

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	339
Proportion (%) of pupil premium eligible pupils	40 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022 (with interim reviews termly)
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	£55270
Recovery premium funding allocation this academic year	£ 4785
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	£60,055

Part A: Pupil premium strategy plan

Statement of intent

At Southdale, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure disadvantaged pupils are challenged in the work that they're set. 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 EEF Teaching and learning toolkit (+5)	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 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.
8. Attendance	A very small number of families have a sufficient number of absences to count as 'persistent absence.' These children, and their families, need support to embed a routine of every day school attendance

9. Supporting pupils' social, emotional and behavioural needs	Some children have suffered significant bereavement, and some can find it difficult to identify and manage their feelings. Some children lack resilience and need additional support and some have experiences many ACEs. Children need to be given the opportunities on how to cope with these difficulties and access a full range of experiences.
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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. Statements will be RAG rated at the end of every academic year. Yellow highlights refer to actions that have been started and are continuing to develop for the 2022-2023 academic year.

Intended outcome	Success criteria
Feedback involving metacognitive and self-regulatory approaches is the norm	<ul style="list-style-type: none"> • 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.

<p>Pupils use metacognitive and self-regulatory strategies independently and habitually so that they manage their own learning.</p>	<ul style="list-style-type: none"> • 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.
<p>Teaching is built on prior knowledge and continually revisited, which results in children having a depth of knowledge over time.</p>	<ul style="list-style-type: none"> • 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. • 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.
<p>All our children have developed a secure understanding of the</p>	<ul style="list-style-type: none"> • 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.

<p>mechanics of reading so that they develop fluency and enjoyment at the earliest stage possible.</p>	<ul style="list-style-type: none"> • 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.
<p>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.</p>	<ul style="list-style-type: none"> • 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: £ 26, 716

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Feedback: what works and why – CPD led by Mr P - ICT on how to enhance feedback using technology £3281</i>	<i>‘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)</i>	1 & 2
<i>Metacognition and self-regulation – CPD – embed CPD from last year 15 hours 1184.05</i>	<i>‘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</i>	1&2
<i>Development of ECT and teachers new to the profession 30 hours £2366.10</i>	<i>‘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</i>	1, 2, 3, 4, 5 & 6
<i>Curriculum and mastery learning CPD £4732.20</i>	<i>‘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).</i>	

<p><i>Teaching and learning CPD on closing the vocabulary gap - - embed CPD from last year</i> 5 hours £394.35</p>	<p><i>'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.'</i> Why closing the word gap matters Oxford Language report.2018</p> <p><i>'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.'</i> Closing the vocabulary gap – Alex Quigley</p>	<p>All 3, 5, & 6</p>
<p><i>Further develop and embed a consistent approach to phonics teaching.</i> £4760</p>	<p><i>DfE requirement for effective delivery of early reading and phonics. Phonics teaching +5 on EEF teaching and learning impact score.</i></p>	<p>4</p>

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

Budgeted cost: £7951

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>KS2 targeted small group tuition in RWI & KS2 targeted small group tuition in Fresh Start</i></p>	<p><i>'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)</i></p> <p><i>'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</i></p>	<p>4 and 6</p>

	<p><i>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.</i></p> <p><i>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</i></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 25,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide additional support for identified families with strategies for parenting, behaviour management, attendance, trauma, broken families, sleep, nutrition, and safeguarding so that PP pupils are ready for learning, able to access academic work and make good or accelerated progress.</i></p>	<p><i>'The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.'</i> EEF September 2019</p>	<p>8 & 9</p>
<p><i>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</i></p>	<p><i>'Social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance.'</i> EEF September 2019</p>	<p>8 & 9</p>

<i>with uniform, support with enrichment in the curriculum and for children who are isolating.</i>		
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Total budgeted cost: £ 60,017

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 2021 to 2022 academic year.

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

Outcomes from Teacher Assessment	EXS	GDS
Reading	75%	42%
Writing	75%	17%
Maths	75%	25%
Combined	75%	17%