

# SS Osmund and Andrew's 3 Year 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	
School name	SS Osmund and Andrew's RCP
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	22.3%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Mr J Graves
Pupil premium lead	Mrs S Doyle
Governor / Trustee lead	Mr B Pele

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,425
Recovery premium funding allocation this academic year	£6,767
School Led Tutoring	£5,198
COVID Catch Up Premium	£11,566
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£129,256</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We understand that challenging socio economic circumstances can create additional barriers to success for children. However, we strongly believe that these challenges can be overcome. We believe that having a broad and balanced curriculum is imperative to improve the outcomes and how this can shape the future of our children. At SS Osmund and Andrew's we also believe that quality first teaching is paramount to improving outcomes for disadvantaged children. Excellent teaching can be achieved by all teachers through high quality professional development and shared outstanding practice.

All children need opportunities to enrich their lives through experiences we ensure that where children are unable to access these through home the opportunities are provided for them by school as well as ensuring all children have access to a wide variety of cultural capital, experiences and opportunities to help them flourish, grow and achieve their full potential.

Financial difficulties for some families may prevent children accessing activities and experiences provided in school.

Supporting children to focus on education when their concerns sit elsewhere, and they have anxieties linked to circumstances. Lack of self-confidence, limited perseverance, resilience and low aspirations are factors that affect some children.

Home life and family relationships may be difficult for some of our disadvantaged children. Within those eligible for pupil premium funding, some families report that they find it difficult to manage circumstances at home for various reasons which impacts on the emotional health of the children as well as their academic progress.

Although financial support is provided for schools specifically for children who qualify for pupil premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	Our baseline assessments have Identified some gaps in learning due to COVID lockdown restrictions in 2020 and 2021 particularly for our disadvantage children in reading and writing.
3	Language and communication. Children entering EYFS have more speech and language difficulties than in previous years
4	Some of our children have limited cultural capital and enrichment experiences
5	School increasing to a 2 form entry has Increased number of children needing SEND support  Teacher referrals for support have increased during the pandemic. X pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving small group 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
School to provide social and emotional support as well as mental health support for PP funded children and their families	Identified members of staff to receive mental health and wellbeing training to support all children and staff.  Nurture group to be resourced to support identified groups of children including PP children.
All children to receive focused phonics work including the 'keeping up' not 'catch up' by delivering extra phonics sessions for children needing further support.	RWI package purchased Well trained staff deliver daily phonics lessons and further interventions in reading and writing.
To ensure all children including PP funded children have a wide, varied, knowledge rich curriculum where gaps	The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently

<p>are identified and differences are diminished.</p>	<p>planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p> <p>Teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum for all children.</p> <p>Increase the proportion of PP children achieving ARE in Reading, Writing and Maths.</p>
<p>All children receive quality 1 to 1 reading focussing on fluency and enjoyment</p>	<p>DHT released to train staff to provide quality 1 to 1 reading with all children with focus on disadvantaged children</p> <p>Staff trained on reading fluency and deliver lessons that enable children to garner enjoyment from the reading of books</p>
<p>PP who are working towards Greater Depth have access to quality first teaching and opportunities to extend their learning in order to achieve their full potential.</p>	<p>Quality first planning and teaching for identified children.</p>
<p>Review of early years provision improves percentage of PP funded children achieving GLD</p>	<p>Training of staff on the 'Wellcomm' package.</p> <p>Extra day for Learning Support to deliver extra SALT to children identified by external agencies</p>
<p>PP children to experience a variety of cultural capital initiatives led by the school.</p>	<p>Cultural capital is planned into lessons throughout the year.</p> <p>Pupils will experience residential trips and educational visits. Children will be encouraged to participate in a range of extra-curricular activities and funding will be provided where appropriate.</p> <p>The school consistently promotes the extensive personal development of pupils. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p>

