

Pupil premium strategy statement

2020-2023



Owston Park Primary Academy

School overview

| Metric | Data |
|---------------------------------------------|-----------------------------|
| School name | Owston Park Primary Academy |
| Pupils in school | 441 |
| Proportion of disadvantaged pupils | 134 (30%) |
| Pupil premium allocation this academic year | £170,347 |
| Academic year or years covered by statement | 2021-2022 |
| Publish date | July 2021 |
| Review date | July 2022 |
| Statement authorised by | |
| Pupil premium lead | Vicky Stinson |
| Governor lead | Sue Williams |

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|---------|-------|
| Reading | N/A |
| Writing | N/A |
| Maths | N/A |

Disadvantaged pupil performance overview for last academic year

| Measure | Score |
|----------------------------------|------------------------------------|
| Meeting expected standard at KS2 | N/A - 2021 - 2022 - 2023 |
| Achieving high standard at KS2 | N/A - 2021 - 2022 - 2023 |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1 | Provide equitable opportunities across the curriculum for children to develop language and literacy skills |
| Priority 2 | Address barriers that children have in accessing the curriculum |
| Priority 3 | Provide equitable and realistic opportunities for aspiration |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Lack of literature and oral poverty in the home • Adverse childhood experiences, lack of routine or behaviour management at home; lack of esteem for education within the home/community • Doorstep disadvantage – family/community perception of, and esteem for, ‘culture’, ‘class’ and ‘social availability’. |
| Projected spending | £170,347 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Progress in Reading | Achieve above national average progress scores in KS2 Reading | Sept 22 |
| Progress in Writing | Achieve above national average progress scores in KS2 Writing | Sept 22 |
| Progress in Mathematics | Achieve above national average progress scores in KS2 Maths | Sept 22 |
| Phonics | Achieve well above national average expected standard in PSC – 95%+ | Sept 22 |
| Other | Improve attendance of disadvantaged pupils to above LA average (TBC) | Sept 22 |
| Provide equitable opportunities across the curriculum for children to develop language and literacy skills | <ul style="list-style-type: none"> • Reading policy applied consistently by every teacher • ‘Plan for Reading’ CPD applied consistently by every teacher • Maths Mastery daily maths meetings concept to be applied in science learning • Explicit daily teaching of Tier 2 vocabulary linked to reading and writing activities. • Use the ‘Let’s Think in English’ programme to develop children’s writing skills • Bespoke CPD for reading leads | |

| | | |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Address barriers that children have in accessing the curriculum | <p>Reduce the need for regular targeted intervention by providing research-related CPD to ensure quality first teaching addresses the needs of all pupils;</p> <ul style="list-style-type: none"> • Strategies to improve attention (STAR/COTS) • 7 stages of metacognition built into lesson sequencing – children are familiar with sequences, they understand what is happening in each part of the lesson and they know what’s coming next • ‘Pitch it Up’ and depth activities deployed correctly as ‘standard’ • Double page spreads • Teachers provided with more time to read and research high quality literature • Involve all teachers in book scrutiny and lesson observation activities | |
| Provide equitable and realistic opportunities for aspiration | <ul style="list-style-type: none"> • Lessons to ensure metacognitive strategies used to enable children to think and reflect on what type of learner they are and how they can improve their learning behaviour • Each lesson powerpoint to clearly display which lesson we are in, which part of the lesson we are up to and which learning behaviour we need to use • Every lesson to provide bespoke opportunities for thinking at depth | |

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

| Measure | Activity |
|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide equitable opportunities across the curriculum for children to develop language and literacy skills | <ul style="list-style-type: none"> • Reading Plus • NELI • Regular diagnostic assessment of what sounds children know and what sounds they need to learn next • CPD for staff on Developmental Language Delay • CPD for staff on Colourful Semantics |

| | |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Address barriers that children have in accessing the curriculum | <ul style="list-style-type: none"> • Turnabout • PASS assessments to diagnose self-esteem issues • Mental health support • Behaviour strategy – ‘Establish – Maintain – Restore’ • BOSS |
| Provide equitable and realistic opportunities for aspiration | <ul style="list-style-type: none"> • UFA |
| Projected spending | £21,975 |

