



Pupil premium strategy statement 2021-2022

School overview

Metric	Data
School name	St Osyth Church of England Primary School
Pupils in school	274
Proportion of disadvantaged pupils	42%
Pupil premium allocation this academic year	Click or tap here to enter text.
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	July 2022
Statement authorised by	Headteacher and Local School Board
Pupil premium lead	Mr M Carter-Tufnell
Governor lead	Mrs C Adams

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	None available – COVID19
Writing	None available – COVID19
Maths	None available – COVID19

Strategy aims for disadvantaged pupils

Measure	Score							
Meeting expected standard at KS2	See table below							
Achieving high standard at KS2	See table below							
KS 2 Attainment is:								
	Reading		Writing		Mathematics		Combined	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
All	75%	19%	69%	10%	72%	7%	69%	7%
PPG	50%	13%	40%	0%	60%	7%	40%	0%

These are in line with attainment at the end of KS 1. These are aspirational because of the negative impact of two national lockdowns.

Measure	Activity
Priority 1	All PPG children make expected or better progress, from their starting points, as a result of effective class teaching and intervention teaching.
Priority 2	Increase the percentage of PPG children attaining ARE and GD at the end of each Key Stage, as a result of effective class teaching and intervention teaching.
Barriers to learning these priorities address	<p>The barriers below all contribute to the historic lower levels of progress and attainment of PPG children.</p> <ol style="list-style-type: none"> 1. Entry to school with lower than average receptive and expressive language skills and breadth and depth of vocabulary which impact on learning, socialising and relationship building. 2. High incidence of social, emotional and mental health issues in both children and their families leading to reduced focus, concentration and readiness to learn 3. Social factors (family break up, domestic violence, children services involvement, low attendance and narrow life experiences). 4. Lack of equipment (Uniform, PE kit) and access to resources. 5. Lack of routines and boundaries in the home environment impacting on home learning and behaviour. 6. Generationally low levels of academic attainment and aspiration in families.
Projected spending	£36,625

Teaching priorities for current academic year

Aim	Target	Target date
KS 2 Progress in Reading	Achieve national average progress scores, or higher.	Summer 2022
KS 2 Progress in Writing	Achieve national average progress scores, or higher.	Summer 2022
KS 2 Progress in Mathematics	Achieve national average progress scores, or higher.	Summer 2022
KS 1 Progress in mathematics	Improve the progress KS 1 PPG children make in understanding key mathematical concepts.	Summer 2022

Phonics attainment	80% of Year 1 PPG children to pass phonic screen check	Summer 2022
Other	PPG children make at least expected progress in foundation subjects.	Summer 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Training for staff to improve pedagogy and, thus, the teaching of key areas of common weakness for disadvantaged children. For example, the use of rekenreks in KS 1 mathematics.
Priority 2	<ol style="list-style-type: none"> 1. Additional Teacher (DHT) employed to provide targeted teaching, for maths and English in Years 5 and 6. 2. Children and subjects will be identified and targeted each term. 3. Pupils working significantly below age related expectations and/or not making at least expected progress, to receive appropriate interventions and to receive appropriate support in class. 4. Improved literacy and reading skills through Phonological awareness intervention, Reading Comprehension Intervention, Phonics at KS1 and 2 grouped by attainment and Inference Training Intervention 5. Speech and Language Therapy via contact with Child First Charity. 6. Direct work with pupils via specifically trained LSAs. 7. Intervention for groups and individuals via Phonological Awareness, WellComm, Talk Boost, Time to Talk, and ACE Screening. 8. Apps, subscriptions and other digital technology provided to support students' learning e.g. Lexia and Nessy.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Enter school with lower levels of development than expected and lower than their non-PPG peers. This particularly relates to receptive and expressive language skills and breadth and depth of vocabulary, fine motor skills and emotional literacy. 2. Lower levels of positive learning experiences outside of school, aspirations, confidence and resilience compared to their non-PPG peers.

