Pupil premium strategy statement

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	Ossett Southdale CE Junior School
Number of pupils in school	344
Proportion (%) of pupil premium eligible pupils	42 children (12%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2021 – July 2021
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022
Statement authorised by	Kerry Partington
Pupil premium lead	Kerry Partington
Governor lead	Pat Milner

Funding overview

Detail	Amount

Pupil premium funding allocation this academic year	£74,140
Recovery premium funding allocation this academic year	£7830
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 81,970

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1. Feedback EEF Teaching and learning toolkit (+6)	Feedback needs to provide pupils with precise strategies so that they can improve their work in lessons. Feedback needs to identify the specific knowledge and skills that pupils should learn and use next. Pupils must always have enough opportunities to respond to feedback or to collaborate and articulate their ideas, particularly co- constructing success criteria, with self and peer assessment. Feedback from pupils needs to be taken into account when planning for the next steps in learning.
2. Metacognition and self-regulation EEF Teaching and learning toolkit (+7)	Teaching needs to always develop their pupils' metacognitive knowledge, enabling pupils to plan, monitor and evaluate their learning. The teacher must always model the thinking, to help pupils develop their metacognitive and cognitive skills. Explicit instruction, modelling and classroom dialogue need to be the norm. Teaching must always focus on the essential learning that needs to take place, and not overtly focus on the task rather than the learning; teaching and learning must always take into account prior knowledge and assessment (AFL). Teachers need to ensure new learning is presented in manageable steps; teachers need to model, think aloud and prior learning needs to be continuously re-visited.
3. Mastery Learning EEF Teaching and learning toolkit (+5)	Teaching does not always support all pupils to achieve a deep understanding and competence in the relevant subject. Some teaching isn't built on prior knowledge which results in children being unable to retain what has been taught over time and connect their knowledge. The use of manipulatives, representations or 'hands on' learning isn't the norm in some subjects, particularly mathematics, which means that some children don't have a depth of understanding.
4. Phonics	A high proportion of children who have entered year 3, are unable to read fluently which puts them at a significant disadvantage. Some children need small group or 1:1 tuition, so that they can catch up

EEF Teaching and learning toolkit (+5)	quickly. The books that some children read don't always match the current level of skill in terms of phonemic awareness and their knowledge of letter sounds and graphemes. Some staff lack subject knowledge on aren't highly skilled in teaching phonics.
5. **Explicit vocabulary teaching** Why closing the word gap matters: Oxford Language Report 2018	Teachers need to become more knowledgeable and confident in explicit vocabulary teaching with structured reading opportunities that support pupils who have a vocabulary deficit. Teachers need to foster 'word consciousness' in our pupils (eg sharing the etymology and morphology of words).
6. **Reading comprehension strategies** EEF Teaching and learning toolkit (+5)	Disadvantaged pupils sometimes don't read widely and often. They can lack an understanding of their reading identity and don't necessarily choose to read. Some children will only read during school time.
7. **Small group tuition and 1:1 tuition** EEF Teaching and learning toolkit (+4 months) and (+5 months)	Disadvantaged pupils sometimes need one to one or small group tuition to improve outcomes.

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
Feedback involving metacognitive and self-regulatory approaches is the norm	• Observations of teaching will indicate consistency and clarity when teachers model their learning for children. • Pupils receive clear and actionable feedback so that they employ metacognitive strategies as they learn.

	• All staff are able to articulate the principles of effective feedback and the active ingredients. • There is a culture of high self-efficacy where a focus on practice, effort, time and input as the conditions and language for learning is the norm. Children understand the capacity of the brain as part of this learning culture. • Pupils understand how to improve their work to a higher standard because teachers make clear through feedback and co-constructed success criteria the specific knowledge and skills that they should learn and use. • Pupils and staff are clearly able to articulate the pedagogy of peer feedback to others. • Pupils are able to articulate how prior knowledge and skills apply to current new learning. • Learning is sequenced carefully and builds on prior knowledge.
Pupils use metacognitive and self-regulatory strategies independently and habitually so that they manage their own learning.	• All staff are able to articulate the principles of developing pupils' metacognitive knowledge. Attention, questioning and the rosenshine's principles can be articulated by our staff and are an integral part of teaching and learning. • Pupils understand how to improve their work to a higher standard because teachers make clear through feedback and success criteria the specific knowledge and skills that they should learn and use. • Teachers explicitly teach metacognitive and self-regulatory strategies so that children are life-long learners. • Staff experience a growing confidence in how to develop pupils' metacognitive knowledge, enabling pupils to plan, monitor and evaluate their learning. • By the end of KS2, pupils achieve above national outcomes in RWM at both expected and GDS.
Teaching is built on prior knowledge and continually revisited, which results in	• Subjects are carefully sequenced so that children gradually build on the foundations of their knowledge. • Diagnostic assessment is used to identify areas of strength and weakness.

