



Pupil premium strategy statement

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	St Osyth Church of England Primary School
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Headteacher and Local School Board
Pupil premium lead	Mark Carter-Tufnell
Governor / Trustee lead	Charlotte Little

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,193 (estimate, to be confirmed when April 23/24 allocation is published)
Recovery premium funding allocation this academic year	£18,125 (awaiting 22/23 allocation to be published)
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	£157,318 (estimated)



Part A: Pupil premium strategy plan

Statement of intent

What are the vision and values which underly our pupil premium strategy?

Underlying our pupil premium strategy are the values and vision we have for all children and our whole school family. As a church school, we have a Christian vision and mission statement with a verse from the bible, "Love one another as I have loved you" (John 15:12). This is the Christian foundation for our high expectations for learning, achievement and behaviour for each and every pupil and for the way we work with families, our parish and our whole community. Our mission is to demonstrate the love of Christ by recognising the uniqueness of every child and providing them with an engaging, broad and balanced curriculum which enables them to:

- Learn and progress well academically, creatively, physically, socially and spiritually.
- Develop the essential knowledge, skills, and personal attributes that they need to succeed in the next stage of their education and in the whole of their lives.

In putting our vision and our mission into practice we have high standards and we have high expectations for learning, achievement and behaviour for each pupil. We develop every child's confidence and create an environment in which they feel included, secure and valued. The achievements of all pupils are celebrated. Everybody is made welcome and we foster good relationships throughout the school. We work in partnership with parents and the local community and we offer a range of high-quality extended services. The school promotes healthy lifestyles and care for the environment.

What are the ultimate objectives we have for our pupils from 'disadvantaged' backgrounds?

These are the same as for all our children because we have high expectations, high hopes and a commitment to securing high standards for, and with, all children irrespective of their starting points or background- we are an inclusive school that wants the best for all children.

How does this plan help us work towards achieving our objectives for pupils from 'disadvantaged' backgrounds?

We constantly review our provision for all children – what their needs are, how we are meeting them and how we can get better at meeting them. This cycle of asses, plan, do and review is applied to all pupils for whom we receive the pupil premium grant –



applied to them as one group, smaller sub-groups and as individuals. In this way we are clear about any additional challenges these pupils have, the impact of what we are doing to overcome such additional challenges and how we can improve this. Within our assess, plan, so and review cycle we draw on internal evidence and on external evidence and research, such as that produced by The Education and Endowment Fund, <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Challenges

This table summarises the key challenges to achievement that we have identified among our disadvantaged pupils. We recognise that every child is unique and every child's circumstances and challenges are unique. Nevertheless, to support our effective use of the pupil premium grant, we have identified the following common key challenges are faced by our pupils from 'disadvantaged' backgrounds.

Challenge number	Detail of challenge
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 abuse, children services involvement, low attendance and narrow life experiences).
4	Lack of equipment (Uniform, PE kit) and access to resources.
5	Lack of routines, boundaries and other aspects of high-quality parenting which negatively impact on home learning, behaviour and other matters.
6	Generationally low levels of academic attainment and aspiration in families and generationally low paid and low levels of employment.



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
<p>All PPG (Pupil Premium Grant) children make expected or better progress, from their starting points, as a result of effective class teaching and intervention teaching.</p>	<ul style="list-style-type: none"> • KS 2 Progress in Reading - achieve national average progress scores, or higher. • KS 2 Progress in Writing - achieve national average progress scores, or higher. • KS 2 Progress in Mathematics - achieve national average progress scores, or higher. • KS 1 Progress in reading and writing - improve the progress KS 1 PPG children make in learning and applying key reading and writing knowledge and skills – see link to School Improvement Plan (SIP) for phonics, spelling and teaching in Key Stage 1. • Phonics attainment - 80% of Year 1 PPG children to pass phonic screen check and for this group to have the same average phonics screen check score as non-PPG children. • Phonics attainment - 80% of Year 2 PPG children to pass phonic screen check and for this group to have the same average phonics screen check score as non-PPG children. • PPG children make at least expected progress in foundation subjects. • PPG children in Reception make accelerated progress in Communication, Language and Literacy (CLL) and Personal, Social and Emotional Development (PSED).
<p>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.</p>	<ul style="list-style-type: none"> • Percentage of children attaining ARE and GD increases, for each cohort, compared to their respective starting points. See internal school data.