Wider strategies for current academic year

| Measure | Activity |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provide equitable opportunities across the curriculum for children to develop language and literacy skills | <ul style="list-style-type: none"> • Ensure there is a well thought out and progressive reading map which includes a diversity of authors and literature types, and increasingly sophisticated vocabulary • Tier 2 key concepts covered in wider curriculum lessons linked vertically and horizontally. • Ensure that the curriculum IS the reading curriculum • Ensure the reading curriculum builds on pupils knowledge so they can learn to read, then read with accuracy, then read to learn • Train the reading leads how to ‘Deep Dive’ |
| Address barriers that children have in accessing the curriculum | <ul style="list-style-type: none"> • Apply principles from ‘Improving Behaviour’ in response to CPOMS audit of need • Review curriculum design to ensure that we teach fewer things in greater depth, that it is cumulative across all subjects and that at each stage we ensure transfer of knowledge into long term memory • RSE curriculum to communicate clear messages around respectful relationships, consent and relationships culture • Review the curriculum to ensure it meets the needs of our children. Ensure Life Skills continue to meet the needs of individuals and the community. Mental health work around emotional literacy, mindfulness and independence to promote positive mental health to continue. |
| Provide equitable and realistic opportunities for aspiration | <ul style="list-style-type: none"> • Building in more visits and visitors into curriculum planning • Inviting local successful people to share their stories with children to enhance pride in the local community and Doncaster |

| | |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Enhancing access to traditions by creating a school tradition which places the school at the heart of the community • Creating opportunities within the curriculum to think about careers and other life pathways • Creating opportunities within the curriculum to enhance life skills including travel, games, manners, activities, cooking and eating food etc. • Increasing opportunities for parents to come into school to understand their children’s curriculum and lessons • More regular opportunities to access our Forest School |
| Projected spending | £148,372 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Ability of reading leads to support and challenge reading teaching in school | <ul style="list-style-type: none"> • Reading expert to spend time with leads on subject knowledge development • Time made available for reading leads to audit, plan and challenge |
| Targeted support | Enough time in school day and across the week to ensure all children who need an intervention can have one | <ul style="list-style-type: none"> • CPD to improve Q1st teaching so the need for regular intervention decreases • Ensure all staff make the right priorities in their timetabled week and stick to them with fidelity |
| Wider strategies | Enough time for all subject leaders to ‘deep dive’ into their subjects to ensure progression | <ul style="list-style-type: none"> • Time available in PPA calendar for Wider Curriculum leads to ensure the outcomes of all the ‘deep dives’ knit together into a smooth curriculum map • Time available in SLT calendar for reading leads to ensure relevant increasingly sophisticated literature is at the heart of this curriculum |

Review: last year's aims and outcomes 2021

| Aim | Outcome |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Improve vocabulary, language and oracy skills in the wider context of encouraging and celebrating academic success and enabling thinking about aspiration</p> | <p>Vocabulary strategy embedded in the weekly teaching cycle for each year group. Children do know more Tier 2 words and use them regularly and unprompted in their writing and conversation. Children speak in full sentences and can justify answers etc.</p> <p>Children are able to talk about their learning, what they do well and what they need more help with. Children independently employ a range of strategies to solve problems and complete their learning successfully.</p> <p>Across the year children are able to make direct links to past learning but lockdown omissions need to be ironed out.</p> |
| <p>Enable the recovery of reading as a skill for pleasure and as a driver for learning across the curriculum</p> | <p>Diagnostic assessments used successfully to plan phonics interventions. Pandemic gaps rapidly closing.</p> <p>Reading policy reviewed, including opportunities to 'Plan for Reading' across the curriculum, and used with fidelity. Children are reading more, enjoying their reading and talking confidently about texts.</p> <p>'Read to learn' strategies used across wider curriculum.</p> |
| <p>Disadvantaged pupils to have their academic needs met through daily quality first teaching and regular and robust intervention</p> | <p>All teaching judged as good; this needs to be consistent and daily.</p> <p>The interventions strategy is well-defined and used across school to improve outcomes for all pupils.</p> <p>Teachers have a good knowledge of a range of intervention strategies and gaps are closing rapidly.</p> <p>Depth tasks built into daily lessons.</p> |
| <p>Address mental health, social and emotional needs</p> | <p>Lifeskills programme led by member of SLT and timetabled regularly.</p> <p>School has two mental health first aiders and has achieved Mental Health Award bronze.</p> |

Review: last year's aims and outcomes 2022

| Aim | Outcome |
|-----|---------|
| | |
| | |
| | |

Review: last year's aims and outcomes 2023

| Aim | Outcome |
|-----|---------|
| | |
| | |
| | |