

## 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	Owlsmoor Primary
Number of pupils in school	529
Proportion (%) of pupil premium eligible pupils	10% 53 children (15.9.22)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S.Cope
Pupil premium lead	N.Hadley
Governor lead	Mrs Allard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Actual amount received (JUL 22)	78,295.00
Recovery premium funding allocation this academic year	9,744
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	88,039.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Owlsmoor Primary School, we aim to provide high quality provision for all children – particularly those who are disadvantaged. We believe that every child is entitled to reach their potential, whatever their circumstances. We recognise the research that indicates that outcomes during early childhood are indicators of future success in education and employment, and therefore supporting disadvantaged children to achieve the best possible outcomes whilst at our school is central to what we do.

Common barriers to learning for disadvantaged children can include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Listed below are our ultimate objectives:

- To diminish the difference between disadvantaged, double disadvantaged and non-disadvantaged pupils with high-quality teaching at the heart of our approach.
- To have a clear understanding of the barriers to learning in which disadvantaged pupils require the most support and facilitate targeted interventions. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- For socially disadvantaged pupils in school to make or exceed nationally expected progress.
- Maintain and improve socially disadvantaged pupils' attendance so that it is in line with non-disadvantaged children's attendance.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, as a result of the pandemic, including non-disadvantaged pupils.

We aim to focus on a number of considerations to meet this:

- Ensuring quality first teaching and learning opportunities meet the needs of all the pupils. This is proven to have the greatest impact in closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, including socially disadvantaged pupils’.
- Making provision for socially disadvantaged pupils, recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged including progress for those who are already high-attainers.
- Closely monitoring the progress and attainment of socially disadvantaged and implementing relevant interventions to support children where required.
- Ensure disadvantaged pupils are challenged in the work that they are set.
- Acting early to intervene at the point needed and ensuring that any barriers to learning are identified quickly.

We aim to achieve these objectives through a variety of provisions, monitored by staff and governors:

- Quality first teaching, experienced by all children.
- All our work with children, who are in receipt of pupil premium, will be aimed at making accelerating progress. For those that are not double disadvantaged, moving those children to at least age-related expectations.
- Support payment for activities, educational visits and residential trips.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Additional emotional and mental health support – ELSA/FSA.
- Ensuring socially disadvantaged children have access to adults support in every lesson, either through 1-1, guided groups.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	To diminish the attainment gaps across reading, writing, maths that have been identified by teachers.
2	To support socially disadvantaged children who are not attaining as highly in reading as non-socially disadvantaged children in KS2.
3	To improve parental support.
4	To ensure that socially disadvantaged children attend every day and to raise attendance scores.
5	To support phonics within KS1 and KS2 so that our socially disadvantaged pupils make as rapid progress in phonics as non- socially disadvantaged children.
6	To support social and emotional development; academic progress of pupils across the school (mostly eligible for PPG) being affected by social and emotional/mental health needs e.g. home/family circumstances, SEND, Post COVID wellbeing.)

## 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
Accelerated progress in reading, writing and maths	<ul style="list-style-type: none"> <li>● All socially disadvantaged children make good progress from their starting points.</li> <li>● PPG pupils to achieve 0 or + in progress scores in reading, writing and maths.</li> <li>● Increase the percentage of ARE and above in reading, writing and maths</li> <li>● The gap between socially disadvantaged and non-disadvantaged children closes.</li> <li>● Increase the number of confident and effective readers.</li> <li>● The progress of double disadvantaged pupils is accelerated.</li> <li>● All socially disadvantaged children develop a love of reading.</li> <li>● Identify socially disadvantaged children as 'priority readers', ensuring they read with an adult daily.</li> <li>● Ensure that socially disadvantaged children in EYFS and KS1 benefit from small group reading sessions, including hearing adults read texts aloud to them.</li> <li>● Ensure the use of a systematic phonics programme to support reading and writing.</li> <li>● Phonics results of PPG to be in line with national and maintain improvements in 66% two years.</li> </ul>

