

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 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. This is the third year of a three-year strategy.

School overview

Detail	Data
School name	St Osmund's Middle school
Number of pupils in school	723
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Gareth Biddle
Pupil premium lead	Gina Day
Governor / Trustee lead	Lesley Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	147,008
Recovery premium funding allocation this academic year	27,779
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	25,183
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	199,970

Part A: Pupil premium strategy plan

Statement of intent

- *At St.Osmund's our school values of hope, community, respect and love permeate every aspect of school life. We aim to provide individual and holistic support for children in receipt of pupil premium to reduce the impact that disadvantage can have on life chances. Our approach is responsive and rooted in robust diagnostic assessment.*
- *High quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support and will benefit from most. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.*
- *We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve. All staff fully understand part they play in addressing educational disadvantage.*
- *We work tirelessly to narrow the gap in attainment, progress, attitudes to learning and cultural capital between disadvantaged and non-disadvantaged pupils.*

We make decisions about pupil premium funding based on the context of the school and the subsequent challenges faced, alongside research conducted by the EEF and DfE guidance. Common barriers to learning for disadvantaged children are: less developed language and communication skills, lower confidence as a learner, lower attendance and lower aspirations. There may be complex family issues that impact on a child's ability to learn. There is no 'one size fits all' and the challenges faced are varied.

The key principles of our strategy are:

- *Pupils in receipt of pupil premium to make comparable or better progress than their non-pupil premium peers.*
- *To ensure that the teaching and learning opportunities meet the needs of all pupils.*
- *Reading, writing, oracy and maths are given a high priority across the school*
- *All pupils in receipt of pupil premium to have access to curricular and extra-curricular opportunities to enhance their cultural capital.*

- *The well-being of pupils in receipt of pupil premium is prioritised and supported with effective intervention which has long term benefit.*
- *To reduce the impact of social disadvantage in all areas of school life*

Achieving these objectives

The range of provision includes but is not limited to:

- 1:1 support
- Small group support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Resources are used to target children for additional support to reach Age Related Expectations
- Transition support from first schools and to upper school
- All curricular resources and trips are automatically paid for.
- One residential trip in KS2 and KS3 is paid for in full.
- All pupils have access to IT at home by providing laptops if needed
- Homework and breakfast club
- Access to sports and other opportunities at lunchtime and after school
- Behaviour and well-being support - ELSA and nurture groups, behaviour learning mentor.
- Access to small group and 1:1 counselling for children and families
- Support to learn a musical instrument.
- All previously looked after children are supported to the same level as those in receipt of FSM
- Use of PP Learning Mentor for targeted support in English lessons to improve reading fluency and sentence structure.
- **All our work through pupil premium is aimed at accelerating progress moving children to at least Age Related Expectations.**

Challenges

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

Challenge number	Detail of challenge
1	Reading – low attainment on entry
2	Writing - low attainment on entry
3	Oracy – lower language and communication skills
4	Maths – low prior attainment on entry
5	Lack of cultural capital – less exposure in family life.
6	Attendance and punctuality of PP/SEND pupils
7	Progress and attainment of PP and PP/SEND pupils
8	Wellbeing of some pupils and their families
9	Greater depth is not reached by as many PP children compared to non PP peers

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 (link to SIP)	Success criteria
Continue to develop automaticity of reading in every classroom. SIP 1.7	PP reach ARE/ GD Achieve above national average progress scores. Learning mentor, TA or teachers read at least weekly with identified PP children not yet at standard.
Writing across school continues to gain prominence and focus, KS2 writing attainment moves closer to national ARE. SIP 1.1	Short burst quality writing evident in lessons across the school. Progress and attainment comparable to non PP peers. Achieve above national average progress scores. Learning mentor and class teachers work with identified PP target children at least once weekly.
Develop the use of oracy in all classrooms – talk to be used for learning and thinking. SIP 1.4	Pupils are confident speakers, talk with good grammar and can use talk to good effect as a rehearsal for writing. Evidenced in lessons
Cultural capital – all PP children will have access to experiences which enhance cultural	All KS2 and KS3 all pupils experience at least one residential trip per key stage. Curriculum design will facilitate curricular trips

