

Pupil premium strategy statement

This statement details our school's use of Pupil Premium 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	Oswald Road Primary School
Number of pupils in school	639 (as of 1 st September 2024)
Proportion (%) of pupil premium eligible pupils	9% (as of 1 st September 2024)
Academic year/years that our current pupil premium strategy plan covers	2024-25 (funding: April 2024)
Date this statement was published	September 2024
Date on which it will be reviewed	December 2024 July 2025
Statement authorised by	Deborah Howard Peter Martin
Pupil premium lead	Deborah Howard
Governor / Trustee lead	Peter Martin

Disadvantaged Pupil KS2 progress scores for Year 2023-2024

Measure	Score
	These are measures from EYFSP to Year 6 due to no Year 2 SATS (COVID) <i>0 being the measure for expected progress</i>
Reading	+0.1 (+0.2 all children)
Writing	-0.1 (0 all children)
Maths	-0.1 (0 all children)
	Score

	Measure from autumn Year 3 (ie return from lockdown) <i>0 being the measure for expected progress</i>
Reading	+0.4 (+0.4 all children)
Writing	+0.2 (+0.4 all children)
Maths	+0.1 (+0.2 all children)

Disadvantaged Pupil KS2 performance overview for Year 2023-2024

Measure	Score
Meeting Expected Standard at KS 2: <ul style="list-style-type: none"> ● RWM ● Reading ● Writing ● Maths 	<p>41%</p> <p>65% (102 average) All children 106 average, 81% EXS+</p> <p>53%. All children 74% EXS+</p> <p>53% (101 average) All children 104 average, 73% EXS+</p>
Achieving Higher Standard at KS 2: <ul style="list-style-type: none"> ● RWM ● Reading ● Writing ● Maths 	<p>0%</p> <p>18%. All children 26%</p> <p>0% All children 7%</p> <p>24%. All children 24%</p>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,810

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

A number of our children are entitled to Pupil Premium Funding:

- Have SEND (26%: 24% SEND support, 2% EHCP) Mainly SCLN and SEMH.
- Are currently in receipt of Free School Meals (81%)
- Have English as an Additional Language (38%)
- Are from a Minority Ethnic Background (69%)
- Joined our school after EYFS (21%)
- Have experienced one or more ACES
- Have a Summer birthday (36%)
- Have a language / vocabulary deficiency
- Are LAC
- Are Adopted or Post-LAC

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil Premium attainment at EXS+ is not consistently lower across school, but does flag in some cohorts. Writing seems to be of most concern. This is mirrored at GDS.</p> <p>Some gaps are due to specific needs.</p> <p>Although not consistently across, there are areas where Pupil Premium progress is slower – this is more of a concern in writing.</p> <p>(Information – Insight data system)</p>
2	<p>Behaviour reports have previously shown that our Pupil Premium children attend a disproportionate amount of reflections.</p> <p>This narrowed over time and was not the case in academic year 23-24</p> <p>(Information – CPOMS)</p>

3	<p>Over time, our Pupil Premium children as a group attend school less well as a group compared to their peers. This has always been a challenge however had significantly narrowed. The gap then widened again and this has become a more significant challenge since the pandemic. The gap has remained significant.</p> <p>(Information from SIMS and FFT Aspire)</p>
4	<p>There are high levels of teacher referrals for support, with children being supported by our Pastoral Team and our Pastoral Team submitting referrals for support from external agencies. This is wide-ranging with an individualised approach needed to support individual need and well-being.</p> <p>(Information – CPOMS)</p>
5	<p>There are high levels of speech, language and communication needs noted and the impact of this can be both academic and social.</p> <p>(Information – Insight data system, CPOMS)</p>

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
Strong progress measures for our Pupil Premium children in reading, writing and maths.	<p>No progress measures below 0 for reading, writing or maths.</p> <p>Evidence of more rapid progress for our pupil premium children to support narrowing of attainment gap where there is one.</p>
Sustained good behaviour choices, in line with whole school data.	<p>Behaviour data report shows no disproportionate amounts of reflections for the PP cohort.</p> <p>Weekly behaviour meeting notes show discussions of amendments needed and impact of any support put into place.</p>