<p>Improve parental involvement.</p>	<ul style="list-style-type: none"> <li>• Ensure attendance of disadvantaged pupils is in line with or above national and local borough figures.</li> <li>• Children to read at least four times weekly and complete weekly home-work.</li> <li>• Improve attendance of parents at parent/teacher consultations.</li> <li>• Improve attendance of parents at other events such as Parent forums / Parent Work shops (Core subjects) and Careers week.</li> <li>• Specifically invite families to coffee mornings.</li> </ul>
<p>Pupils are able to attend a range of enrichment experiences.</p>	<ul style="list-style-type: none"> <li>• Socially disadvantaged children attend clubs.</li> <li>• Year group curriculum promises, provide all children, including socially disadvantaged children, with additional opportunities and experiences that enhance their education.</li> </ul>
<p>Improve oral language skills and vocabulary among disadvantaged and non-disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Oracy implementation within whole school.</li> <li>• Explicit teaching of oracy in classes with the use of sentence stems and modelled teaching.</li> <li>• Teachers have high expectations for Oracy.</li> <li>• Children to feel confident when speaking to an audience.</li> </ul>
<p>Improve learning behaviours and well-being noted across the school.</p> <p>FSA ELSA</p>	<ul style="list-style-type: none"> <li>• Sustained high levels of well-being demonstrated by: <ul style="list-style-type: none"> <li>○ Data gathered by pupil voice.</li> <li>○ The percentage of PPG children attending clubs increases.</li> <li>○ Social and emotional learning supports identifying and regulating emotional literacy.</li> <li>○ Parents are supported to promote the well-being of the child.</li> </ul> </li> </ul>

## 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: £ 88,039.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the effectiveness of interventions so that disadvantaged children make accelerated progress through:</p> <ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Barriers to learning identified quickly</li> <li>• Quality interventions that are tracked, reviewed and monitored half termly</li> <li>• Smart targets for double disadvantaged children</li> <li>• Newly appointed teacher to cover class teacher for pre teaching sessions and small targeted sessions for writing and maths</li> </ul> <p>£ 41,794.41</p>	<p>Data shows that there is a gap between socially disadvantaged children, double disadvantaged and non-socially disadvantaged children in certain subjects in specific cohorts.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> <li>• pupils having clear goals/objectives;</li> <li>• teachers providing pupils with modelling/scaffolding/ appropriate steps to achieve them;</li> <li>• high quality 1 to 1 or small group interventions CPD of all staff.</li> </ul> <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group interventions (pre/post teaching) is used across the school to support children. This allows time for children to recap and revise learning.</p>	<p>1,2,3,4,5</p>
<p>PPG chdn on entry to school make accelerated progress in EYFS in order to diminish the difference between the attainment of them and their.</p> <p>Targeted children are identified early through analysis of baseline assessment results.</p> <p>Alongside quality teaching, an effective programme of interventions is established in EYFS for targeted children in targeted areas.</p>	<p>EEF suggests that early literacy and maths approaches aim to improve young children's skills, knowledge or understanding related to reading, writing or maths (+4)</p> <p>With coaching/training, teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large</p>	<p>1,2,3,4,5</p>

	<p>difference in efficacy between different deployments of teaching assistants.</p>	
<p>Developing reading and early reading skills through:</p> <ul style="list-style-type: none"> <li>• Structured and well planned guided reading sessions</li> <li>• Pre teaching of a text interventions</li> <li>• Pre-reading material to be sent home to share read to support English sessions</li> <li>• Clear and consistent assessment and tracking of phonics across the school</li> <li>• Embed Rhino readers across the school</li> <li>• New ambitious vocabulary discuss and shared on the working walls</li> </ul>	<p>Higher attainment in reading indicates better life chances.</p> <p>Reading a variety of genres will support vocabulary development.</p> <p>Implementation of Twinkl Bug Club and Rhino readers across KS1 and KS2</p> <p>Twinkl phonics implemented across whole school.</p>	1,2,3,5
<p>Pupil progress meetings track progress of socially disadvantaged children, and interventions are reviewed on a regular basis.</p>	<p>Time for ongoing professional dialogues regarding further support for these pupils to help keep this a priority.</p>	1,2,3,4,5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, as well as, parents of socially disadvantaged children support their child's learning at home to enhance their progress.</p> <ul style="list-style-type: none"> <li>• Parental workshops hosted by the teachers to share learning strategies</li> <li>• FSA to invite targeted families to coffee mornings which include activities or informative and supportive workshops to support parents</li> <li>• Meet the teacher meetings held annually</li> <li>• Parent consultations to share pupils progress, attainment and personal targets</li> </ul> <p>ELSA/FSA support £ 14,824</p>	<p>EEF suggests that social and emotional learning improves interaction with others, self-management of emotions, impacts on attitudes to learning and social relationships in school, which increase progress and attainment.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>The school's expectation is that children will read at least 4x weekly, and that they will complete weekly maths/ English/ spelling/ times table homework. This is to support in-school learning and to ensure children are making good progress through reinforcement at home. If this does not happen, then some children will be at a disadvantage and their progress may be hindered. Ensuring children are receiving this support, and following up/ offering additional provision where it is not, will help to ensure PPG children are making good progress.</p> <p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> </ul>	1,2,5



