

# Pupil premium strategy statement 2019-22

## School overview

Metric	Data
School name	St Osmund's Middle School
Pupils in school	730
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£107,000
Academic year or years covered by statement	2019-22
Publish date	November 2019
Review date	November 2020
Statement authorised by	Saira Sawtell
Pupil premium lead	Lynda Staddon
Governor lead	Julia Benson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.16
Writing	-3.99
Maths	-2.68

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard or higher at KS2	35%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Quality first teaching - Ensure all relevant staff (including new staff) have received training for metacognition
Priority 2	Continue to embed Teaching for Mastery in maths across all year group
Priority 3	Lexia – to diagnose and remedy, so all PP pupils are able to reach ARE in reading and writing and PP/SEND children make accelerated progress towards this
Priority 4	Develop the role of PP learning mentor and embed this

	throughout the school.
Barriers to learning these priorities addressed	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£50,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve closer to national average progress scores in KS2 Reading	September 2020
Progress in Writing	Achieve closer to national average progress scores in KS2 Writing	September 2020
Progress in Mathematics	Achieve closer to national average progress scores in Mathematics	September 2020
		September 2020
Other	Improve attendance of disadvantaged pupils to match school attendance (96.5%)	September 2020

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed use of Lexia across all year 5-7 to increase reading for pleasure and ensure all pupils are at ARE and SEND/PP are making accelerated progress
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness
Projected spending	£20,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	More PP pupils achieve greater depth in line with non PP
Priority 2	PP/SEND pupils have improved ATL, attendance and attainment. Gap between non PP/SEND and PP/SEND is reduced
Priority 3	Improve attendance of disadvantaged pupils to match non PP pupils across the school
Priority 4	Parental engagement – to increase attendance at PCE and engagement in independent learning at home.
Priority 5	To increase the cultural capital of PP pupils. To provide financial support for curricular, extra-curricular and

	residential activities.
Barriers to learning these priorities address	Improving attendance, readiness to learn and reading ages for the most disadvantaged pupils, parental engagement
Projected spending	£20,000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time, guidance and support is given to allow for staff professional development. TA training and skill development	Use of INSET days. TLCs, learning walks and lesson observations. Additional cover being provided for SL. External courses and training disseminated to all staff
Targeted support	Ensuring enough time for Lexia and school maths-lead to support small groups. Skills and areas for development linked to class teaching	Lexia time is prioritised and met. ICT suite used and second member of staff employed p/t. Extra lessons delivered consistently. Lexia prioritised at HMWK club and Lexia specific after school club offered. Pupils identified and progress monitored closely. Year 7 catch up pupils prioritised.
Wider strategies	Engaging the pupils and families facing most challenges.  Cultural capital increased	Working closely with transition mentor and first schools. PP learning mentor and PP social evenings to break down barriers.  ECC, school trips and residential activities uptake monitored and access supported
PP learning mentor	To ensure that LM provides well targeted support for PP pupils both inside and outside the classroom and also their families. To be able to respond to teachers requests for short term additional support for PP pupils.	Clearly defined role. Working more closely with families to build relationships. To provide more holistic individualised support.

## Review: last year's aims and outcomes

Aim	Outcome
Quality first teaching	Steady improvement. List of non-negotiables drawn up. Pupils are becoming more active learners and expectations of readiness to learn and behaviour have increased
Lexia	Introduced but not embedded. Few pupils were achieving time targets and therefore their progress has been slower. Use of ICT

	suites to deliver Lexia from Sept 2019
Maths mastery KS2	Introduced and continues to be embedded. Improvement in KS2 results although PP progress still shows a significant gap compared to non PP
Attendance	Steady improvement in disadvantaged pupil attendance from 2018 to 2019. On track towards aim.
Behaviour policy and attachment aware school.	Introduced and continues to be embedded. Focus on ready to learn and relationships to increase attainment
Progress in reading and writing	KS2 results were disappointing. New KS2 English lead Sept 2019, curriculum review.
Progress in maths	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Feedback and marking	New policy introduced and whole class feedback and live feedback prioritised
Collaborative learning and oracy	Verbal sentence answers expected, no hands up. Opportunities for 'pupil talk' expected in all lessons
Hmwk and breakfast club	Numbers are increasing for breakfast club. Hmwk club, pupils are targeted based on better monitoring using SIMS
STEM	STEM opportunities focused on PP pupils in year 7&8.
ELSA	Reduction in ELSA hours. This is an area of focus
Direct funding	Much more clarity and consistency for Ever 6 PP and FSM for curricular and extra-curricular activities. Funding used to increase and enhance cultural capital (e.g. funding available for 1 residential trip in each KS)
Parental engagement	SIMS parent app introduced. 600 parents have signed up PP social evenings have been a great success Priority given to PP parents to book for PCE. Increased attendance at PCE but this is still work in progress.