<p>Narrowed gap between whole school attendance data and Pupil Premium attendance data.</p>	<p>Gap to narrow to 2% by summer 2025 (ready to challenge further in the next academic year).</p> <p>Attendance meeting notes show impact of any support put into place.</p>
<p>Strong progress over Early Years in Listening, Attention and Understanding and Speaking for our Pupil Premium cohort.</p>	<p>Progress data across Early Years show at least 0 in both areas.</p>
<p>Pupil Premium children in need of pastoral support are effectively supported in the classroom and via our pastoral team and external support as appropriate.</p>	<p>Termly pastoral report shows effective support in place and impact.</p> <p>Parents understand fully what the pastoral team can offer.</p> <p>Where needed, parents have planned additional meetings with class teachers to support a further joined up approach.</p> <p>The continued additional counsellor and play therapist offer allows for children in most need to access, with clarity on the waiting list and support whilst on this.</p>

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):

£40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning leadership and CPD £10,000</p>	<p>EEF Toolkit</p> <p><i>Potential impact of metacognition and self-regulation approaches is high (7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</i></p> <p>EEF Toolkit</p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils.</i></p> <p>EEF Toolkit</p> <p><i>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</i></p> <p>EEF Toolkit</p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p>	<p>1 5</p>
<p>Investment in external training, CPD time and</p>	<p>EEF Toolkit</p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes</i></p>	<p>1 5</p>

support: assessment across the curriculum £15,000	<i>for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.</i>	
Investment in writing scheme, books, CPD and leadership release for roll out / mentoring / consistency (including spelling scheme roll out and main writing scheme) £15,000	EEF Toolkit <i>Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.</i>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £43,000		
Activity	Evidence that supports this approach	Challenge number(s) addressed
SaLT £2000	EEF Toolkit <i>On average oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</i> <i>Children in crisis: the role of public services in overcoming child vulnerability.</i> <i>Access to a range of programmes to support a child's school readiness...such as speech and language therapy.</i>	5

<p>Staffing to support flexible grouping £25,000</p>	<p>EEF Toolkit</p> <p><i>Teaching Assistants can provide a large positive impact on learner outcomes, however how they are deployed is key.</i></p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.</i></p>	<p>1 5</p>
<p>Interventions in EYFS £5000</p>	<p>EEF EY Toolkit:</p> <p><i>The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be online with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</i></p> <p>EEF Toolkit</p> <p><i>Teaching Assistants can provide a large positive impact on learner outcomes, however how they are deployed is key.</i></p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.</i></p>	<p>1 5</p>
<p>SpLD teacher £11,000</p>	<p>EEF Toolkit</p> <p><i>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic</i></p>	<p>1</p>

	<p><i>assessment can be used to assess the best way to target support.</i></p> <p>Interventions for Specific Learning Difficulties, July 2020 <i>Based on the available evidence, steps must be taken to provide improved identification and support of SpLDs within schools to effectively meet learner needs.</i></p> <p>EEF Toolkit</p> <p><i>Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.</i></p>	
--	---	--

**Wider strategies (for example, related to attendance, behaviour, wellbeing)
£57,0000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support and Leadership £10,000	<p><i>EEF Toolkit</i></p> <p><i>Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>Promoting children and young people's mental health and well being, HM Government, Sept 21</i></p> <p><i>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development</i></p>	4

	<p><i>and learning as well as their physical and social health and their mental wellbeing in adulthood.</i></p> <p><i>Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges can also help foster readiness to learn.</i></p> <p><i>Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:</i></p> <ol style="list-style-type: none"> <i>1. Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils and students to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils and students about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.</i> <i>2. Identification: recognising emerging issues as early and accurately as possible.</i> <i>3. Early support: helping pupils and students to access evidence informed early support and interventions.</i> <i>4. Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</i> 	
<p>Therapeutic sessions £8000</p>	<p>EEF Toolkit</p> <p><i>Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.</i></p>	<p>4</p>