children having a depth of knowledge over time.	• All subjects have units of work with clear learning outcomes. These subjects and units of work have key questions which children explore in depth over the unit of work; the children show a depth of understanding by being able to articulate their learning and remember what they have been taught. • Regular feedback is given to pupils so that children can master topics. • New learning is 'hands' on and manipulatives are used to secure depth of knowledge/understanding. • Children co-construct success criteria. • Teachers are skilled at modelling and explicitly breaking down new learning into manageable steps.
All our children have developed a secure understanding of the mechanics of reading so that they develop fluency and enjoyment at the earliest stage possible.	• Phonics is taught systematically and explicitly, allowing children to make connections between the sound patterns they hear in words and the way that these words are written. • Children are assessed regularly so that the phonics is matched to their current level of skill and books (which are fully decodable at this level) are readily available to allow them to practise their reading. • Reading is everybody's mission and is prioritised so that every child is a fluent and avid reader. • Reading identity and a reading spine for each year group is established and teachers and pupils promote books to each other so that children read widely and often.
All our children are explicitly taught vocabulary, enriching their knowledge and understanding of the world; this vocabulary supports their general knowledge in a range of subjects and they actively use this vocabulary in their spoken language and in their writing.	• Pupils explore vocabulary together, building on prior learning, and confidently apply this in their writing. • Teachers are skilled at teaching vocabulary through a range of techniques, including exploring the etymology of a word, looking at examples and non-examples. • Children can remember the vocabulary taught and can use this in spoken language. • Modelling is well considered and every opportunity is taken to debate, recall prior learning and answer in full sentences.

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: £ 36,470

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback: what works and why – CPD led by Shirley Clarke	'Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.' EEF teaching and learning toolkit (+6 months)	1 & 2
Metacognition and self-regulation – CPD	'The potential impact of metacognition and self-regulation approaches is high (+ 7 months additional progress). Such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.' EEF teaching and learning toolkit	1&2
Development of ECT and teachers new to the profession	'Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.' Early career framework	1, 2, 3, 4, 5 & 6
Curriculum and mastery learning CPD	'A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.' EEF (+5 month additional progress).	3

| Teaching and learning CPD on closing the vocabulary gap | 'In schools, it underpins progress, impacts on attainment throughout primary and secondary years, affects self-esteem and behaviour and plays a huge role in a child's future life chances. Without enough language – a word gap – a child is seriously limited in their enjoyment of school and success beyond.' Why closing the word gap matters Oxford Language report.2018

'Being in a word-poor context at a young age can have far-reaching negative consequences for our children. A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and wellbeing as an adult.' Closing the vocabulary gap – Alex Quigley | All 3, 5, & 6 |

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 targeted small group tuition in RWI & KS2 targeted small group tuition in Fresh Start	'Phonics has a positive impact overall (+ 5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds' EEF (+ 5 months) 'Those who fail to learn to read early on, often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer. Keith Stanovich and others applied the term to the idea that, in reading, the rich get richer and the poor get poorer. Most of them will catch up if they receive a few months of intensive individual or small-group teaching; they should not need this extra support indefinitely.	7

	School leaders and special educational needs co-ordinators in primary and secondary schools must take responsibility for making sure all these pupils make rapid progress. 'DFE reading framework July 2021	
Success@Arithmetic: Calculation programme for Year 4-6	'Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.' EEF (+ 4 months) 'Over 13,000 pupils in Years 3 to 11 have been supported by Success@Arithmetic in 2,000 schools. • They made an average Number Age gain of **14.5 months in 4 months** – over 3 times the expected progress.' Edge hill university website	7

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

Budgeted cost: £ 25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support for identified families with strategies for parenting, behaviour management, attendance, trauma, broken families,	'Social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.' EEF September 2019	1, 2, 3, 4, 5, 6, 7

sleep, nutrition, and safeguarding so that PP pupils are ready for learning, able to access academic work and make good or accelerated progress.		
Provide additional social and emotional support for PP pupils to improve learning behaviours, social skills, confidence and independence. PP pupils are ready for learning, able to access academic work and make good or accelerated progress. Support with uniform, support with enrichment in the curriculum and for children who are isolating.	*'Social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.' EEF September 2019*	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £ 81970

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.

Number of Pupil Premium children = 16 of which 25% were SEND

Outcomes from Teacher Assessment	EXS	GDS
Reading	69%	19%
Writing	88%	25%
Maths	63%	19%
Combined	63%	13%

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
Success at arithmetic	Edge Hill University