

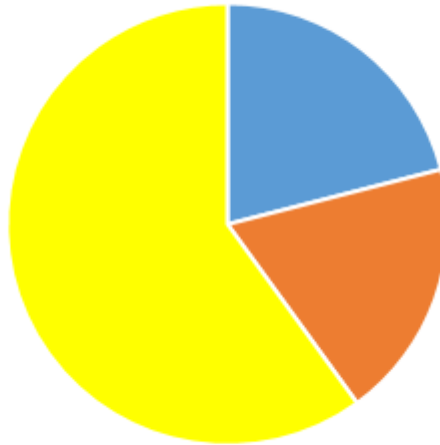


TO SERVE ONE ANOTHER

## Pupil Premium Strategy Statement

31.12.21

Pupil Premium Strategy spending 2021-24



■ Teaching ■ Targeted academic support ■ Wider Strategies

### Teaching

- Curriculum development
- Professional development
- Introduction of three new pedagogies and whole school approaches to support effective teaching and learning

### Targeted academic support

- PIXL assessment
- Speech and language and mathematics interventions
- Dyslexia Potfolio
- Group therapies as part of the school's catch-up strategy that includes Pupil Premium children.

### Wider Strategies

- Thrive
- Aireborough extended services
- Forest Schools
- Pastoral leader
- Peripatetic music
- Educational visits
- MVMNT sports breakfast club
- Before/after care and school places and meals
- Premier League Primary Stars lunchtime PP sessions

Figure 1: The tiered model for school planning



St Oswald's has used the EEF model for a tiered approach to school planning as a basis for the new Pupil Premium Strategy

## School overview

<b>Metric</b>	<b>Data</b>
School name	St Oswald's Primary School
Pupils in school (October 2020 Census)	371
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year (FY 2021/2022)	£66,193
Catch-up premium allocation this academic year (FY 2021/2022)	£12,432
Covid Recovery Premium (FY 2021/2022)	£3,480
Academic year or years covered by statement	2021-24
Publish date	December 2021
Review date	May 2022
Statement authorised by	Mr Jonny Davies
Pupil premium lead	Mr Matthew Boyle
Governor lead	Mr Martin Baker

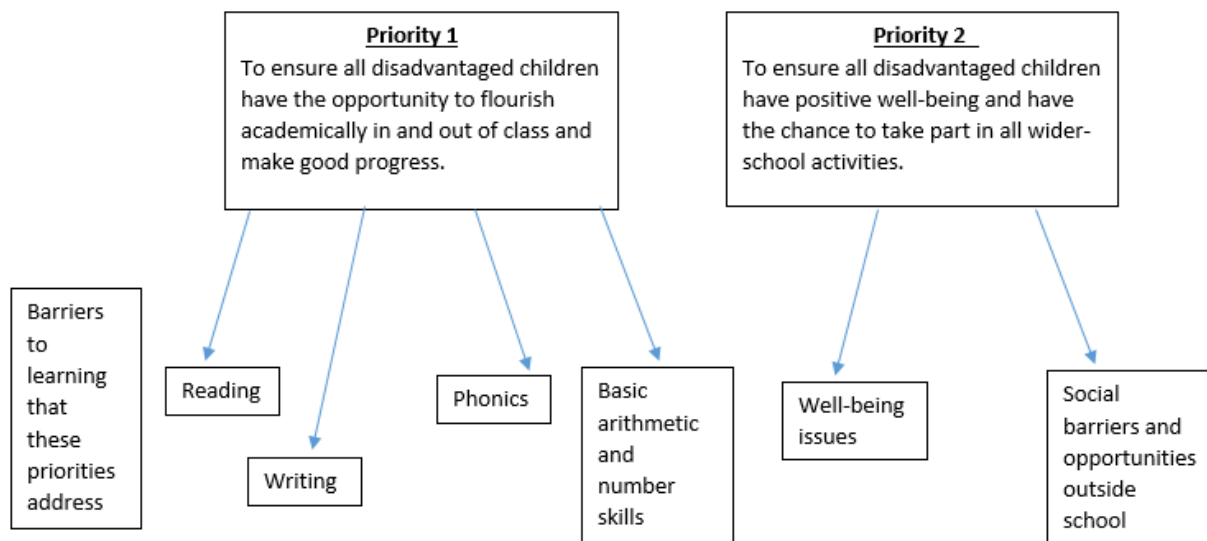
## Disadvantaged pupil progress scores for 2018- 2019

<b>Measure</b>	<b>Score</b>
Reading	+3.69
Writing	-2.06
Maths	+1.27

## Disadvantaged pupil performance overview for 2018- 2019

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2 for RWM	62%
Achieving high standard at KS2 for RWM	0%

## Strategy aims for disadvantaged pupils



Projected spending	£79,630
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## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	For Disadvantaged children <b>to continue to</b> achieve positive comparable attainment and progress compared to National Non-Disadvantaged children.	2024
Progress in Writing	For Disadvantaged children to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	2024
Progress in Mathematics	For Disadvantaged children <b>to continue to</b> achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	2024
Phonics	For Disadvantaged children to achieve positive comparable attainment and progress compared to National Non-Disadvantaged children	2024

Personal Development	Improvement on issues with well-being, attachment difficulties, pupil self-regulation, intrinsic motivation and language skills	2024
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## 1. Teaching support for current academic year

