they need for school and basic needs are met both at school and at home.	<ul style="list-style-type: none"> • Family Support Worker in post • Support offer developed and implemented for all families • External agency support sought to support • Lifesavers scheme to be reintroduced with North East Credit Union.
Ensure all pupils have the opportunity to complete homework in school if an appropriate area at home is not available and rewards are given for this.	<ul style="list-style-type: none"> • Homework policy to be updated • Homework to be moved to an online model. • All disadvantaged pupils to have access to a digital device in line with the DFE device scheme. • Termly homework reward to be reintroduced following COVID 19.

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: £66,986

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Teaching Assistants	<ul style="list-style-type: none"> • Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. • The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained 	1

	<p>to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <ul style="list-style-type: none"> • Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. • Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. <p>(EEF - Teaching Assistant Interventions)</p>	
<p>Oral Language Interventions</p>	<ul style="list-style-type: none"> • The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved 	<p>2</p>

	<p>classroom climate and fewer behavioural issues following work on oral language.</p> <ul style="list-style-type: none"> • Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. • Impact in early years (+7 months) and primary schools (+6 months) tends to be higher than that secondary schools (+5 months.) • There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. <p>EEF Toolkit July 2021</p>	
<p>Early Literacy Approaches / Phonics</p>	<ul style="list-style-type: none"> • Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. • Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading 	<p>3</p>

	<p>skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition	<ul style="list-style-type: none"> Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is 	1

	<p>targeted at pupils' specific needs</p> <ul style="list-style-type: none"> • Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. • Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. 	
Homework	<ul style="list-style-type: none"> • Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. • Some pupils may not have a quiet space for home learning - it is important for schools to consider how home learning 	5

	<p>can be supported (e.g. through providing homework clubs for pupils).</p> <ul style="list-style-type: none"> • Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. • It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). <p>(EEF Homework)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support	<ul style="list-style-type: none"> • Children are better able to thrive when we lighten the load on their parents so they can meet their families' essential needs, when teachers and caseworkers have effective training and manageable class sizes/caseloads, and when policies and programs are structured and delivered in ways that reduce stress rather than amplify it. 	4

	<ul style="list-style-type: none">• A multi-generational approach to reducing external sources of stress on families has double benefits: It clears the way for adults to provide responsive relationships and stable environments for children, and it helps children to develop healthy stress response systems and sturdy brain architecture, to focus on learning, and to receive a lifetime of benefits from these early building blocks of resilience. <p>Centre on the Developing Child - Harvard University - 2017</p>	
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Total budgeted cost: £93.075

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Teaching:

- Teaching Assistants have provided focussed interventions where requires and have provided small group work to take place in order to address any gaps in learning and ensure the children continue to make progress.
- The creative curriculum has been enhanced and new long-term plans formulated. A class budget of £200 per term was established to help to resource the curriculum and ensure that children have memorable experiences.
- Our specialised Spanish teacher continued to teach over the lockdown so all of our KS2 pupils received this specialist support.
- A CPD programme has been carefully developed around the school development plan objectives and implemented across the year. This has ensured that any gaps in knowledge have been addressed for staff.
- A focus on PSHE was given when children returned from lockdown and a key focus given to children's mental well-being

Targeted Intervention

- Interventions were difficult to implement during the lockdown but also due to social distancing measures.
- A two-banded pricing system is in place to support our disadvantaged families.
- Phonics interventions have been put in place to address gaps. These have proved to be successful.

Wider Strategies

- Our family support has worked hard with our disadvantaged families and Hebburn Helps (our local food bank) to offer financial support and food packages where required.
- Fortnightly 'check ins' were given to our most vulnerable families.
- DfE devices were implemented for all children who did not have a device at home.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Plus