capital. The gap between them and their non PP peers will close at school.	GD pupils will be offered opportunities across both key stages
Extra-curricular – programme has breadth and depth and responds to needs and interests of pupils. Programme is run at lunchtime and after school	All PP children are able to participate in at least one ECC. % of PP participating in ECC will be the same if not better than their non PP peers.
Attendance of PP/SEND pupils will improve across all year groups.	PP/SEND pupils attendance will move closer to 96%
ATL scores of PP pupils will improve.	Half termly data will show an improvement average ATL scores for identified pupils
Well-being - Identified pupils will receive well-targeted and timely support.	Barriers to achievement will be reduced. Support will reduce anxiety and anger and have long term benefit for parents and their children. Attendance, attainment, progress, ATL scores, behaviour will all show an improvement or be maintained.
CIC and PLAC will be well supported by termly PEP meetings, well-being support. These pupils will attain and make progress comparable to their peers	ATL scores, BP and GL and SATs results will show good progress and attainment from individual starting points.

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: £ 73,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality CPD is essential to follow EEF principles. This is embedded in staff and department meetings. To include metacognition and self-regulation. (EEF +7 months) and feedback (EEF 6+)	1,2,3,4
PP lead: Strategic lead to develop and monitor PP first strategy across the school. Focus on improving outcomes in reading and writing in KS2 by strategic use of the PP learning mentor in classrooms.		1-8
Associate Headteacher for Teaching and Learning leading training with whole staff and PP learning mentor.		1,2,3,4
Teaching assistant interventions	Moderate impact (EEF 4+)	1,2,3,4,7
PP learning mentor to provide targeted support in lessons	Knowledge of each child will enable barriers to learning that will affect progress and attainment to be identified. Early well targeted intervention is key.	1-9

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

Budgeted cost: £ 46,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to be first point of contact with PP parents and to monitor targeted children and families.	To sign post relevant services Good relationships with families reduces negative views of school and education leading to better outcomes. Behaviour interventions (EEF 4+)	1,2,3,4,6,7,8
Lexia to support reading and structured literacy	Individualised programme which targets misconceptions and skill development and helps to close the gap and accelerate progress. Reading comprehension strategies very high impact (EEF +6)	1,2
Small group intervention English	Due to a disadvantaged upbringing children are less likely to have the breadth of vocabulary, knowledge, skills that a typical non PP child has gained by Year 5. High impact (EEF +4)	1,2,3,4
Let's Think English reading intervention and oracy lessons.	Due to a disadvantaged upbringing children are less likely to use talk to connect ideas and explain what is happening clearly. Very high impact based on extensive evidence. (EEF 6+)	3
KS2 reading scheme and books to close gaps in reading ages	An investment in reading books was undertaken to support the EEF research. Reading comprehension strategies (+6)	1,2
Reading aloud to an adult	All identified PP children in need are given the opportunity to read to an adult regularly.	1,2

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

Budgeted cost: £80,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club (this includes monthly invites to parents/carers and siblings)	This improves the attendance and punctuality of pupils and ensures that they don't start the day hungry. Research shows that hungry children do not learn as well.	6,7,8
Independent learning club (lunch and after school)	Children have access to the internet and printers and LA support to complete their hmwk. (EEF 5+)	7,8
Year 5 Welcome packs (stationary, book tokens etc)	Families feel supported and welcome at St Osmund's. Basic needs are met. Children are well prepared for learning and	1,7,8
Attendance monitoring	Attendance is currently good for PP pupils and has been for the past few years. Poor attendance impacts on progress and attainment. A slightly higher % of PP are late for school than non PP	6,7
Nature therapy 1:1 support	Counselling is provided on a 1:1 basis for identified children. This plugs the gap between ELSA and CAMHS support and has been essential to support well-being and maintain attendance levels and academic progress. It has also prevented further escalation of issues which would jeopardise both progress and attainment.	7,8
Sparkles small group sessions	Targeted PP children receive six sessions each year. This work is focused on feelings, emotions and how to communicate these. Children are taught how to harness nature to help manage these in a healthy way for life.	7,8
Music Therapy Play Therapy	We have seen a reduction in behaviour incidents for these children, higher feelings of self-esteem, emotional resilience and emotional literacy. Social and emotional learning (EEF 4+)	
Residential costs	A residential trip in KS2 and KS3 is fully funded for all PP children or the funding can be split 50:50 so that a residential	5

