

Pupil Premium Strategy Statement 2023-2026



This statement details our school's use of pupil premium funding (and recovery premium) 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	Owston Park Primary Academy
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	134 (30%)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	01/09/24
Date on which it will be reviewed	01/09/25
Statement authorised by	Sue Williams
Pupil premium lead	Amanda Luke
Governor / Trustee lead	Sue Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25)	£213,020
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£213,020

Part A: Pupil premium strategy plan

Statement of intent

Our ethos encompasses an individualised approach that enables every child and their family to feel valued and to be held in positive regard. We intend to have a shared language of success and inclusion to engender a sense of safety and respect and raise self-esteem. As a school we all intend to have high aspirations and take responsibility for the learning and progress of all our pupils. We aim to provide quality teaching which is no less than good using strategies which promote outcomes for individuals rather than 'levelling up' generic data sets. We intend all strategies should respond to data, diagnostics and other robust evidence.

Expectations

We recognise that though attainment is necessary it is not always sufficient. We have ambition for all pupils and understand what barriers to learning some children can face, and intend to remove such barriers, especially around attendance, participation, inclusion and regard. Success should take place every day, in whatever form a pupil needs that to be in.

Provision

Provision is made every day in some way for disadvantaged pupils but this is not just academic support. For some children developing a sense of safety or belonging are the priority, or catering for medical or behavioural needs, or just giving them experiences beyond the curriculum to enrich their life. Money spent on this provision is seen as an investment, not a cost. Though every penny is accounted for we do not always expect the return to be in better results or just academic progress.

Our current pupil premium strategy plan works towards achieving these goals through targeted spending on well-researched interventions and strategies chosen specifically to address specific needs, robust planning for staff CPD to ensure all staff are experts in disadvantage and through an inbuilt aspiration that expects all children can achieve their goals.

Challenges

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

Challenge number	Detail of challenge
1	If we help children to improve their conversation and 'thinking out loud' skills, and their written word skills then we arm them with the basic tools needed to succeed in school and in life.
2	If we build direct strategies into the intended curriculum which enable children to circumvent the barriers some of them face from beyond it, we will improve the retention of the learned curriculum.
3	If we help children to understand the opportunities available to them beyond their current experience their horizons beyond school will be broadened.
4	If we thoroughly analyse our full curriculum for 'hidden' barriers then we can root out all possible frustrations that disadvantaged pupils experience on a daily basis that as a

	staff we perpetuate through unintended discourse, action and decision based on a 'cultural' and deficit understanding of disadvantage.
5	If we recognise that the emotional regulation and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting we will enable them to widen their range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations.

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>To enable disadvantaged pupils to build on the vocabulary learning already undertaken to be able to converse, think aloud, debate, describe, reason, argue, disprove, feedback and report.</p> <p>To enable disadvantage pupils to be able to convert this 'out loud thinking' into the written word.</p>	<ul style="list-style-type: none"> • All disadvantaged pupils participate in Let's Think in English • Explicit attempts are made by teachers in lessons to transfer the principles of LTE across wider curriculum subjects • Disadvantaged pupils can demonstrate their learning through high quality talk and conversation • All teachers have undertaken CPD through the Great Teaching Toolkit to develop their expertise in providing children with the words to reflect on their learning and behaviour • Writing outcomes for disadvantaged pupils improve across school
<p>To build direct strategies into each lesson that recognise that not all children will have the cultural capital, the necessary knowledge or skill to be able to immediately retain the subject matter we want them to learn.</p>	<ul style="list-style-type: none"> • Lesson observations demonstrate that aforethought has gone into each lesson to enable academic access to the knowledge to be learned • Books demonstrate that, over time, strategies have been applied to make sure the learning 'sticks' • Lyfta is used thoughtfully as a tool to enable children to understand more deeply 'how the world works'.
<p>To build into the curriculum wider enrichment opportunities that enable all disadvantaged pupils to aim high and, at the same time, be motivated to succeed academically.</p>	<ul style="list-style-type: none"> • Curriculum leads can demonstrate the places in their curriculum where they have explicitly thought about opportunities for children to participate in enrichment activities • Teachers can demonstrate the strategies and content they are using on a daily

	<p>basis to encourage children to participate and 'aim high'</p> <ul style="list-style-type: none"> Disadvantaged children have equity of access to school visits, visitors, residentials, discos, picnics, fayres and dramatic/singing performance
<p>To understand as a whole staff what is meant by the 'hidden curriculum', how and where it can invade each day to make the school experience just that little bit harder for a disadvantaged child and how we can, systematically, eradicate it.</p>	<ul style="list-style-type: none"> All staff can talk confidently about what the hidden curriculum for disadvantaged pupils looks like and some of the positive steps they have taken to eradicate it. All staff demonstrate in their everyday interactions that they have understood messages of high regard, expectation and equity covered on CPD sessions
<p>To improve the understanding of positive use of metacognitive and self-regulatory skills amongst staff, and their use of them with disadvantaged pupils.</p> <p>To develop further a positive school culture and attitude to good behaviour so that every child feels valued and an important part of our school community.</p>	<ul style="list-style-type: none"> Pupil voice, learning walks and lesson observations will demonstrate the pupils are better able to regulate their own learning. Pupil voice will also show a greater sense of belonging Pupils understand what is meant by the term 'low-level disruption', now they may sometimes contribute to it and how they can best get themselves back on track Dojo rewards indicate that children understand the new school values and demonstrate in their everyday learning and behaviour