<p>Lunch time pastoral drop ins £1000</p>	<p><i>EEF Toolkit</i></p> <p><i>Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.</i></p>	<p>4</p>
<p>Parental pastoral drop ins £1000</p>	<p>Working in partnership with parents and carers (gov.uk)</p> <p><i>It's about working together to share knowledge, understand children's interests and discover how best to support their learning.</i></p>	<p>4</p>
<p>Funded school trips £4000</p>	<p>EEF toolkit</p> <p>Residential link</p> <p><i>Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</i></p>	<p>Desire to offer wider opportunities.</p>
<p>Attendance – developed role (including addition of full time admin to allow attendance officer to work more with families) £20,000</p>	<p>Manchester City Council</p> <p><i>It is widely recognised that the educational outcomes and future life chances for children and young people can be significantly impacted upon by periods of absence and poor punctuality. Therefore we want to encourage parents to ensure that their child attends school every day and on time.</i></p> <p>Framework for securing full attendance, Updated May 22</p> <p><i>Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</i></p>	<p>3</p>

	<p><i>Create action plans in partnership with families and other agencies that support.</i></p> <p>Working Together to Improve School attendance, 2022</p> <p><i>Good attendance is a learned behaviour and the most effective schools recognise the importance of developing good patterns of attendance from the outset. Schools that have good attendance recognise that it is not a discrete but rather that is an integral part of the school's ethos and culture.</i></p> <p><i>In building a culture of good school attendance, all schools are expected to recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school.</i></p>	
<p>Release for additional communication meetings with parents £1500</p>	<p>Working in partnership with parents and carers (gov.uk)</p> <p><i>It's about working together to share knowledge, understand children's interests and discover how best to support their learning.</i></p>	4
<p>Release for additional meetings with external professionals and training £1500</p>	<p>National Council for Special Education</p> <p><i>It is important that schools have established procedures / protocols for liaising with these services and bodies in order to optimise the quality of provision for pupils with special educational needs at the individual, group or whole-school level. This is especially important for those pupils with more significant and enduring needs who benefit from a multi-disciplinary approach to identification of need and the development of interventions.</i></p>	1 4
<p>Behaviour – schools vision, values and agreed expectations and revised</p>	<p>EEF Toolkit</p> <p><i>Both targeted interventions and universal approaches have positive overall effects.</i></p>	2

<p>policy and roll-out, plus additional leadership release for behaviour lead to work with children</p> <p>£8,000</p>	<p><i>The average impact of behaviour interventions is 4 additional months over an academic year.</i></p> <p><i>It is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</i></p> <p><i>Impact seems to apply across the curriculum with slightly greater impact for maths.</i></p>	
<p>Contingency fund for acute issues</p> <p>£1000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>N/A</p>
<p>Parental workshop offer</p> <p>£1000</p>	<p>EEF Toolkit:</p> <p><i>Parental engagement strategies are typically more effective with parents of very young children.</i></p> <p><i>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips.</i></p>	<p>4</p>

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 2023 to 2024 academic year.

Intended outcome	Success criteria
<p>Strong progress measures for our Pupil Premium children in reading, writing and maths.</p>	<p>No progress measures below 0, with an aim of +0.1 in reading, writing and maths.</p> <p>January update: From end of phase to current, there are no slow progress measures in reading. Slower progress noted in maths in KS1 and Year 3, however more rapid progress is seen in Years 4, 5 and 6. Writing remains a concern: in Years 1, 2, 3 and 5 the progress is slower than their peers</p> <p>Over this year though, signs are promising. From main assessment (Years 2, 4, 5, 6), progress is more rapid than their peers. Showing 13% accelerating in reading, 8% in writing and 8% in maths in one term.</p> <p>July 24 update: Although not consistently across, there are areas where Pupil Premium progress is slower when looking from end of phase – this is more of a concern in writing.</p> <p>When looking at progress across the year, Pupil Premium progress is: +0.2 reading, +0.1 writing, +0.1 maths – which is in line with 'all children' in writing and maths and more accelerated than all in reading.</p>

