



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	Data
School name	Osidge School
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Governing Body
Pupil premium lead	Siobhan Norman
Governor / Trustee lead	Saffron Van Zwanenberg

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107, 225
Recovery premium funding allocation this academic year	£13, 130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120, 355

## Part A: Pupil premium strategy plan

### Statement of intent

At Osidge, we are committed to ensuring that every child receives the very best education, allowing them to have opportunities to grow socially and emotionally so that they are confident to access learning which supports their next stages in life. Our school vision: a *rich learning environment where an energised school community works together to develop resilient and independent children who achieve their best* and our six core school values: *respect, responsibility, care, honesty, appreciation and determination* underpin everything we do. Our lessons make learning contextualised so that children can make links and relate them to real life.

When deciding how to spend the Pupil Premium Grant ('PPG') at Osidge it is important that we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and could include; less support at home; social and emotional difficulties due to complex family situations or attendance and punctuality difficulties. Each child entitled to the PPG is unique in their situation and our response to their needs must reflect this.

At Osidge we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach their full potential.

Our key objective in using the PPG is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not.

To do this, we will ensure that:

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Osidge is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Attainment in English and maths
2	Deficit in oracy skills
3	Social and emotional difficulties due to situations at home
4	Less support at home
5	Cultural capital opportunities

## 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
Increase % pupils on track in English and Maths	Increased % pupils on track in English and Maths
Support children's social and emotional needs so they are more ready to learn	Children are able to self-regulate better and more focused on learning
Engage parents on the importance of and ways to support learning	Reading diaries signed; parents and pupils talk of the activities to support learning they do together at home
Provide enrichment opportunities for pupils	Pupils are able to talk about their experiences and make connections with their learning

## Activity in this academic year

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Roll out <i>Destination Reader</i> to Y3&4	We have already seen the benefits in Y5&6. Quality of pupils' talk and engagement has improved	1, 2, 3, 4,5
Implement <i>Read, Write, Inc</i> to the school	EEF - phonics: + 5months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3,4
Reintroduce lesson study for staff	EEF - lesson study <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lesson-study">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lesson-study</a>	1,2,3,5
CPD for support staff	EEF - MITA principles (revisited) <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</a> EEF - Metacognition principles (revisited) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,2,3,5
Science clinics	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/science">https://educationendowmentfoundation.org.uk/guidance-for-teachers/science</a>	1,2,5
Colourful semantics	<a href="https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/">https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</a>	1,2,4

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

Budgeted cost: £ 15,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduced NELI programme in EYFS	<a href="https://www.teachneli.org/">https://www.teachneli.org/</a> EEF - Communication and Language + 6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> EEF - preparing for literacy <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a>	1,2,3,4,5
Talk Boost 4 year olds	<a href="https://ican.org.uk/training-licensing/i-can-programmes/early-talk-boost/">https://ican.org.uk/training-licensing/i-can-programmes/early-talk-boost/</a>	1,2,3,4,5
High quality TA led interventions are in place	EEF - MITA <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</a>	1,2,3,4
Implement wellbeing monitors and Osidge Ambassadors	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1,2,3,5
Implement <i>Read, Write, Inc</i> to the school	EEF - phonics: + 5months progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3,4
Re-introduce curriculum enrichment days	Sutton Trust: creating cultural capital <a href="https://www.suttontrust.com/news-opinion/all-new-s-opinion/creating-cultural-capital/">https://www.suttontrust.com/news-opinion/all-new-s-opinion/creating-cultural-capital/</a>	1,2,3,5
Maths at home - Khan academy Y3 +	<a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning</a>	1,2,3,4
Maths for Life training	<a href="https://www.mathsforlife.com/">https://www.mathsforlife.com/</a>	1,2,3,4

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

Budgeted cost: £ 62,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time learning mentor support for emotional needs to continue in role	EEF - social and emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,3,4,5
Provide free breakfast and after school club for targeted families	EEF - Children's University <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a>	1,2,3,4,5

Implement wellbeing monitors and Osidge Ambassadors	EEF - Mentoring <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1,2,3,5
Target PP pupils for lunchtime enrichment clubs	EEF- life skills <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> EEF - Children's University <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a>	1,2,3,5
Curriculum enrichment days	EEF- life skills <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> EEF - Children's University <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a>	2,3,5
Pre-school & parent toddler group	EEF - Early years <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years">https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</a>	2,3,4,5
Continue to promote strategies for good punctuality and attendance	EEF - attendance <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1,2,3,4,5
Parent support groups	EEF - parental engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,3,4
PP pupils targeted for enrichment opportunities eg sports	EEF- life skills <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	3,5
Learning buddies;	EEF - Mentoring <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3,5
Parent education - workshops etc	EEF - parental engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4,5
Isolation packs / home learning	<a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning">https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning</a>	1,2,3,4
Uniform support /		3,4
Outdoor learning enrichment	EEF - outdoor learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	2,3,5
Subsidise cost of residential trips	EEF - outdoor learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	2,3,4,5

**Total budgeted cost: £ 120,335**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

### 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

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*