	trips in each year group can be chosen. (£500 is available towards the cost of the ski trip at KS3)	
Music lessons	Disadvantage should not prevent any child from learning an instrument. Every child has the opportunity to do so. Ongoing support including the purchase of a musical instrument is available through the Richard Ely trust.	5
Curricular day trips and curricular materials	Research indicates that increasing cultural capital improves life chances. All pupils have an equal opportunity to participate.	5
Sports clubs	Any externally provided clubs which use the school premises (e.g. tennis) are fully funded.	5
Ossies opportunities (extra-curricular sport and other clubs) are offered at lunch and after school.	Children have the opportunity to experience a wide range of experiences. Lunchtime opportunities are offered to maximise participation in wider school life for children who use the school buses.	5
Uniform support and school shoe vouchers. Clothes swaps and 'new to you' sales	All children have access to good quality shoes, uniform and PE kit.	6,8
Hot school meals and break time snacks	All PP children in receipt of FSM have access to a hot nutritional meal each day and snacks at break time to help reduce the impact of any food poverty they face.	7,8
Reading books from the Assistant Headteacher of Teaching and Learning.	Improvements in reading age and a love of reading improves life chances	1,7,8,9

Total budgeted cost: £199,970

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 2022 to 2023 academic year.

The strategy aims 2021-24 published last year remain ongoing and are embedded in this document. We are proud to be a PP first school and we continue to be responsive to the results of our diagnostic assessments.

We are making progress to close the academic gaps that Covid and lockdowns widened between PP and non PP pupils in English and maths. We remain focused on quality first teaching and the four main areas of focus for CPD this year were; reading fluency, oracy, metacognition and questioning and assessment. Professional learning groups (CPD) focused on these areas.

We remain focused on reading across the school and are working alongside families to ensure that every PP child's reading age matches their chronological age. Intervention is well targeted to meet this aim both in the classroom, in tutor time and in small group support. Other support for reading is facilitated by the SEN department for targeted children.

We regularly monitor and evaluate the impact of initiatives that support the aims of our strategy through rigorous diagnostic assessment. We modify or change as necessary to ensure outcomes are achieved.

Progress in Year 6:

Maths:

On entry in Y5 (Sept 21): 50% cohort ARE. End of Y6 (July 23) 76% ARE (x1.52 improvement).

On entry in Y5 (Sept 21): 24% PP pupils ARE. End of Y6 (July 23) 60% ARE (x2.5 improvement).

PP gap significantly closer.

Reading:

On entry in Y5 (Sept 21): 68% cohort ARE. End of Y6 (July 23) 79% ARE (x1.16 improvement).

On entry in Y5 (Sept 21): 41% PP pupils ARE. End of Y6 (July 23) 66% ARE (x1.61 improvement).

PP gap closer.

Writing:

On entry in Y5 (Sept 21): 61% cohort ARE. End of Y6 (July 23) 61% ARE (x1 improvement).

On entry in Y5 (Sept 21): 32% PP pupils ARE. End of Y6 (July 23) 37% ARE (x1.16 improvement).

PP gap slightly closer.

Progress in Year 8:

Maths:

On entry in Y5 (Sept 19): 52% cohort ARE. End of Y6 (July 23) 82% ARE (x1.58 improvement).