<p>Increase in children working at EXS in writing across school</p>	<p>Tracking shows a small rise in numbers of PP children working at a level of EXS in writing.</p> <p>Tracking shows a small rise in numbers of PP children working from Well Below to WTS in writing.</p> <p><i>(Due to small numbers of PP children across school – plus specific needs of some of our PP children - there is no data target for this)</i></p> <p><u>Main measures:</u> Pupil Progress and Practice meeting notes shows progress of PP children working at WTS in writing.</p> <p>No progress measures below 0, with an aim of +0.1 in writing.</p> <p>Within each cohort % of expected/expected+ progress, at least the equivalent of 1 child with accelerated progress.</p> <p>January update:</p> <p>Pupil Progress notes do not show a PP theme, however writing does remain a concern.</p> <p>Since summer, 4 pupil premium children have made accelerated progress in writing</p> <p>July 24 update:</p> <p>Across academic year 23-24, 6 pupil premium made accelerated progress in writing. This led to 4 children moving from WTS to EXS, 1 from EXS to GDS and 1 from WB to WTS.</p>
<p>Sustained good behaviour choices, in line with whole school data.</p>	<p>Behaviour data report shows no disproportionate amounts of reflections for the PP cohort.</p> <p>Weekly behaviour meeting notes show discussions of amendments needed and impact of any support put into place.</p> <p>January update:</p>

	<p>Autumn's behaviour report showed no concerns regarding behaviour of our PP children when analysing group data.</p> <p>July 24 update:</p> <p>No concerns throughout the year. Only 2% of reflections in summer term were Pupil Premium children.</p>
<p>Narrowed gap between whole school attendance data and Pupil Premium attendance data.</p>	<p>Gap to narrow to 2% by summer 2024 (ready to challenge further in the next academic year).</p> <p>Half-termly attendance meeting notes show impact of any support put into place.</p> <p>Weekly behaviour meeting notes show discussions of action and support needed.</p> <p>January update: Currently there is a significant gap between Pupil Premium attendance and non-Pupil Premium attendance (9%). Attendance team have attendance management plans in place for children with low attendance (unless it is due to an extended leave or a longer absence due to illness).</p> <p>July 24 update:</p> <p>91% PP attendance data (95% all children) Specific data has been analysed and shared with Governing Board in relation to specific families, support and impact.</p>
<p>Developed love of reading across our Pupil Premium cohort.</p>	<p>Pupil voice shows the PP cohort have continued to engage with the Reading for Pleasure system.</p> <p>Reading journals show engagement by the PP cohort.</p> <p>January update:</p> <p>No disparity seen within journals.</p>

	<p>July 24 update: No disparity noted in pupil voice or book check ins</p>
<p>Strong progress over Early Years in Listening, Attention and Understanding and Speaking for our Pupil Premium cohort.</p>	<p>Progress data across Early Years shows +0.1 in both areas.</p> <p>January update: Expected progress seen in these areas. No slow progress noted.</p> <p>July 24 update: LAA +0.3 S +0.2</p>
<p>Pupil Premium children in need of pastoral support are effectively supported in the classroom and via our pastoral team and external support as appropriate.</p>	<p>Termly pastoral report shows effective support in place and impact.</p> <p>Parents understand fully what the pastoral team can offer.</p> <p>Where needed, parents have planned additional meetings with class teachers to support a further joined up approach.</p> <p>January update: Where additional meetings are in place, parents feel more informed, communication has been stronger and adaptations in the classrooms have been more meaningful.</p> <p>July 24 update: Continued strong feedback about impact.</p>