	<ul style="list-style-type: none"> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities;</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><a href="#">EEF toolkit</a> Homework</p> <p><a href="#">EEF Parental involvement</a></p>	
<p>Maintain and improve socially disadvantaged children attendance so that it is line with non- socially disadvantaged children by:</p> <ul style="list-style-type: none"> <li>• Tracking attendance</li> <li>• Audit of attendance procedures</li> <li>• Attendance officer training</li> <li>• Attendance officer to report monthly on the PPG data</li> </ul> <p>£ 2,000</p>	<p>We cannot improve attainment for children if they are not actually attending school; NfER briefing for school leaders identifies addressing attendance as a key step.</p> <p>PPG pupils to make accelerated progress and attendance figures are above 96%.</p>	1,2,3,5
<p>Embed Oracy activities across the school curriculum.</p> <p>These activities can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Alternative years presenting a school production, class assembly or harvest festival celebrations</li> <li>• Presenting poems for world poetry day</li> <li>• Targeted children applying oracy skills to answer and contribute to whole class discussions</li> </ul>	<p>There is strong evidence to suggest oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Our schools PPG progress has been positive across the school with the SLCN needs reduced in KS2 since implementing Voice 21 strategies over the past 2 years.</p>	1,2,3,4,5

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

Budgeted cost: £3,943.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra adult to support writing and maths in Year 5.</p> <p>£3,943.59</p>	<p>50% of PPG children are expected to make progress and achieve ARE by the end of 2023 in maths. Children need to make accelerated progress.</p>	<p>1,2,3,4,5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support through:</p> <ul style="list-style-type: none"> <li>• Interventions for phonics throughout the school</li> <li>• Consistent teaching and assessing of phonics</li> </ul>	<p>Phonics teaching has strong evidence to indicate a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular intervals (over a period up to 12 weeks).</p> <p><a href="#">EEf Phonics</a></p> <p>66% PPG pupils passed phonics screening in 2022</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 18,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sports clubs subsidised</p> <p>Solutions 4 Sport provides weekly ABC (Ability, balance, co-ordination) sessions £3,638</p>	<ul style="list-style-type: none"> <li>socially disadvantaged children to attend clubs and encourage engagement and enjoyment within the wider curriculum.</li> </ul> <p>EEF - sports participation increases educational engagement and attainment.</p>	1,3,4,5
<p>Provide additional learning opportunities.</p> <p>Trips: 5,530</p>	<p>Additional learning opportunities, such as school trips and extra-curricular clubs, can benefit children's progress, encourage positive attitudes, nurture their interests/ talents and contribute towards their overall development. All children should have the opportunity to participate in these activities/ experiences</p>	1,2,3,4,5
<p>Provide healthy options</p> <p>Cool milk:1,809</p>	<p>Cool Milk is the UK's leading school and nursery milk supplier, working in partnership with local authorities and early years groups to supply free and subsidised school milk to children in pre-schools, nurseries and primary schools providing healthy options for children.</p>	1,2,3,4,5
<p>Teachers Fund for teachers to identify specific needs for their children.</p> <ul style="list-style-type: none"> <li>School uniform</li> <li>Equipment for swimming (y4)</li> <li>Extra curricular clubs</li> <li>School equipment</li> <li>Short term breakfast club</li> </ul> <p>£ 7,000</p>	<p>Teachers know the children within their class the best and are best place to identify their needs.</p> <p>This fund has been used to ensure all PPG have access to the key texts studied in that year group/access to afterschool clubs/music lessons/equipment for school</p>	1,2,3,4,5
<p>Berkshire Maestros</p> <p>This fund has been used to ensure all PPG have access to the instruments needed to access the lessons. £ 300</p>	<p>EEF suggests Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum (+3)</p>	1,3,5

<p>4 legged therapy dog SEL opportunities</p> <p>£1,200</p>	<p>This service is offered to individuals to help access learning.</p> <p>The therapy dog in school is to support individual children.</p> <p>EEF suggests that social and emotional learning improves interaction with others, self-management of emotions, impacts on attitudes to learning and social relationships in school, which increase progress and attainment.</p>	<p>1,2,3,4,5</p>
<p>Develop pupils cultural capital through outdoor learning opportunities</p> <ul style="list-style-type: none"> <li>• Forest school</li> <li>• Outdoor clubs</li> <li>• Curriculum promises</li> <li>• SMSC</li> </ul> <p>£6,000</p>	<p>Groups of children access outdoor learning on a weekly basis to support well-being and learning behaviours. EEF support social and emotional learning (+4 months) EEF suggests that social and emotional learning improves interaction with others, self-management of emotions, impacts on attitudes to learning and social relationships in school, which increase progress and attainment.</p>	<p>1,2,3,4,5</p>

**Total budgeted cost: 88,039**

## 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 2020 to 2021 academic year.

The 2019-21 Strategy was reviewed on the old format and is available on the school website.

