



Osmotherley Primary School

Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium and recovery premium for the 2021 to 2022 academic year 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	Osmotherley Primary School
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	SUPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	31.12.21
Date on which it will be reviewed	1.9.22
Statement authorised by	Jane Bamber
Pupil premium lead	Jane Bamber
Governor lead	Brian Hunter

Funding overview

Pupil premium funding allocation this academic year	£2,690
Recovery premium funding allocation this academic year	£2000
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	£4,690

A: Pupil premium strategy plan

Statement of intent

At Osmotherley Primary School, we understand that not all children who are eligible for free school meals are socially disadvantaged and also that not all pupils who are socially disadvantaged will be registered for free school meals, looked after or from service families.

We also understand that the purpose of the funding is to narrow the gap between eligible and non-eligible children, so the impact of the expenditure must reflect a narrowing gap between those groups of children, in terms of achievement.

We use the Pupil Premium funding to help all of the children at Osmotherley Primary School to succeed and to provide additional help and support to the children and families who need it.

For the previous financial year (2020/21) and current financial year (2021/22), Osmotherley Primary School is not required to publish a Pupil Premium Strategy on our website. This is to ensure that no single pupil can be identified in our data. The Department for Education (DfE) have issued the following guidance:

"The Department for Education's policy is to suppress publication figures relating to a cohort of 5 pupils or fewer. This is intended to reduce the risk of individual pupils being identified from published data".

(This is a direct quote from the DfE's policy for publication of small numbers.)

Pupils who qualify for Pupil Premium and other pupils, who need additional support, are identified and their areas of need recorded. Some pupils receive one to one or small group support and termly assessments and recalls are used to monitor the impact of the support given.

We continue to identify the needs of individual pupils throughout the year and adapt our plans accordingly. Our Pupil Premium Strategy is monitored, by our Governing Body.

Challenges

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

1.	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by the school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in some pupils having significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing (including spelling) and maths.
2	Pupils with identified needs had restricted access to resources and support from specialists during the pandemic resulting in some pupils falling behind in speech and language, writing and maths.

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
Every child becomes a fluent reader.	KS2 reading outcomes in 2023/24 will show that disadvantaged pupils achieve at least expected standards in statutory assessments.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 will show that 100% of disadvantaged pupils met the expected standard.
Improved writing (including spelling) attainment among disadvantaged pupils.	In 2024/25, writing assessments will show that 100% of disadvantaged pupils met the expected standard.
All children, including the most disadvantaged, are equipped with the knowledge, skills and opportunities to make a positive contribution to the school and wider community	Disadvantaged pupils have access to a wide range of extra-curricular activities and enrichment opportunities to explore and grow their interests and talents.

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: £ 2690

Activity	Evidence that supports this approach
Purchase of reading books and resources to support Little Wandle Letters and Sounds Revised SSP (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics Education Endowment Foundation
Enhancement of our maths teaching and curriculum planning in line with White Rose Maths and EEF guidance. We will fund teacher release time to continue to attend	Teachers follow the small steps of progression within the White Rose Maths curriculum plans, ensuring that pupils know more and remember more and become fluent before moving on. The EEF guidance is based on a range of the best available evidence:

White Rose maths training and improve quality first teaching.	Improving Mathematics in Key Stages 2 and 3 Pupil_Premium_Guidance_iPDF.pdf (educationendowmentfoundation.org.uk)
Access to educational visits and wider curriculum opportunities, e.g. Music for Life, live theatre, Y5/6 Liverpool residential visit, Forest School.	EEF - Provision of a range of initiatives to extend children's experiences see https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully

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

Budgeted cost: £2000

Activity	Evidence that supports this approach
Teaching assistants to provide in class support and implement high quality interventions to meet the needs of disadvantaged pupils	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants
1:1 maths and reading tutoring using school-based tutors (teachers)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

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

Budgeted cost: £150

Activity	Evidence that supports this approach
Morning Mile 8.20am x 3 times week to promote improved health, better academic performance and fewer absences	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit
Yoga/mindfulness sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit

Total budgeted cost: £4,690

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.

- Training on the teaching of Systematic Synthetic Phonics (English Hub) has resulted in high quality phonics lessons which has helped pupils to keep up with their peers.
- Some pupils are not supported at home with their reading. School is aware of this so we provide daily one to one reading with a teacher or teaching assistant for identified pupils. (Data for pupils in receipt of pupil premium funding has been suppressed).
- Disadvantaged pupils received catch-up support in reading, writing and maths. All disadvantaged pupils attended school during the last lockdown period. This was because they were children of key workers or had difficulty accessing remote learning at home which was an identified barrier to their learning
- Some pupils attended breakfast club and after-school clubs, therefore, accessing the wider opportunities the school provides (morning mile, sports clubs, Minecraft club)
- All vulnerable pupils attended on-site learning during the school closures and attendance for these pupils was good.