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £116,962

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned use of a range of a 'conversation' skills in specifically identified lessons across the curriculum</p>	<p>https://www.letsthinkinenglish.org/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://nationalcollege.com/guides/ask-better-questions</p> <p>https://toolkit.greatteaching.com/resource-page</p>	<p>1</p>

Planned use of a range of direct teaching strategies enabling children to move learning into long-term memory	https://files.eric.ed.gov/fulltext/EJ1021069.pdf https://toolkit.greatteaching.com/resource-page	2
Teacher CPD to improve understanding of enrichment activity in individual lessons/topics	https://www.marymyatt.com/ https://sites.google.com/skillsbuilder.org/acceleratorguide2023-24uk/home	3
Teaching strategies to be reviewed to ensure inclusion for all.	https://onlinestore.leedsbeckett.ac.uk/product-catalogue/professional-development/certification/the-antiracist-school-award https://padlet.com/head296/anti-racism-award-nasyzbsxukwp7wk7	4
Use of metacognitive strategies to engage learners and encourage self-regulated learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5

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

Budgeted cost: £72,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Launchpad to Literacy to support RWI interventions	https://www.launchpadforliteracy.co.uk/	1
Use of Turnabout in KS2	https://www.turnabouteducation.com/	2

<p>Purchase First Access Music from Doncaster Council.</p> <p>Participation of disadvantaged pupils in extra-curricular sport</p> <p>Full participation in Inspiring Leaders, Creative Learners programme</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1086619/The_Power_of_Music_to_Change_Lives.pdf</p> <p>https://www.yourschoolgames.com/</p> <p>https://www.roselearning.co.uk/page/inspiring-leaders-creative-learners-paul-hamlyn-foundation/138468</p> <p>https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility</p>	3
<p>One to one and small group pastoral work around inclusion and participation</p>	<p>https://onlinestore.leedsbeckett.ac.uk/product-catalogue/professional-development/certification/the-antiracist-school-award</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	4
<p>Use of a range of personalised strategies for managing self-regulation</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5

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

Budgeted cost: £23,962

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All adults in school to encourage conversation and 'full sentence'</p>	<p>https://voice21.org/oracy-across-the-curriculum-the-evidence/</p>	1

answers throughout all times and activities across the school day		
Full curriculum review to ensure all topics are accessible – to include full review of literature to include titles which will develop knowledge and understanding of the world	https://www.marymyatt.com/	2
Regular use across school of opportunities within topics, or 'themed weeks', for children to experience aspiration beyond their own current lifestyle.	https://www.crownhouse.co.uk/the-working-class	3
To understand as a whole staff what is meant by the 'hidden curriculum', how and where it can invade each day to make the school experience just that little bit harder for a disadvantaged child and how we can, systematically, eradicate it.	https://onlinestore.leedsbeckett.ac.uk/product-catalogue/professional-development/certification/the-antiracist-school-award https://padlet.com/head296/anti-racism-award-nasyzbsxukwp7wk7 https://www.crownhouse.co.uk/the-working-class	4
To develop further a positive school culture and attitude to good behaviour so that every child feels valued and an important	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#grade-descriptors-for-personal-development	5

part of our school community.		
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Total budgeted cost: £ 213,020

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.

In Early Years 20% of the children are pupil premium. Just under half of them achieved GLD, which is less than national and shows a decrease in PP GLD from the previous year. However, this year there was an increase in the number of PP children with SEN, including EHCPs.

The number of pupil premium children achieving the phonics screening check has declined slightly. In Y2 (re-sits) more PP children gained a pass than non-PP children, though there were more of them. 67% of PP children in this year group have significant needs listed on the SEN register.

At the end of key Stage 1 pupil premium children perform around the same as pupil premium children nationally in reading and maths and the gaps between them and non-pupil premium peers continues to close. In writing, our strategies need refining to ensure outcomes for PP children improve. Thus we have used our Pupil Premium to buy a writing scheme which research suggests can have lasting impact on writing outcomes for all pupils.

At the end of key Stage 2 in maths children perform better than pupil premium children nationally, with only a small gap for reading. Gaps are closing between pupil premium and their non-pupil premium peers slowly too. In writing we are managing to close the gap between PP and non-PP children and feel the investment in a new writing scheme will ensure outcomes continue to improve. LA writing moderators confirmed that our judgements are strong.

In terms of moving forward, continuing to close gaps and improving outcomes, particularly in writing, for all pupils, teaching and learning reviews, and a recent Ofsted, have demonstrated that, so far, school improvement work has had a positive impact and all teaching can confidently be judged as good. There is confidence in the new writing strategy, stamina is improving and metacognitively, children have a much better understanding of what is required to make their writing better. Teaching of writing is consistent across the school, expectations for all children are high and writing intervention takes priority over all others.

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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
Read Write Inc.	Oxford University Press
Times Table Rock Stars	Maths Circle Ltd
Wave 4 English Hub Support	Learners First
Launchpad to Literacy	

Service pupil premium funding (optional)

Measure	Details
How our service pupil premium allocation was spent last academic year	
	Service children make up a very small percentage of our pupil premium cohort. We identify these children to their teachers, who ensure they have access to pastoral support and academic intervention if there is a need.
The impact of that spending on service pupil premium eligible pupils	
	Service children perform and attend very well.

Further information (optional)