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: £17,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for teachers, HLTAs and TAs to improve pedagogy and, thus, the teaching of key areas of common weakness for disadvantaged children. For example, problem solving in mathematics, phonics and spelling.</p>	<p>Mastery learning Moderate impact for very low cost, based on moderate evidence.</p> <p>£ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p>	<p>1, 2, 3, 5 and 6.</p>
<p>Recruitment and retention of staff in Reception and Key Stage 1 so that children with the greatest need have the greatest levels of support and so that we overcome the challenges that 'disadvantaged' children have are overcome as quickly as possible from when they join the school. This level of staffing enables us to effectively implement some of the approaches that EEF recommend.</p>	<p>Phonics High impact for very low cost based on very extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +5</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6</p>	<p>1, 2, 3, 5 and 6.</p>



Respect Hope Trust Friendship Compassion Thankfulness

St Osyth Church of England Primary School

'Love one another as I have loved you.'



	<p>Reducing class size</p> <p>Low impact for very high cost based on very limited evidence.</p> <p>    </p>	
--	---	--



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

Budgeted cost: £129,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Additional Teacher (DHT) employed to provide targeted teaching, for maths and English in Years 5 and 6. Also, additional HLTA.</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>Reducing class size Moderate impact for high cost, based on moderate evidence.   </p> <p>This proved a successful tool 2018/19, 2019/20, 2020/21 and 2021/22</p>	<p>1, 2, 3, 5 and 6.</p>
<p>2. Children and subjects will be identified and targeted each term.</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>	<p>1, 2, 3, 5 and 6.</p>
<p>3. Pupils working significantly below age related expectations and/or not making at least expected progress, to receive appropriate interventions and to</p>	<p>Small group tuition Moderate impact for moderate cost, based on limited evidence.   </p>	<p>1, 2, 3, 5 and 6.</p>



<p>7. 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.   +4</p> <hr/> <p>Individualised instruction Moderate impact for very low cost, based on moderate evidence.   +3</p> <hr/> <p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.   +5</p> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>	<p>1, 2, 3, 5 and 6.6</p>
<p>8. 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.   +4</p> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>	<p>1, 2, 3, 5 and 6.</p>



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

Budgeted cost: £11,084

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional support and family support through contract with Child First Charity providing 1-1 counselling and Family Support workers.	<p>Mentoring Low impact for moderate cost, based on moderate evidence.   </p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.   </p> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>	1-6
School Dog to provide emotional and well-being support and motivation for attendance.	<p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.   </p> <p>“Overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome” The link between absence and attainment at KS2 and KS4 2013/14 academic year, DFE.</p> <p>Impact another local school has had with the same intervention.</p>	1-6
Social and emotional support, behaviour and attendance intervention supported and monitored by deputy headteacher.	<p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.   </p> <hr/> <p>Physical development approaches Moderate impact for very low cost, based on limited evidence.   </p>	1-6



Respect Hope Trust Friendship Compassion Thankfulness

St Osyth Church of England Primary School

'Love one another as I have loved you.'



	<p>“Overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome” 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>	
<p>Support for some PPG children to attend breakfast club.</p>	<p>“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</p> <p>This proved a successful tool 2018/19, 2019/20 and 2020/21.</p>	<p>1-6</p>

Total budgeted cost: £157,318



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 2020 to 2021 or 2021 to 2022, and 2020 to 2021 results will not be used to hold schools to account. We have used internal data and known national data. As a result of DfE's 'Analysing School Performance' (ASP) data not yet being made available to schools, we have not been able to use it to support this review of the outcomes of our use of the PPG.

