

# Pupil premium strategy statement 2019-22

## School overview

| Metric                                      | Data                      |
|---|---------------------------|
| School name                                 | St Osmund's Middle School |
| Pupils in school                            | 730                       |
| Proportion of disadvantaged pupils          | 16%                       |
| Pupil premium allocation this academic year | £107,000                  |
| Academic year or years covered by statement | 2019-22                   |
| Publish date                                | November 2020             |
| Review date                                 | November 2021             |
| Statement authorised by                     | Saira Sawtell             |
| Pupil premium lead                          | Lynda Staddon             |
| Governor lead                               | Julia Benson              |

## Disadvantaged pupil progress scores for last full academic year

| Measure | Score |
|---------|-------|
| Reading | -2.16 |
| Writing | -3.99 |
| Maths   | -2.68 |

## Disadvantaged pupil performance overview for last academic year

| Measure                                    | Score |
|--|-------|
| Meeting expected standard or higher at KS2 | 35%   |
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### Strategy aims for disadvantaged pupils

| Measure    | Activity  |
|------------|---|
| Priority 1 | Quality first teaching - Ensure all relevant staff (including new staff) have received training for metacognition   |
| Priority 2 | Continue to embed Teaching for Mastery in maths across all year group   |
| Priority 3 | Lexia – to diagnose and remedy, so all PP pupils are able to reach ARE in reading and writing and PP/SEND children make accelerated progress towards this |

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| Priority 4                                      | Develop the role of PP learning mentor and embed this throughout the school. |
| Barriers to learning these priorities addressed | Ensuring staff use evidence-based whole-class teaching interventions         |
| Projected spending                              | £50,000  |

### Teaching priorities for current academic year

| Aim                     | Target  | Target date    |
|-------------------------|---|----------------|
| Progress in Reading     | Achieve closer to national average progress scores in KS2 Reading             | September 2020 |
| Progress in Writing     | Achieve closer to national average progress scores in KS2 Writing             | September 2020 |
| Progress in Mathematics | Achieve closer to national average progress scores in Mathematics             | September 2020 |
|                         |   | September 2020 |
| Other                   | Improve attendance of disadvantaged pupils to match school attendance (96.5%) | September 2020 |

### Targeted academic support for current academic year

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Embed use of Lexia across all year 5-7 to increase reading for pleasure and ensure all pupils are at ARE and SEND/PP are making accelerated progress |
| Priority 2                                    | Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations   |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness  |
| Projected spending                            | £20,000  |

### Wider strategies for current academic year

| Measure    | Activity  |
|------------|---|
| Priority 1 | More PP pupils achieve greater depth in line with non PP  |
| Priority 2 | PP/SEND pupils have improved ATL, attendance and attainment. Gap between non PP/SEND and PP/SEND is reduced |
| Priority 3 | Improve attendance of disadvantaged pupils to match non PP pupils across the school                         |
| Priority 4 | Parental engagement – to increase attendance at PCE and engagement in independent learning at home.         |

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| Priority 5                                    | To increase the cultural capital of PP pupils. To provide financial support for curricular, extra-curricular and residential activities. |
| Barriers to learning these priorities address | Improving attendance, readiness to learn and reading ages for the most disadvantaged pupils, parental engagement                         |
| Projected spending                            | £20,000  |

## Monitoring and Implementation

| Area               | Challenge   | Mitigating action   |
|--------------------|---|---|
| Teaching           | Ensuring enough time, guidance and support is given to allow for staff professional development.<br>TA training and skill development   | Use of INSET days. TLCs, learning walks and lesson observations. Additional cover being provided for SL. External courses and training disseminated to all staff  |
| Targeted support   | Ensuring enough time for Lexia and school maths-lead to support small groups. Skills and areas for development linked to class teaching   | Lexia time is prioritised and met. ICT suite used and second member of staff employed p/t. Extra lessons delivered consistently. Lexia prioritised at HMWK club and Lexia specific after school club offered. Pupils identified and progress monitored closely. Year 7 catch up pupils prioritised. |
| Wider strategies   | Engaging the pupils and families facing most challenges.<br><br>Cultural capital increased  | Working closely with transition mentor and first schools. PP learning mentor and PP social evenings to break down barriers.<br><br>ECC, school trips and residential activities uptake monitored and access supported   |
| PP learning mentor | To ensure that LM provides well targeted support for PP pupils both inside and outside the classroom and also their families. To be able to respond to teachers requests for short term additional support for PP pupils. | Clearly defined role. Working more closely with families to build relationships. To provide more holistic individualised support.   |

## Review: last year's aims and outcomes

| Aim                    | Outcome  |
|------------------------|--|
| Quality first teaching | Steady improvement. List of non-negotiables drawn up. Pupils are becoming more active learners and expectations of readiness to learn and behaviour have increased |

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| Lexia   | Introduced but not embedded. Few pupils were achieving time targets and therefore their progress has been slower. Use of ICT suites to deliver Lexia from Sept 2019  |
| Maths mastery KS2                             | Introduced and continues to be embedded. Improvement in KS2 results although PP progress still shows a significant gap compared to non PP  |
| Attendance                                    | Steady improvement in disadvantaged pupil attendance from 2018 to 2019. On track towards aim.  |
| Behaviour policy and attachment aware school. | Introduced and continues to be embedded. Focus on ready to learn and relationships to increase attainment  |
| Progress in reading and writing               | KS2 results were disappointing. New KS2 English lead Sept 2019, curriculum review.   |
| Progress in maths                             | Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.  |
| Feedback and marking                          | New policy introduced and whole class feedback and live feedback prioritised   |
| Collaborative learning and oracy              | Verbal sentence answers expected, no hands up. Opportunities for 'pupil talk' expected in all lessons  |
| Hmwk and breakfast club                       | Numbers are increasing for breakfast club. Hmwk club, pupils are targeted based on better monitoring using SIMS  |
| STEM  | STEM opportunities focused on PP pupils in year 7&8.   |
| ELSA  | Reduction in ELSA hours. This is an area of focus PP learning mentor will be ELSA trained early 2021   |
| Direct funding                                | Much more clarity and consistency for Ever 6 PP FSM and post CiC.<br><b>Curricular:</b> Year 5 welcome pack (stationary, folder, PE bag, Waterstones book voucher), DT ingredients and materials, DT yearly contribution, Yr 6 SATS packs, Year 8 calculator, Yr 6 theatre trip, Yr 8 Water park trip, various day trip support.<br><b>Uniform:</b> £50 Year 5 and Yr 7, £30 Year 6 and Yr 8. up to £50 shoe voucher,<br><b>Cultural capital:</b> funding available for one residential trip in KS2 and KS3. An equivalent amount towards the cost of the school ski trip.<br><b>Other:</b> Year 8 Leavers book and hoodie. Various discretionary support. |
| Parental engagement                           | SIMS parent app introduced. 720 parents have signed up PP social evenings have been a great success<br>Priority given to PP parents to book for PCE. Increased attendance at PCE but this is still work in progress.   |
| Well-being of PP children                     | We are working alongside Sparkles Nature therapy to provide 1:1 and small group sessions to support emotional resilience and emotional literacy.   |
| Covid 19 (Nov 2020)                           | This is impacting on what we are able to offer at the current time. Laptops have been loaned to families in need and we  |

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|          | are supporting with food hampers. Parental engagement and support for pupils and families are our two foci  |
| May 2021 | Our PP learning mentor is back in classrooms supporting learning. Year 4 parents are invited to a social evening each July. 'Ready for school' support parcels will be given to all Year 4 children |
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