



Osidge School Pupil Premium Spending 2020/21

Date: September 2020

At Osidge, we have high aspirations and ambitions for all our children, and believe that everyone, regardless of race, gender or family circumstances, should have equal access to an outstanding education. Osidge strives to inspire children to become creative problem solvers, ready to thrive and succeed in the 21st Century. We aim to give children a positive first experience of learning, and encourage them to be responsible citizens, who appreciate the value of community.

Pupil premium (PP) money is carefully targeted to support children from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. At Osidge, we ensure that spending is directly linked to narrowing the gaps in attainment between children in receipt of the pupil premium grant (the term “PP children” is used for short below) and those not in receipt (“non-pupil premium children”).

As a school, we have a good record of addressing the needs of our pupil premium children. To ensure the best outcomes for our students, staff at the school have invested considerable time developing a bespoke system for tracking children’s progress, and for identifying barriers to learning. We do not rely solely on raw data to understand how our children are progressing; observations, learning walks, pupil progress discussions and lesson studies also contribute to our understanding of how different children are performing across the school.

1. Summary Information					
School	Osidge School			Academic Year	2020/21
Total number of pupils	402	Number of pupils eligible for PP	86	Total PP budget	£100,185
2. Barriers to educational achievement and desired outcomes					

	Barriers to achievement identified	Desired outcomes	Success Criteria
1.	Children in receipt of the PP grant make significantly less progress in reading .	To improve the progress in reading of our children in receipt of the PP grant.	There will be a better progress measure in reading for our children in receipt of the PP grant.
2.	Children in receipt of the PP grant make significantly less progress in writing .	To improve the progress in writing of our children in receipt of the PP grant.	There will be a better progress measure in writing for our children in receipt of the PP grant.
3.	Children in receipt of the PP grant make significantly less progress in maths .	To improve the progress in maths of our children in receipt of the PP grant.	There will be a better progress measure in maths for our children in receipt of the PP grant.
4.	Social and emotional well-being – Some children in receipt of the PP grant and their families are in need of support for their social and emotional development. There are several, varied, contributing factors, including inadequate housing, lack of financial support, special educational needs, mental or physical health difficulties, all of which can impact on children’s progress.	To promptly identify children and families in need of support and ensure children and families are aware of, and able to receive/access, the necessary appropriate provision to improve the social and emotional well-being of children in receipt of the PP grant and their families.	Improved social, emotional and mental health of our children in receipt of the PP grant and their families.
5.	Through previous work, PP families are now more able to be involved in the school community; we aim to maintain an inclusive approach, meaning that our families in receipt of the PP grant can continue to be included and able to access events.	To continue to communicate with families in receipt of the PP grant about any barriers that may prevent them from accessing and being involved in school life, and to ensure there is continued inclusion of families in receipt of the PP grant in all aspects of school life.	Families in receipt of the PP grant are able to access and be involved in school life, both in school and at external Osidge events.
6.	The punctuality of some of our children in receipt of the PP grant is lower than non-disadvantaged children. We recognise the impact that this can have on a children’s social and emotional well-being, and their academic outcomes.	To give families the support they need to improve their child’s punctuality when arriving at school.	The punctuality of children in receipt of the PP grant will improve.

6. Planned expenditure

Desired outcome: To improve the progress in reading of our children in receipt of the PP grant.

<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Projected spending</i>
<p>TEACHING PRIORITIES</p> <p>New teachers and TAs to be given reading training, including 1:1 provision and inference training.</p> <p>All teachers to receive refresher training in phonics.</p> <p>All teachers to receive updated training in the teaching of reading.</p> <p>Embed a new reading approach in KS2</p> <p>Update reading resources in KS2.</p>	<p>These are both very effective interventions and are a useful way to provide children with additional support in reading.</p> <p>It has been a few years since teachers and TAs have been trained in these areas and it is useful to keep abreast of current best practice.</p> <p>This is a more effective way of working with the children in reading and is a better way of developing comprehension skills.</p> <p>Investing in high quality texts that children can read at school and at home is a great way to encourage reading for pleasure.</p>	<p>The AH will ensure that all necessary staff will receive the necessary training.</p> <p>YTLs to monitor and assess this programme.</p> <p>AH to collaborate with local bookshop to ensure we invest in high quality texts.</p>	<p>£42,000</p>

