



# Osmotherley Primary School

## Pupil premium strategy statement 2022-23

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	45
Proportion (%) of pupil premium eligible pupils	SUPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	31.12.22
Date on which it will be reviewed	1.9.23
Statement authorised by	Jane Bamber
Pupil premium lead	Jane Bamber
Governor lead	Iain Glendinning

### Funding overview

Pupil premium funding allocation this academic year	£1385
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	£3385

# 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 (2021/22) and current financial year (2022/23), 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 additional support (one to one or in a small group) 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 was impacted by the school closures during the Covid 19 pandemic 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 (spelling in particular) and maths.
2	Pupils with identified needs had restricted access to resources and support from specialists during the pandemic, particularly those pupils with speech and language difficulties.

## 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.	KS1 reading outcomes in 2023, 2024 and 2025 will show that all pupils can read with fluency and automaticity and are well prepared to access the KS2 curriculum KS2 reading outcomes in 2024 and 2025 will show that disadvantaged pupils achieve at least expected standards in statutory assessments and be well prepared for the KS3 curriculum.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 will show that 100% of disadvantaged pupils met the expected standard and are well prepared for the KS3 curriculum.
Improved writing (including spelling) attainment among disadvantaged pupils.	In 2024/25, writing assessments will show that 100% of disadvantaged pupils met the expected standard and are well prepared for the KS3 curriculum.
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: £1,445

Activity	Evidence that supports this approach
Purchase of additional Little Wandle Letters and Sounds Revised Rapid Catch-Up reading books and resources to support KS2 and EAL learners who still require support with phonics - to support phonics	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

teaching and secure phonics knowledge for all pupils	
Subscription to Scode spelling scheme (Y2-Y6) and resources (teacher books, pupil workbooks and online resources) 15 min daily booster session at 8.45am (Dec-July) for Y5/6 who have missed LKS2 scheme	Scode follows on from the school's chosen phonics SSPP – following the scheme ensures clear progression and systematic learning of spelling
Enhancement of our maths teaching and curriculum planning in line with White Rose Maths and EEF guidance. We will fund subject leader release time to continue to attend training, monitor and improve quality first teaching.	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: 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 Robinwood residential visit, Forest School.	EEF - Provision of a range of initiatives to extend children's experiences see <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>

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

Budgeted cost: £1,840

Activity	Evidence that supports this approach
Teaching assistant (additional 2 hours per week) to provide in class support to assist the delivery of quality teaching, meeting the needs of disadvantaged pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>
1:1 maths tutoring using school-based tutors (teachers)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>

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

Budgeted cost: £100

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

**Total budgeted cost: £3,385**

## Part B: Review of outcomes in the previous academic year (2021-22)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Data for pupils in receipt of pupil premium funding has been suppressed due to the small numbers.

- The purchase of Little Wandle SSPP and whole staff CPD Training has resulted in high quality, consistent phonics teaching which has ensured that pupils keep up with their peers.
- School is aware that some pupils are not supported with their reading at home. We provide daily one to one reading with a teacher or teaching assistant for all identified pupils.
- Identified pupils received tutoring in reading and maths after school.
- Some pupils attended breakfast club and after-school clubs, therefore, accessing the wider opportunities the school provides (morning mile, multi-sports clubs, Minecraft club)
- All vulnerable and disadvantaged pupils attended on-site learning during the school closure (Jan-March 21) and attendance for these pupils was good.
- Disadvantaged pupils were able to attend a residential educational visit to Liverpool including the opportunity to travel on a train, visit museums, galleries, two cathedrals, a mosque. They took part in a Legacy of Slavery workshop, a guided tour of the River Mersey by ferry and visited the Antony Gormley sculptures on Crosby Beach.