On entry in Y5 (Sept 19): 45% PP pupils ARE. End of Y6 (July 23) 75% ARE (x1.67 improvement).

PP gap closer.

Reading:

On entry in Y5 (Sept 19): 71% cohort ARE. End of Y6 (July 23) 86% ARE (x1.21 improvement).

On entry in Y5 (Sept 19): 61% PP pupils ARE. End of Y6 (July 23) 83% ARE (x1.36 improvement).

PP gap closer and almost closed.

Writing:

At end of Y5 (July 20): 62% cohort ARE. End of Y6 (July 23) 82% ARE (x1.32 improvement).

At end of Y5 (July 20): 53% PP pupils ARE. End of Y6 (July 23) 76% ARE (x1.43 improvement).

PP gap slightly closer.

Summary of progress

We are a school that prioritises PP children in all areas and has an aspirational focus for all children. This was recognised and celebrated in our Ofsted report in July 2022. Our focus on quality first teaching, small group targeted intervention and well-being remains at the forefront of our work to maximise the progress and attainment of children in receipt of PP funding.

The PP learning mentor role is now established and supports identified children in the classroom, through small group intervention focused on reading and maths. The role includes building trust and positive relationships with both the children and our families to identify and remove barriers and increase parental engagement in learning and school generally. Social evenings are valued by families as a informal way of building relationships with the PP learning mentor and PP lead.

The PP learning mentor works closely with our SENCO, well-being support mentors, individual teachers and tutors to support pupils and remove barriers to learning on an individual basis.

Pupil voice surveys helped to identify areas of need so that well targeted support could be offered. This has led to a greater awareness of well-being need in some cases and has also helped us develop the Ossies opportunities on offer at lunchtime. The PP pupil questionnaire reflects the value that pupils place on this role

Breakfast club – over the academic year, an average of 18 PP children attended breakfast club each day (between 6 and 28 children). Autumn 2 and the Spring term had the highest number of children attending. Parents were invited to attend breakfast club on the last Friday of the month which tied into the drop-in sessions offered by Charlotte Kinghorn (family worker).

A higher proportion of PP pupils attended an extra curricular activity than on non-PP (16.3% of children are PP. At least 20% of the pupils attending an EC activity are PP).

Residential trips a significantly higher percentage of PP pupils accompanied a trip compared to non PP children. Case studies support the positive impact these trips have on PP pupils both in the short and longer term.

We are passionate about well-being and truly believe that this underpins positive behaviour, progress and attainment. Children in receipt of PP are disproportionately affected by mental health issues and are disproportionately represented in behaviour data nationally and at St Osmund's. Sparkles Nature therapy has provided small group support to explore emotions, increase emotional resilience and harness the power of nature. Children benefit from four sessions each academic year and develop skills for life. Six to eight sessions of 1:1 counselling support was available for targeted children. A small number of children were able to access longer term counselling.

Over half of the St Osmund's pupils (57%) who had 1 to 1 counselling sessions had attended a Nature therapy group previously, which supported a trusting therapeutic relationship within the counselling process.

50% of pupils accessed outdoor counselling to support anxiety, low mood and family relationship difficulties.

89% of pupils shared that they had a boosted mood, increased resilience and confidence alongside improved behaviour as they come to the end of these outdoor counselling sessions.

MAIN THEMES OF TESTIMONIALS

non-judgemental space to safely explore and express feelings **32%**

boosted mood **18%**

would like more frequent sessions **11%**

enjoyed being outdoors **39%**

The ATL, progress and attainment of PP children continues to be tracked as a cohort and on an individual basis. This has enabled us to recognise when extra support is needed and intervene early providing a mix of academic, behavioural or well-being support. All staff across the school are involved in giving this extra support: teacher, tutor, year lead, PP learning mentor, Education extra, behaviour mentor, well-being team or a member of SLT.

We are aware that children can be disadvantaged in many ways and not all of these children fall into the category of Pupil Premium. Equally not all children in receipt of Pupil premium support are disadvantaged.

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
	My Tutor

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	