<p>TARGETED SUPPORT</p> <p>Volunteer readers to provide additional reading support in the afternoons.</p> <p>Lunchtime book clubs run by teaching staff.</p> <p>Year R, Y1 and Y2 to receive intensive phonics training/catch up</p> <p>WIDER STRATEGIES</p> <p>Additional parental support, in the form of an online video detailing the best ways to read with their child at home, and book recommendations so that they can choose appropriate texts for their children.</p> <p>Targeted in-person training sessions provided for parents</p>	<p>Regular 1:1 reading sessions will help develop children’s decoding skills.</p> <p>These are weekly sessions for children with a real enthusiasm for reading and allow children to develop the skills to get deeper into a text and discuss their thoughts with other readers.</p> <p>Intensive, daily support is an effective way to get lasting impact on children’s attainment.</p> <p>By developing the skills and knowledge of parents, they can better support their child at home.</p> <p>Skill up parents to provide better support to children in the home and give all parties involved more confidence</p>	<p>The AH will oversee the training of these volunteers and then deploy them across the school. Our aim is to have 2 volunteers per class in Year 1 and 2, and 1 per class in the juniors.</p> <p>The AH will timetable these throughout the year and will help teachers choose high quality texts for the sessions.</p> <p>The SENDCo will map out and manage this provision over the year.</p> <p>The AH will put together the appropriate resources for the school website.</p> <p>AH to work with year teams to target parents for this support.</p>	
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whose children are struggling. Children will be provided with additional reading materials they can use at home, e.g. extra reading books from the library and/or e-books	Children can often become reluctant readers because they are not given access to high quality texts. By improving the resources they have available, the children's attitudes towards reading may improve.	Year teams will be provided with the appropriate resources so that they are able to do this.	
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Desired outcome: To improve the progress in literacy of our children in receipt of the PP grant.

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Projected spending
TEACHING PRIORITIES A consistent approach in KS2 to the teaching of reading using <i>Destination Reader</i>	Research has shown positive outcomes for DR, particularly in the development of language and thinking skills. The collaborative approach supports all learners and builds confidence in children's reading and comprehension skills.	DR Champion in Y6 supports and trains Upper KS2 teachers; Training to cascade to lower KS2. Aspects of DR used in Y2. Year teams plan collaboratively to establish an excellent standard of teaching and learning in all classes.	£22,000

<p>TARGETED SUPPORT</p> <p>Talk Boost used in EY and KS1 to rapidly increase language skills and narrow vocabulary gap for PP and SEND children</p> <p>WIDER STRATEGIES</p> <p>Cross-curricula writing opportunities identified in other curriculum areas</p>	<p>Intensive, daily support is an effective way to get lasting impact on the children’s attainment.</p> <p>1:1 and smaller group learning provides a more targeted approach, leading to greater attainment</p> <p>Application of writing skills outside of an English lesson can represent a greater depth of understanding and skills. Regular writing in different genres is a useful skill for the children to develop.</p>	<p>The SENDCo will map out and manage this provision over the year.</p> <p>DHT to work with subject leads and year team leads to establish expectations for writing in other curriculum areas.</p>	
<p>Desired outcome: To improve the progress in maths of our children in receipt of the PP grant.</p>			
<p><i>Chosen action / approach</i></p>	<p><i>What is the evidence and rationale for this choice?</i></p>	<p><i>How will you ensure it is implemented well?</i></p>	<p><i>Projected spending</i></p>

maths.	which allows for a higher adult/child ratio.		
<i>Desired outcome: To promptly identify children and families in need of additional support and put in place the necessary provision.</i>			
<i>Chosen action / approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Projected spending</i>
Systems in place to encourage parents to apply for PPG - information shared with parents about how to apply and available benefits.	Eliminating any shame from applying for PPG by sensitive wording in communication both via email and verbally. Since changing the system for parents to use the eligibility checker, which can be used	Email correspondence with parent body and conversations held with families we think maybe in need. Staff training by Well-being and safeguarding team to support staff to develop a good awareness of children in need and helpful tips in how to	£8,000

<p>Staff have good awareness of the children and families they are involved with. Spend time developing a relationship of trust and openness, to encourage parents to share any difficulties they may be experiencing.</p> <p>Children and families in need of additional support are made known to relevant people to ensure understanding of family situation. Staff will aim to develop a good relationship with families where parents are able to share their situation in a safe and non-judgemental environment.</p> <p>Targeted access to extra-curricular clubs will develop aspirations and skills</p>	<p>privately, more parents can access rather than having to take documents to LA office.</p> <p>Once identified, communication with families can happen and relevant support identified and offered.</p> <p>Several families' situations were already challenging or may have changed due to pandemic and may have been used to having more income. Staff will treat all families with sensitivity and an awareness of what may be going on for some families and children.</p> <p>Giving children new opportunities, cultural and social capital will improve their life chances</p>	<p>approach the issue of support with confidence and not avoid raising the subject.</p> <p>Support from free clubs, discounted events and music lessons, providing resources for remote learning. If emotional support is needed then link with school counsellor and team, plus ELSAs and well-being team. If school is unable to fully support and the family or child is in further need, outside agencies will be contacted and ask for support. E.g. family support worker, local food banks, and free activities during school holidays.</p> <p>All children and families feel safe and supported by school staff and school community.</p> <p>Children's confidence improves; children are able to make new friends develop social and language skills which will support academic achievement.</p>	
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Desired outcome: There is continued inclusion of families in receipt of the PP grant in all aspects of school life.			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Projected spending
A clear awareness by relevant staff of the families who are in receipt of the PP grant and relationship of trust developed	Much good work has been done to encourage parents to apply for PPG and this identification of PP families has resulted in staff being able to target families to offer support, such as free	Identification and developing a relationship of trust and understanding a priority for all staff. Ensure clear communication about any subsidies and	£2500

