

## Pupil Premium Strategy Statement 2020-2023



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Owston Park Primary Academy
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	143 (32%)
Academic year/years that our current pupil premium strategy plan covers	2022/3
Date this statement was published	September 8 <sup>th</sup> 2022
Date on which it will be reviewed	September 1 <sup>st</sup> 2023
Statement authorised by	Sue Williams (COG)
Pupil premium lead	Vicky Stinson
Governor / Trustee lead	Sue Williams

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (2022/23)	£167,595
Recovery Premium funding allocation this academic year (2022/23)	£15,950
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year (2022/23)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£183,545

## 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 have a shared language of success and inclusion to engender a sense of safety and respect and raise self-esteem. As a school we have high aspirations and take responsibility for the learning and progress of all our pupils. We aim to provide quality first teaching which is no less than good using strategies which promote outcomes for individuals rather than generic strategies. All strategies 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. 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.

#### Key principles of our strategy plan

- If we help children to improve their vocabulary and speaking skills, their reading and their writing then we arm them with the basic tools needed to succeed in school and in life.
- 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.
- If we help children to understand the opportunities available to them beyond their current experience their horizons beyond school will be broadened.
- We need to close gaps across school between PP and all children that have appeared across school since the pandemic.

### Challenges

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

Challenge	Detail of challenge
A lack of opportunity for aspiration.	It is important that children see beyond the opportunities available in the village and the town – not only do they need to broaden the knowledge they have of options available to them but they need to believe that these options are realistic, achievable options.

A lack of opportunity to develop language and literacy.	It is difficult for families facing poverty or limited budgets to prioritise high quality literature in the household. As a school we have a responsibility to address this deficit and immerse children in a language rich environment where all adults are experts in early reading.
Effects of poverty.	For some families this is the real hardship of putting food on the table, for others it is the limited opportunity to provide experiences beyond the local area. We have a responsibility to address both these deficits.
Barriers to accessing curriculum.	Poverty is a neurological issue too and the barriers this causes need experts to support and guide children through them. We do need to build resilience to barriers to learning, but we also need to work towards removing the barriers.
A perceived loss of culture.	Over time technology has changed the way children interact with each other, their families and the environment in which they live. More recently, the pandemic has impacted on those limited interactions. We need to give children a 'culture' they can enjoy and actively participate in.
A lack of opportunity for parents to engage.	Schools are not the places they were when parents were at them – more recently the pandemic has kept them beyond the school gate. We need to welcome parents back in and give them small opportunities to learn how to support their children and share their worries or concerns.

### 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
Provide equitable opportunities across the curriculum for children to develop language and literacy skills	<ul style="list-style-type: none"> <li>• more children can read by the age of 6</li> <li>• more children pass the phonics screening check at age 6</li> <li>• more children read for pleasure beyond the curriculum</li> <li>• more children can talk and answer questions in full sentences, justifying their opinions and answers</li> <li>• more children understand and use a wide range of tier 2 vocabulary and investigate and remember some subject specific tier 3 language</li> <li>• more children will build up skills of posing questions, narrating, explaining, speculating, imagining, hypothesising, exploring, including, discussing, arguing, reasoning and justifying</li> </ul>
Address barriers that children have in accessing the curriculum	<ul style="list-style-type: none"> <li>• CPD enables all staff to become experts in disadvantage – how to identify the impact on individuals and what strategies to use to support them</li> <li>• More children learn the intended curriculum and make progress</li> </ul>
Provide equitable and realistic opportunities for aspiration	<ul style="list-style-type: none"> <li>• Children talk confidently about life beyond school and have aspirations</li> </ul>

	beyond those ordinarily available to them
Close the attainment gaps between PP children and all pupils.	All aspects shown an improving trend (EYFS, phonics Y1&2, KS1 reading, writing, maths and combined and KS2 reading, writing, maths and combined).