Measure	Activity
Priority 1	Curriculum Development- a new enriched and inclusive curriculum with a clear intent that is well implemented- each subject area of the curriculum has clear leadership, rationale, organisations and systems in place to ensure that knowledge and skills are taught sequentially as children progress through school with significant impact on the learning of children.
Priority 2	Ensuring staff receive the appropriate professional development to ensure that they have a clear understanding of the pedagogies
Barriers to learning these priorities address	Staff requiring additional support to implement new curriculum.
Projected spending	£16,100

## 2. Targeted academic support for current academic year

Measure	Activity
Priority 1	To ensure that gaps in pupils' knowledge created during the pandemic lockdown are successfully addressed after diagnosis.
Priority 2	To address barriers to learning including issues in speech and language and SEN needs throughout school.
Barriers to learning these priorities address	Staff require the correct tools for diagnosis of gaps and delivery of targeted support and that staff have the training and time to implement these.
Projected spending	£13,530

### 3. Wider strategies for current academic year

Measure	Activity
Priority 1	To ensure that pupil well-being is at the forefront of all pastoral care in school.
Priority 2	To give pupils the opportunity to experience non-academic aspects of learning and develop life-skills and the cultural capital required for later success
Barriers to learning these priorities address	Staff require the correct systems and training to give them the means to implement the new strategies.
Projected spending	£50,000

### Implementation and Monitoring

Area	Challenge	Mitigating action	Outcome
Teaching	To ensure that staff have the opportunity to create and implement the new curriculum and then successfully measure the impact it has had.	<ul style="list-style-type: none"> <li>Leadership release time in 2021-22 provided by a non-class based member of teaching staff.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Curriculum Development training for staff.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Three pedagogical developments- Thrive, Forest Schools and ReflectED that will have a demonstrative effect on Teaching and Learning and develop important life skills and learning behaviours.</li> </ul>	•
Targeted support	It is crucial that the correct tools for diagnosis of gaps and delivery of targeted support are used, and that staff have the training and time to implement these.	<ul style="list-style-type: none"> <li>Use of PIXL diagnostic assessments to address gaps in knowledge.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Speech and Language 1:1 support in EYFS given by trained practitioner.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Catch up Numeracy 1:1 intervention throughout school.</li> </ul>	•
		<ul style="list-style-type: none"> <li>'Dyslexia Portfolio' purchased and implemented.</li> </ul>	•
		<ul style="list-style-type: none"> <li>An additional member of the teaching staff deployed in each class once a week to support in class and also implement small group interventions.</li> </ul>	•

		<ul style="list-style-type: none"> <li>Teaching staff to deliver weekly catch-up sessions for targeted individuals.</li> </ul>	
Wider strategies	Ensuring that the correct organisations are used to train staff and give them the means to implement new strategies.	<ul style="list-style-type: none"> <li>'Thrive'- a whole-school approach to improve children's well-being and make the more emotionally resilient. Training for three staff members to become practitioners in school.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Forest Schools- training and resources for a member of staff to lead this in the school grounds.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Pastoral leader- ensuring counselling and therapeutic support for children in school and targeting support to children and families with attendance issues.</li> </ul>	•
		<ul style="list-style-type: none"> <li>MVMNT PE support to run breakfast club support sessions.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Opportunities to partake in peripatetic music lessons and school trips and residential activities.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Premier League Primary Stars to run Pe and Team Building sessions for four separate groups of PP children.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Before the Bell sessions run by a member of staff that offers pupils a free breakfast and the opportunity to partake in activities before school starts.</li> </ul>	•
		<ul style="list-style-type: none"> <li>Primary Choices programme run by Leeds United Foundation offering pupils the opportunity to experience success and raise aspirations to succeed.</li> </ul>	•

## Impact

Area	Challenge	Impact
Teaching	To ensure that staff have the opportunity to create and implement the new curriculum and then successfully measure the impact it has had.	
Targeted Support	It is crucial that the correct tools for diagnosis of gaps and delivery of targeted support are used, and that staff have the training and time to implement these.	
Wider Strategies	Ensuring that the correct organisations are used to train staff and give them the means to implement new strategies.	

## Review: last year's aims and outcomes 2019-20

Aim	Outcome
Buy and embed the use of Lexia (Years 2-6), Fresh Start (Years 5 & 6), SENIT phonics (Years 1 & 2) and RWI phonics (Year 3 & 4) to improve reading and writing progress. Subsequent training for staff to successfully deliver the intervention.	All interventions in place before the pandemic lockdown. However, unable to be embedded due to the disruption caused. The implementation of these to be reviewed in connection with PIXL diagnostic assessments
Further support with restricted vocabulary and language levels by purchasing Speech links to assess children and provide assistance in boosting these.	School ceased the service in May 2020. S & L interventions are now using other resources and the expertise of the 1:1 practitioner.
To make all school staff aware of attachment disorder with outside agency training and subsequent support in January 2020.	All staff trained in January 2020.
Continued support for vulnerable families with a dedicated Family and Inclusion leader and a wide range of extended services from Aireborough Children's Services	The Inclusion team now consists of the pastoral leader and inclusion leader. School has the SLA with Aireborough Children's Service which is frequently accessed.