and maintained.	tickets to OSA events, or subsidised clubs.	free events. Personal invitation to these events and contact about music lessons/clubs, rather than blanket email. Word of mouth or phone call by class teacher/TA or deputy head/SENCo team. Commitment to being actively anti-racist school will also encourage our BAME families who are also entitled to PPG to be part of any consultation via invitation.	
Desired outcome: The punctuality of children in receipt of the PP grant will be improved.			
Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Projected spending
Aim is for parents to work together to decide on good morning strategies either personal ones or ones they could use with their child/children. Hold a workshop for parents who may struggle with morning routine and helpful strategies to get children to school on time.	Data illustrates that although attendance for children in receipt of PPG, for some of them punctuality is a concern. Children and parents can experience the feeling of shame when arriving at school late, aim is to support families to be able to get children to school on time.	Children in receipt of PPG arrive at school in time for registration. Well-being lead and school counsellor to run the workshop – invite parents of children who often arrive at school late. Promote that it will be an informal setting, inclusive, inviting and relaxed environment, coffee/tea, etc. There will be an opportunity to network, share ideas, offer support.	£3000

Review of previous year's expenditure (2019/20)			
<i>Desired Outcome</i>	<i>Chosen action/approach</i>	<i>Estimated Impact</i>	<i>Lessons learned</i>
<p>There will be a smaller gap in the % of PP and non-PP children obtaining GDS in all subject areas.</p>	<p>To develop use of our new assessment system to better track children's progress.</p> <p>Termly Pupil Progress Reviews to track and target these children.</p> <p>Weekly maths club with a parent volunteer in Year 3, 4 and 5</p> <p>Lunchtime book club</p> <p>Teachers to offer interventions which target potentially high attaining PP children.</p>	<p><i>***School closure due to coronavirus (from 23.3.20) had a significant impact on our ability to meet this year's targets. A full review will be completed at the end of the financial year in April 2021.</i></p>	
<p>To close the gap in attainment in reading and maths between our PP and non-PP children.</p>	<p>To embed a maths mastery approach across the school.</p> <p>To embed a whole school approach for Reading using Destination Reader in Y3-6</p>	<p><i>***School closure due to coronavirus (from 23.3.20) had a significant impact on our ability to meet this year's targets. A full review will be completed at the end of the financial year in April 2021.</i></p>	

	<p>An additional teacher in Year 5 and 6 to reduce class sizes in maths.</p> <p>To review setting in Key Stage 2 for English and Maths.</p> <p>To strategically place TAs in classes/sets where there is the greater need.</p> <p>To ensure school interventions target our PP children.</p> <p>Breakfast clubs for parents and their child in English and maths.</p> <p>Parent workshops.</p> <p>Volunteer reader programme.</p> <p>Embed new reading approach in KS2.</p>		
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<p>To improve the progress of our PP children in reading from the end of KS1 to the end of KS2.</p>	<p>Volunteer reader programme. Training provided for parents.</p>	<p><i>***School closure due to coronavirus (from 23.3.20) had a significant impact on our ability to meet this year's targets. A full review will be completed at the end of the financial year in April 2021.</i></p>	
<p>To promptly identify children and families in need of support, and improve the social, emotional and mental health provision put in place.</p>	<p>Parent-friendly support documents provided online. Curriculum parent sessions To continue regular parenting classes and workshops offered and hosted by the school. Parent Maths Workshops</p>	<p><i>***School closure due to coronavirus (from 23.3.20) had a significant impact on our ability to meet this year's targets. A full review will be completed at the end of the financial year in April 2021.</i></p>	
<p>To find ways of encouraging PP families to get more involved in school life.</p>	<p>To continue to develop and use class reps to help draw these families in to the school community.</p>	<p><i>***School closure due to coronavirus (from 23.3.20) had a significant impact on our ability to meet this year's targets. A full review will be completed at the end of the financial year in April 2021.</i></p>	

	<p>OSA to provide free or discounted tickets to school events.</p> <p>Some OSA events are organised for inclusion purposes instead of fundraising.</p>		
<p>To give families the support they need to improve their child's attendance in school. Ensure there is better inclusion of PP families in all aspects of school life.</p>	<p>Better strategies in place to monitor and improve the attendance/punctuality of children.</p> <p>Breakfast clubs for parents and their child in English and maths.</p> <p>Counselling service support groups for parents.</p> <p>Access to school enrichment events, trips e.g. Science Enrichment Day; Phasel's Wood; Skern Lodge</p>	<p><i>***School closure due to coronavirus (from 23.3.20) had a significant impact on our ability to meet this year's targets. A full review will be completed at the end of the financial year in April 2021.</i></p>	