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: £154,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>English policy re-written to address outcomes of current research</p> <p>English teaching sequences re-planned to take account of outcomes of recent research</p> <p>Use the 'Let's Think in English' programme to develop children's English skills</p> <p>Work with English Hub on English CPD</p>	<ul style="list-style-type: none"> <li>• Ofsted English Curriculum Research Review</li> <li>• Ofsted reading updates</li> <li>• Let's Think in English programme</li> <li>• EEF</li> <li>• Dialogic approaches</li> <li>• Cognitive acceleration theory</li> </ul>	Provide equitable opportunities across the curriculum for children to develop language and literacy skills
<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"> <li>• Strategies to improve attention (STAR/COTS)</li> <li>• 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</li> <li>• Children continue to speak in full sentences but now build up skills of posing questions, narrating, explaining, speculating, imagining, hypothesising, exploring, including, discussing, arguing, reasoning and justifying, as well as just question answering</li> </ul>	<ul style="list-style-type: none"> <li>• Marc Rowlands</li> <li>• EEF</li> <li>• Ofsted English Curriculum Research Review</li> <li>• Ofsted reading updates</li> <li>• Dialogic approaches</li> <li>• Beck and McKeown</li> </ul>	Address barriers that children have in accessing the curriculum
<p>Lessons to ensure metacognitive strategies used to enable children to think and reflect</p>	<ul style="list-style-type: none"> <li>• EEF</li> </ul>	Provide equitable and realistic

<p>on what type of learner they are and how they can improve their learning behaviour</p> <p>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</p> <p>Every lesson to provide bespoke opportunities for thinking at depth</p> <p>Careers Hub Quality Mark</p> <p>Annual Careers' Week</p> <p>Transition activities to focus on 'Little People, Big Dreams'</p> <p>Career focus in every topic taught</p>	<ul style="list-style-type: none"> <li>• Dunlosky</li> <li>• Ofsted research</li> <li>• Mary Myatt</li> </ul>	<p>opportunities for aspiration</p>
<p>Disadvantaged pupils to be a focus when planning all intended learning.</p> <p>Intended curriculum planning enables all children to access learning at the entry point they need.</p>	<ul style="list-style-type: none"> <li>• EEF/Marc Rowland</li> </ul>	<p>Close the attainment gaps between PP children and all pupils.</p>

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

Budgeted cost: £25,741

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI intervention</p> <p>Vocabulary development</p> <p>Reading and writing fluency activities (dictation, transcription, echo reading and other Readers' Theatre activities)</p> <p>Reading Plus</p> <p>NELI</p> <p>Regular diagnostic assessment of what sounds children know and what sounds they need to learn next</p>	<ul style="list-style-type: none"> <li>• RWI programme</li> <li>• Beck and McKeown</li> <li>• Government funded</li> <li>• Ofsted research</li> <li>• EEF</li> </ul>	<p>Provide equitable opportunities across the curriculum for children to develop language and literacy skills</p>
<p>Turnabout</p> <p>PASS assessments to diagnose self-esteem issues</p> <p>Mental health</p>	<ul style="list-style-type: none"> <li>• Non-linguistic processing tool</li> <li>• Social and emotional well-being tool</li> <li>• OA funded</li> </ul>	<p>Address barriers that children have in accessing the curriculum</p>

Behaviour strategy – ‘Establish – Maintain – Restore’  BOSS  Second Chance Team	<ul style="list-style-type: none"> <li>• EEF</li> <li>• Tried and tested</li> </ul>	
Interventions which enable children to build up skills of posing questions, narrating, explaining, speculating, imagining, hypothesising, exploring, including, discussing, arguing, reasoning and justifying, as well as just question answering	<ul style="list-style-type: none"> <li>• Cognitive acceleration</li> </ul>	Provide equitable and realistic opportunities for aspiration
NTP funding to be directed towards those who are disadvantaged and falling most behind.  Regular targeted intervention to be used daily to enable DP children to ‘catch up’ then ‘keep up’.	<ul style="list-style-type: none"> <li>• EEF</li> </ul>	Close the attainment gaps between PP children and all pupils.