<p>Children who have SEND to make expected progress or better in line with their individual learning needs.</p>	<p>Quality first teaching and an inclusive approach to all lessons with bespoke support from 2 x Learning Mentors.</p> <p>All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance learning will be planned in conjunction with the SENDCO.</p> <p>Extra day SENDCO support for all children including Pupil Premium children.</p>
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## 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: £97,212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language support</i>	1 extra day for Level 4 Teaching Assistant to deliver SALT programme to identified children.  Support for children need well-being support over lunchtime.	2, 3, 4
<i>Support for SEN parents and families</i>	1 extra day for SENDCO	1, 2, 5
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme – Read Write Inc.. matching phonics books</a> to secure stronger phonics teaching for all pupils.  Trained staff to lead interventions in reading (focussing on fluency), phonics, writing and maths. Small targeted guided reading sessions improved vocabulary and comprehension. 1 to 1 and small group RWI tutoring.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Pupil progress meetings termly, review of targets and interventions to monitor and evaluate impact. Pupil premium children identified and interventions set in place to raise attainment and progress.	2, 3
Enhancement of our writing teaching  We will fund teacher release time to embed key elements of guidance in school	In writing has a strong focus to close the gaps in learning from the pandemic.  Extra CPD for teachers and resources to support quality first	2

and to access Talk for Writing CPD.	teaching using Talk for Writing and Short Burst Writing for UKS2	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training of staff.</p> <p>Purchasing of Jigsaw PSHE package to support the teaching of social and emotional wellbeing.</p>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	1

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

Budgeted cost: £18,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>An experienced teacher to deliver 1 to 1 tutoring targeted at disadvantaged pupils who require further phonics support.</i>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Delivery of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

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

Budgeted cost: £ 13,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support for parents that need help in keeping children in school for a variety of reasons including parents and children needing social and emotional and wellbeing support	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
<i>Rainbow Room</i>	A purpose built room to support the mental health, social and emotional wellbeing of all children to enable them to access learning.	1, 2, 3, 5
<i>Nurture Group</i>	Staff supporting identified children across the school with their social and emotional wellbeing. Resources to support this group to be purchased on going.	1, 2, 3, 5
Fund for acute issues.	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.	All

**Total budgeted cost: £ 129,256**

## 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.

<p>Children make good progress towards meeting GLD.</p> <p>Pupil progress measures showing that children have made good progress and are closing the gap on their peers.</p> <p>Children who are struggling with emotional and behaviour issues are able to overcome difficulties and access the curriculum</p>	<p>Pupil premium children identified and progress tracked in pupil progress meetings in Autumn and Spring 1. Additional interventions implemented showed short term progress.</p> <p>Year 6 children were supported by booster interventions and Y6 Teachers and gaps were narrowing pre-lockdown.</p> <p>Staff attended well-being and mental health courses to support pupils and staff.</p> <p>Rainbow Room built and resources bought to support children's emotional well-being and mental health.</p> <p>1 day extra support for child to enable access to curriculum due to behaviour issues.</p> <p>SENDco extra day provided support for children and parents.</p>
<p>PP children set challenging targets to accelerate progress. Children identified as making limited progress to make accelerated progress to close the gap between them and their peers. PP children identified as GDS have targeted support and differentiated work in order to accelerate progress</p>	<p>Programme of CPD for staff to support accelerated learning for all children including pupil premium children.</p> <p>Training in in Talk for Writing, Short Burst Writing, Read Write Inc. delivered by outside providers and Deputy Head.</p>

	Target Tracker training to support staff in identifying pupil premium children and tracking their progress.
<p>Improved reading enjoyment, understanding and fluency for all children. Matched reading books ensure that all children, including PP children, have suitable home reading books.</p> <p>Introduction of reading challenges and strategies to encourage PP children to read at home. PP children data comparable with non PP children. A school library children can use throughout the school day to support their learning and love of reading</p>	<p>Children have books matched at their reading level to accelerate learning. Staff CPD on fluency</p> <p>Timetable set up for children to use the library throughout the school.</p>
<p>Pay for individual musical tuition for PP children who cannot afford it. Subsidises class trips, residential (Y6) To ensure affordable for PP children A variety of extra-curricular clubs throughout the year include PP children</p>	<p>PP parents were supported to enable children to access extra-curricular club and residential.</p>
<p>PP children feel secure and included and have individual needs met to support learning. Families feel supported and have access to funds if needed</p>	<p>Weekly and in some cases daily telephone calls to identified families that needed support during the lockdowns.</p>
<p>High quality training to improve teaching and learning to raise standards and improved attainment.</p>	<p>All staff received quality CPD to support improved teaching and learning.</p>

## 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
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supporting with home learning equipment and technical support. Purchasing and training of a member of staff for Superflex.
What was the impact of that spending on service pupil premium eligible pupils?	Children are able to access on-line learning. Supporting children's social and emotional wellbeing.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation/assessment framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.