



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	415
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Governing Body
Pupil premium lead	Chrisanthy Dyer
Governor / Trustee lead	Saffron Van Zwanenberg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,650
Recovery premium funding allocation this academic year	£5,728
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	£130,378

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	<i>End of year data has highlighted that some previously low attaining PP children, are struggling to achieve EXP in curriculum areas, such as reading comprehension/reading fluency and decoding, phonics, working memory, spelling, arithmetic, fine motor skills, and social skills. This has led to some children falling behind age-related expectations</i>
2	Observations and assessments of Reception and Y1 disadvantaged children has shown that there is a need for more emotional support as children are finding it difficult to express their needs, becoming dysregulated.
3	Our assessments and observations indicate that many of our disadvantaged pupils' social and emotional well-being has been impacted. This has led to

	some of our disadvantaged pupils struggling to manage their emotions and behaviour meaning poorer focus on class and an impact on learning.
4	Our assessment, knowledge of families and discussion with parents has shown that those disadvantaged children, particularly with EAL, would benefit from support in access to learning and resources at home.
5	Feedback from pupils and parents, observations from staff, has shown that some of our disadvantaged pupils have had less access to cultural capital/enrichment opportunities due to school closure and/or closure of external clubs providers.

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 in Y3-6	Increased % pupils on track in English and Maths. Gap narrows in EY and KS1 as a result of a focus on key skills
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; attainment increases
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; attainment increases
Provide enrichment opportunities for pupils	Pupils are able to talk about their experiences and make connections with their learning; attainment increases

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26553

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed <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
Consolidate <i>Read, Write, Inc</i> to the school	EEF - phonics: + 5months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4

Reintroduce lesson study for staff	EEF - lesson study https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lesson-study	1,2,3,5
CPD for support staff	EEF - MITA principles (revisited) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants EEF - Metacognition principles (revisited) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,5
Science clinics	https://educationendowmentfoundation.org.uk/guidance-for-teachers/science	1,2,5
Colourful semantics	https://www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/	1,2,4

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

Budgeted cost: £65394

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

Maths for Life training	https://www.mathsforlife.com/	1,2,3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42936

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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4,5
Provide free breakfast and after school club for targeted families	EEF - Children's University https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university	1,2,3,4,5
Wellbeing monitors and Osidge Ambassadors	EEF - Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1,2,3,5
Target PP pupils for lunchtime enrichment clubs	EEF- life skills https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment EEF - Children's University https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university	1,2,3,5
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Pre-school & parent toddler group	EEF - Early years https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years	2,3,4,5
Continue to promote strategies for good punctuality and attendance	EEF - attendance https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1,2,3,4,5
Parent support groups	EEF - parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,3,4
PP pupils targeted for enrichment opportunities eg sports	EEF- life skills https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3,5
Learning buddies	EEF - Mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3,5
Parent education - workshops etc	EEF - parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5

Isolation packs / home learning	https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning	1,2,3,4
Uniform support		3,4
Outdoor learning enrichment	EEF - outdoor learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,3,5
Subsidise cost of residential trips	EEF - outdoor learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,3,4,5

Total budgeted cost: £ 134,883

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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 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.

In the year 2021-22, Osidge School had 93 PP children, from Reception to Year 6. Data shows that all pupils made progress in their learning, though in some cases not as significant as non PP children - through analysis of the teacher assessments over the course of the year, and looking at the Statutory Assessment Tests at the end of Year 6.

Key demographics of the 2021-22 cohort of PP children:

- 53% boys; 47% girls.
- 81% EAL; 19% non-EAL.
- 47% SEND; 53% non-SEND
- 29% joined the school after Reception.
- 3% (3 pupils) had significant behaviour needs.
- 34% emotional needs.

We have focused on CPD to equip teachers with best-practice for supporting pupils with EAL. Our new phonics programme (RWI) has also helped close gaps in reading for EAL and PP pupils. Targeted RWI interventions, from EYFS to Y2, and for specified groups/ individuals in Y3-Y6, has also supported PP pupils.

Following two years of disruption because of Covid, we were able to resume elements of our enrichment programme that had not been possible in recent years. This included the Residential and over-night events and day trips. Y3 pupils had a night of camping in the school grounds; Y5 pupils went away on a 2 night residential; Y6 pupils went away on a 4 night residential. PP children were able to take part in these because of subsidised costs, supported by the PP funding.

Part of the PP funding has been used to support those with emotional and behavioural needs with work with our school Learning Mentor. This includes 1:1 sessions, groups activities, lunchtime facility in our 'Sanctuary'.

Our full programme of lunch-time and after school clubs also resumed in 2021-22. At lunchtimes, this included chess club, art appreciation, running club, football club, digital leaders (computing), choir, green team. After-school clubs included: football club, gymnastics, dance, art. Membership to these was subsidised for some PP children, and/ or the resources used by PP children were paid for with the PP funding. Free places offered to some PP children at Breakfast Club/ After School club, to support the families.