	3. Generationally low levels of academic attainment and aspiration in families.
Projected spending	<p>£33,614</p> <p>Lucie, 5 mornings per week, some Sam costs and some LSA hours. Also, some Child First subscription and subscriptions for Nessy, Lexia, and TTRS.</p> <p>Also, costs of rekenreks that Helen has just ordered and some release for staff training – although the training itself is free it is legitimate to put some costs in for release/cover.</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> -Emotional support and family support through contract with -Child First Charity providing 1-1 counselling and Family Support workers. -Social and emotional support, behaviour and attendance intervention supported and monitored by deputy headteacher. -Support for some PPG children to attend breakfast club.
Priority 2	Improve attendance of PPG children that have had historic low levels of attendance, particularly those that have previously met the criteria for persistent absence.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Social, emotional and mental health issues in both children and their families leading to reduced focus, concentration and readiness to learn (learning behaviours) 2. Higher than average levels of absence, compared to non PPG.
Projected spending	Balance of cost of Child First and all the cost of Aquinas

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	CPD programme. See School Improvement Meeting Plan and INSET plan.

Targeted support	Ensuring targeted support runs consistently despite barriers to this, for example, staffing absence.	Careful planning by DHT.
Wider strategies	Engaging the families facing most challenges	Use school strength of SLT and Learning Mentor knowing families well and the current positive working relationships between school and home.

Review: last year's aims and outcomes

Aim	Outcome
Good progress in Mathematics	<ol style="list-style-type: none"> 1. No nationally comparative data available because of COVID19. 2. Learning observations, work scrutinies and assessment data show that during Autumn and Spring terms, children did make good progress but those that had high levels of absence did not make such good progress. 3. Intervention tracking data evidences the positive impact that some interventions had. Where interventions were less effective it was because COVID19 prevented the consistency of delivering of interventions for some of the year.
Diminish the difference in the attainment gap between disadvantaged and non-disadvantaged children.	<ol style="list-style-type: none"> 1. No nationally comparative data available because of COVID19. 2. Learning observations, work scrutinies and assessment outcomes show that some progress was made with some PPG children, in regard to this. Where the gap was not diminished PPG children, commonly, had low levels of attendance and/or low engagement with the remote learning via our virtual school provision.
Pupils' can access learning in class because both their basic and social, emotional and mental health needs are met.	<ol style="list-style-type: none"> 1. PPG Behaviour records show that good progress was made in relation to this. 2. Parent survey, Spring 2021 provides positive evidence about this. 3. Feedback from children was very positive.

	<ol style="list-style-type: none"> 4. Some parental mental health issues impacted on some PPG children's attendance, well-being and attainment. Support was provided, to parents, within the confines of the school's capacity and expertise. 5. All strategies used to support children's emotional and mental health needs were effective. With the increasing demand for such support (COVID19 and needs of children joining the school), these will be added to, during 2021/22 through the use of a school dog.
<p>Disadvantaged pupils' attendance to be in line with or exceed national</p>	<ol style="list-style-type: none"> 1. Attendance of PPG children improved compared to 2019/20: <ol style="list-style-type: none"> a. 2020/21 = 91.58% b. 2019/20 = 88.53% 2. School's % of PG children who were persistently absent is lower than last national date for persistent absence of PPG children: <ol style="list-style-type: none"> a. School, 2020/21 = 20.2% b. National, 'pupils known to be eligible for and claiming FSM had a persistent absence rate of 22.8% - more than double the rate of non-FSM pupils at 8.3%' DfE - Pupil absence in schools in England: 2018 to 2019 3. Attendance of PPG children was not equal to or above non PPG children and, therefore, we are continuing to work on it during 2021/22.
<p>To improve mental health and wellbeing amongst disadvantaged pupils.</p>	<ol style="list-style-type: none"> 1. No formal data but: 2. Feedback from parents was very positive 3. Feedback from children was very positive 4. Attendance 2020/21 was higher than 2019/20.