Intended outcome	Summary review of success				
1. All PPG (Pupil Premium Grant) children make expected or better progress, from their starting points, as a result of effective class teaching and intervention teaching.	A high degree of success, see internal data which can not be published publicly because of the need for confidentiality. The single biggest barrier that PPG had, who did not make expected or better progress, was attendance. This has led to attendance being a key priority for our 2022/2023 improvement work, see SIP.				
A. KS 2 Progress in Reading - achieve national average progress scores, or higher.	<p>Internal data tracking (Pupil Asset) calculates that PPG children group had a progress score of 100.35. Year 6 progress school (whole cohort) was above/in-line with national.</p> <table border="1" data-bbox="763 1043 2024 1197"> <tbody> <tr> <td data-bbox="763 1043 1704 1121">Reading progress score (confidence interval in brackets)</td> <td data-bbox="1711 1043 2024 1121">1.3 (-0.8 to 3.3)</td> </tr> <tr> <td data-bbox="763 1126 1704 1197">Percentage of eligible pupils included in the reading progress measure</td> <td data-bbox="1711 1126 2024 1197">90%</td> </tr> </tbody> </table>	Reading progress score (confidence interval in brackets)	1.3 (-0.8 to 3.3)	Percentage of eligible pupils included in the reading progress measure	90%
Reading progress score (confidence interval in brackets)	1.3 (-0.8 to 3.3)				
Percentage of eligible pupils included in the reading progress measure	90%				
B. KS 2 Progress in Writing - achieve national average progress scores, or higher.	Internal data tracking (Pupil Asset) calculates that PPG children group had a progress score of 100.29. Year 6 progress school (whole cohort) was above/in-line with national.				