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

Budgeted cost; £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure there is a well thought out and progressive reading and writing map which includes a diversity of authors and literature and text types, and increasingly sophisticated vocabulary and syntax structures</p> <p>Tier 3 key concepts and disciplinary vocabulary covered in wider curriculum and lessons linked vertically and horizontally.</p> <p>Ensure that the curriculum IS the reading curriculum</p> <p>Ensure the reading curriculum builds on pupils’ knowledge so they can learn to read, then read with accuracy, then read to learn</p> <p>Key SLT to engage in ‘Let’s Think in English’</p>	<ul style="list-style-type: none"> <li>• Ofsted research</li> <li>• Ofsted research</li> <li>• Ofsted research</li> <li>• Creative collaboration theory to improve outcomes</li> <li>• Cognitive acceleration theory</li> </ul>	Provide equitable opportunities across the curriculum for children to develop language and literacy skills
<p>Apply principles from ‘Improving Behaviour’ in response to CPOMS audit of need</p> <p>Review curriculum design to ensure that we teach fewer things in greater depth, that it is</p>	<ul style="list-style-type: none"> <li>• EEF</li> <li>• Ofsted research</li> </ul>	Address barriers that children have in accessing the curriculum

<p>cumulative across all subjects and that at each stage we ensure transfer of knowledge into long term memory</p> <p>RSE curriculum to communicate clear messages around respectful relationships, consent and relationships culture</p> <p>Continuous 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.</p>	<ul style="list-style-type: none"> <li>• Ofsted research</li>   <li>• Ofsted research</li> </ul>	
<p>Use OA funded opportunities to embed Careers education through the Doncaster careers Hub</p> <p>Building in more visits and visitors into curriculum planning</p> <p>Inviting local successful people to share their stories with children to enhance pride in the local community and Doncaster</p> <p>Enhancing access to traditions by creating a school tradition which places the school at the heart of the community</p> <p>Creating opportunities within the curriculum to think about careers and other life pathways</p> <p>Creating opportunities within the curriculum to enhance life skills including travel, games, manners, activities, cooking and eating food etc.</p> <p>Increasing opportunities for parents to come into school to understand their children’s curriculum and lessons</p> <p>More regular opportunities to access our Forest School</p>	<ul style="list-style-type: none"> <li>• Commentaries from ‘The Working Class’; Ian Gilbert</li> </ul>	<p>Provide equitable and realistic opportunities for aspiration</p>
<p>In all of the above wider strategies all staff should pay particular attention to the needs of disadvantaged children and remember that a priority key to future success is the progress they make academically across school.</p>		<p>Close the attainment gaps between PP children and all pupils.</p>

**Total budgeted cost:**

## Part B: Review of outcomes in the previous academic year (2021/22)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim	Outcome
<p>Provide equitable opportunities across the curriculum for children to develop language and literacy skills</p>	<ul style="list-style-type: none"> <li>• Year 1 of Let's Think in English is complete – all staff are trained and use the programme fortnightly, alternated with echo reading.</li> <li>• Reading curriculum fully reviewed and new strategy ready to launch September 2022.</li> <li>• English policy reviewed and new structure to be deployed from September 2022.</li> <li>• Pupil voice indicates that more children are reading for pleasure and lesson observations demonstrate children enjoy their reading lessons.</li> <li>• Reading outcomes at KS2 were in line with national and Trust outcomes.</li> </ul>
<p>Address barriers that children have in accessing the curriculum</p>	<ul style="list-style-type: none"> <li>• 'Ready to learn' strategies consistently used and children can talk about how they help them learn.</li> <li>• Metacognitive approaches built into lesson structures enable children to reflect on their learning and plan next steps.</li> <li>• Mental health coach and Second Chance Team have made an impact in terms of the more difficult to reach pupils, who have settled into their learning with better self-esteem and self-management strategies.</li> <li>• Attendance is improving for PA children after interventions from attendance lead.</li> </ul>
<p>Provide equitable and realistic opportunities for aspiration</p>	<ul style="list-style-type: none"> <li>• Careers Hub Bronze award achieved.</li> <li>• Careers Week launched</li> <li>• Careers now and explicit part of every wider curriculum and some core subject teaching.</li> <li>• All children can talk about their aspirations for the future and onward paths after school.</li> </ul>