<p>Accelerated progress in reading, writing and maths</p>	<table border="1"> <thead> <tr> <th data-bbox="746 674 1161 831">School profile</th> <th data-bbox="1161 674 1326 831"><i>% of PPG pupils attaining at or above ARE</i></th> <th data-bbox="1326 674 1469 831"><i>School result (All children 80)</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="746 831 1161 913">% achieving expected or better in reading, writing and maths</td> <td data-bbox="1161 831 1326 913">25 (3/12 children)</td> <td data-bbox="1326 831 1469 913">45 (56%)</td> </tr> <tr> <td data-bbox="746 913 1161 996">% achieving expected or better in reading</td> <td data-bbox="1161 913 1326 996">42 (5/12 children)</td> <td data-bbox="1326 913 1469 996">61 (76%)</td> </tr> <tr> <td data-bbox="746 996 1161 1079">% achieving expected or better in writing</td> <td data-bbox="1161 996 1326 1079">33 (4/12 children)</td> <td data-bbox="1326 996 1469 1079">52 (66%)</td> </tr> <tr> <td data-bbox="746 1079 1161 1162">% achieving expected or better in maths</td> <td data-bbox="1161 1079 1326 1162">50 (6/12 children)</td> <td data-bbox="1326 1079 1469 1162">64 (80%)</td> </tr> <tr> <td data-bbox="746 1162 1161 1290">% achieving expected or better in SPAG</td> <td data-bbox="1161 1162 1326 1290">42 (5/12 children)</td> <td data-bbox="1326 1162 1469 1290">59 (74%)</td> </tr> </tbody> </table> <p data-bbox="746 1301 1469 1547">           Reading 36% achieved ARE            Writing 36% achieved ARE            Maths 55 % achieved ARE+            Science 45% achieved ARE +         </p>	School profile	<i>% of PPG pupils attaining at or above ARE</i>	<i>School result (All children 80)</i>	% achieving expected or better in reading, writing and maths	25 (3/12 children)	45 (56%)	% achieving expected or better in reading	42 (5/12 children)	61 (76%)	% achieving expected or better in writing	33 (4/12 children)	52 (66%)	% achieving expected or better in maths	50 (6/12 children)	64 (80%)	% achieving expected or better in SPAG	42 (5/12 children)	59 (74%)
School profile	<i>% of PPG pupils attaining at or above ARE</i>	<i>School result (All children 80)</i>																	
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<p>Improve parental involvement.</p>	<ul data-bbox="746 1547 1469 1861" style="list-style-type: none"> <li>• 82% of PPG children complete homework on a regular basis</li> <li>• 75% of PPG children read at least four times weekly</li> <li>• 100% of PPG parents at teacher consultations.</li> <li>• PPG attendance was 93% (awaiting LA and national data from EWO)</li> </ul>																		

Pupils are able to attend a range of enrichment experiences.	<ul style="list-style-type: none"> <li>• 72% socially disadvantaged children attend clubs.</li> <li>• Year group curriculum promises, provide all children, including socially disadvantaged children, with additional opportunities and experiences that enhance their education.</li> </ul>
Improve oral language skills and vocabulary among disadvantaged and non-disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Voice21/Oracy implementation within whole school.</li> <li>• Explicit teaching of oracy in classes with the use of sentence stems and modelled teaching.</li> <li>• Teachers have high expectations for Oracy.</li> <li>• Children to feel confident when speaking to an audience.</li> <li>• ELSA reported a positive effect on children with developing oracy to explain feeling and thoughts more easily.</li> <li>• Whole school poetry day saw each class including Kingfishers present a poem. This successful activity saw 100% of all children actively taking part.</li> <li>• Year 6 saw a higher number of auditions for the Year 6 play.</li> </ul>

## 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

## 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?	High quality interventions, school trips, phonics support interventions, FSA and Elsa.
What was the impact of that spending on service pupil premium eligible pupils?	All children made expected progress, with one child making accelerated progress.

## Further information (optional)

All socially disadvantaged children's books are identified with a red dot in order for adults to identify them. All socially disadvantaged children are then checked-in with in core subject lessons. This check-in provides time for all parties to clear misconceptions and make further progress within the lesson. Children have the opportunity to read frequently, this provides 1:1 opportunities to develop fluency and reading comprehension. Where appropriate, socially disadvantaged children are chosen to represent the school in extra curricula activities (rugby day, cricket day, reading visit to Eagle House). Activities like these, develop a further interest and, in some occasions, provide a once in a life-time experience.

Some socially disadvantaged families have a communication book with the class teacher, this provides an open communication between school and family.