	<table border="1"> <tr> <td>Writing TA progress score (confidence interval in brackets)</td> <td>2.1 (0.1 to 4.0)</td> </tr> <tr> <td>Percentage of eligible pupils included in the writing TA progress measure</td> <td>93%</td> </tr> </table>	Writing TA progress score (confidence interval in brackets)	2.1 (0.1 to 4.0)	Percentage of eligible pupils included in the writing TA progress measure	93%																																						
Writing TA progress score (confidence interval in brackets)	2.1 (0.1 to 4.0)																																										
Percentage of eligible pupils included in the writing TA progress measure	93%																																										
<p>C. KS 2 Progress in Mathematics - achieve national average progress scores, or higher.</p>	<p>Internal data tracking (Pupil Asset) calculates that PPG children group had a progress score of 100.35. Year 6 progress school (whole cohort) was in-line with national.</p> <table border="1"> <tr> <td>Mathematics progress score (confidence interval in brackets)</td> <td>-0.9 (-2.8 to 1.0)</td> </tr> <tr> <td>Percentage of eligible pupils included in the mathematics progress measure</td> <td>90%</td> </tr> </table>	Mathematics progress score (confidence interval in brackets)	-0.9 (-2.8 to 1.0)	Percentage of eligible pupils included in the mathematics progress measure	90%																																						
Mathematics progress score (confidence interval in brackets)	-0.9 (-2.8 to 1.0)																																										
Percentage of eligible pupils included in the mathematics progress measure	90%																																										
<p>D. KS 1 Progress in mathematics - improve the progress KS 1 PPG children make in understanding key mathematical concepts.</p>	<p>Internal data tracking (Pupil Asset) calculates that PPG children group had a progress score of 101.25.</p> <table border="1"> <thead> <tr> <th colspan="2">How much progress →</th> <th>Ungraded (can't track)</th> <th>Well below expected</th> <th>Well below expected</th> <th>Below expected</th> <th>Just below expected</th> <th>Expected</th> <th>Just Above Expected</th> <th>Above Expected</th> <th>Above Expected</th> <th>Well Above Expected</th> <th>Average VA (Units Of Assessment)</th> <th>Legacy-Style Average VA</th> </tr> <tr> <th colspan="2"></th> <th></th> <th>4 or more units of assessment below expected</th> <th>3 units of assessment below expected</th> <th>2 units of assessment below expected</th> <th>-1 units of assessment below expected</th> <th></th> <th>1 units of assessment above expected</th> <th>2 units of assessment above expected</th> <th>3 units of assessment above expected</th> <th>4 or more units of assessment above expected</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Year 2 NC Maths</td> <td>24 pupils (24 with results)</td> <td>1 4.2%</td> <td></td> <td></td> <td></td> <td>1 4.2%</td> <td>4 16.7%</td> <td>13 54.2%</td> <td></td> <td>2 8.3%</td> <td>3 12.5%</td> <td>1.25</td> <td>101.25</td> </tr> </tbody> </table>	How much progress →		Ungraded (can't track)	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected	Average VA (Units Of Assessment)	Legacy-Style Average VA				4 or more units of assessment below expected	3 units of assessment below expected	2 units of assessment below expected	-1 units of assessment below expected		1 units of assessment above expected	2 units of assessment above expected	3 units of assessment above expected	4 or more units of assessment above expected			Year 2 NC Maths	24 pupils (24 with results)	1 4.2%				1 4.2%	4 16.7%	13 54.2%		2 8.3%	3 12.5%	1.25	101.25
How much progress →		Ungraded (can't track)	Well below expected	Well below expected	Below expected	Just below expected	Expected	Just Above Expected	Above Expected	Above Expected	Well Above Expected	Average VA (Units Of Assessment)	Legacy-Style Average VA																														
			4 or more units of assessment below expected	3 units of assessment below expected	2 units of assessment below expected	-1 units of assessment below expected		1 units of assessment above expected	2 units of assessment above expected	3 units of assessment above expected	4 or more units of assessment above expected																																
Year 2 NC Maths	24 pupils (24 with results)	1 4.2%				1 4.2%	4 16.7%	13 54.2%		2 8.3%	3 12.5%	1.25	101.25																														
<p>E. Phonics attainment - 80% of Year 1 PPG children to pass phonic screen check and for this group to have the same average phonics screen check score as non-PPG children.</p>	<p>We did not meet this objective and this is part of the reason why we have changed our approach to phonics 2022/23.</p> <table border="1"> <thead> <tr> <th>Pupil Group</th> <th>Total Pupils</th> <th>Avg Y1 Phonics Score</th> <th>% Expected Y1 Phonics (32+)</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>38</td> <td>30.6</td> <td>73%</td> </tr> <tr> <td>Girls</td> <td>14</td> <td>31.3</td> <td>78.6%</td> </tr> <tr> <td>Boys</td> <td>24</td> <td>30.3</td> <td>69.6%</td> </tr> <tr> <td>Disadvantaged</td> <td>12</td> <td>26.6</td> <td>54.5%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>0</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Pupil Group	Total Pupils	Avg Y1 Phonics Score	% Expected Y1 Phonics (32+)	All Pupils	38	30.6	73%	Girls	14	31.3	78.6%	Boys	24	30.3	69.6%	Disadvantaged	12	26.6	54.5%	Not Disadvantaged	0	-	-																		
Pupil Group	Total Pupils	Avg Y1 Phonics Score	% Expected Y1 Phonics (32+)																																								
All Pupils	38	30.6	73%																																								
Girls	14	31.3	78.6%																																								
Boys	24	30.3	69.6%																																								
Disadvantaged	12	26.6	54.5%																																								
Not Disadvantaged	0	-	-																																								



Respect Hope Trust Friendship Compassion Thankfulness

St Osyth Church of England Primary School

'Love one another as I have loved you.'



<p>PPG children make at least expected progress in foundation subjects.</p>	<p>Monitoring and evaluation work by subject leads and dip-ins by senior leaders shows that foundation subject provision for PPG children is effective and does support them making at least expected progress.</p>
<p>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.</p>	<p>Internal data tracking (Pupil Asset) shows that PPG children are attaining higher than their starting points. If this continues, year-on-year, then:</p> <ol style="list-style-type: none"> 1. Attainment outcomes will be incrementally higher. 2. Progress of PPG children will continue to be above 100 (positive).



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
None	

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?	None
What was the impact of that spending on service pupil premium eligible pupils?	None



Respect Hope Trust Friendship Compassion Thankfulness

St Osyth Church of England Primary School

'Love one another as I have loved you.'



Further information

Our PPG strategy is closely linked to and aligns with other aspects of our work as reflected in, for example:

1. Self-Evaluation Framework (SEF)
2. School Improvement Plan (SIP)
3. Subject Improvement Plans
4. School Improvement Meeting (SIM) plans
5. SEND provision
6. Local School Board meetings and visits