What is the evidence and rationale for the action chosen?

Action	What is the evidence and rationale for the action chosen? EEF Toolkit Strand/Evaluation
Training for staff to improve pedagogy and, thus, the teaching of key areas of common weakness for disadvantaged children. For example, the use of rekenreks in KS 1 mathematics.	<p> Mastery learning £ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +5 <small>Moderate impact for very low cost, based on moderate evidence.</small> </p> <hr/> <p>CPD proved a successful tool in 2018/19, 2019/20 and 2020/21 in raising attainment in all pupils through Quality First Teaching.</p>
Additional Teacher (DHT) employed to provide targeted teaching, for maths and English in Years 5 and 6.	<p> Small group tuition £ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4 <small>Moderate impact for moderate cost, based on limited evidence.</small> </p> <hr/> <p> Individualised instruction £ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +3 <small>Moderate impact for very low cost, based on moderate evidence.</small> </p> <hr/> <p> Reducing class size £ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +3 <small>Moderate impact for high cost, based on moderate evidence.</small> </p> <hr/> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>
Pupils working significantly below age related expectations and/or not making at least expected progress, to receive appropriate interventions and to receive appropriate support in class.	<p> Small group tuition £ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4 <small>Moderate impact for moderate cost, based on limited evidence.</small> </p> <hr/> <p> Individualised instruction £ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +3 <small>Moderate impact for very low cost, based on moderate evidence.</small> </p> <hr/> <p> Reducing class size £ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +3 <small>Moderate impact for high cost, based on moderate evidence.</small> </p> <hr/> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>
Improved literacy and reading skills through Phonological awareness	<p> Communication and language approaches £ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +6 <small>High impact for very low cost, based on extensive evidence.</small> </p>

<p>intervention, Reading Comprehension Intervention, Phonics at KS1 and 2 grouped by attainment and Inference Training Intervention</p>	<p>Early literacy approaches Moderate impact for very low cost, based on moderate evidence.   </p> <hr/> <p>Phonics Moderate impact for very low cost, based on very extensive evidence.   </p> <hr/> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>
<p>Speech and Language Therapy via contact with Child First Charity.</p>	<p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.   </p> <hr/> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>
<p>Intervention for groups and individuals via Phonological Awareness, WellComm, Talk Boost, Time to Talk, and ACE Screening.</p>	<p>Small group tuition Moderate impact for moderate cost, based on limited evidence.   </p> <hr/> <p>Individualised instruction Moderate impact for very low cost, based on moderate evidence.   </p> <hr/> <p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.   </p> <hr/> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>
<p>Apps, subscriptions and other digital technology provided to support students' learning e.g. Lexia and Nessy.</p>	<p>Digital technology Moderate impact for moderate cost, based on extensive evidence.   </p> <hr/> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>
<p>Emotional support and family support through contract with -Child First Charity providing 1-1 counselling and Family Support workers. -Social and emotional support, behaviour and attendance</p>	<p>Mentoring Low impact for moderate cost, based on moderate evidence.   </p> <hr/> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.   </p>

<p>intervention supported and monitored by deputy headteacher. -Support for some PPG children to attend breakfast club.</p>	<p>Behaviour interventions £ £ £ £ £ £ £ £ £ £ +3 Moderate impact for moderate cost, based on extensive evidence.</p> <hr/> <p>Physical development approaches £ £ £ £ £ £ £ £ £ £ +3 Moderate impact for very low cost, based on limited evidence.</p> <p><i>“The work looked at breakfasts provided at schools before the start of teaching, and found strong improvements in writing, reading and maths for pupils in year two, aged six and seven.” Institute for Fiscal Studies.2016</i></p> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>
<p>Improve attendance of PPG children that have had historic low levels of attendance, particularly those that have previously met the criteria for persistent absence.</p>	<p><i>“Overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome”</i> The link between absence and attainment at KS2 and KS4 2013/14 academic year, DFE.</p> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>