

Pupil premium strategy statement - St Oswald's Catholic Primary School 2019/20

1. Summary information					
School	St Oswald's Catholic Primary				
Academic Year	2019/20	Total PP budget	35,320	Date of most recent PP Review	
Total number of pupils	209	Number of pupils eligible for PP	25	Date for next internal review of this strategy	October 2020

2. Current attainment KEY STAGE 2 OUTCOMES		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	1/1 100%	22/29 76%
% achieving expected level in reading	1/1 100%	24/29 83%
% achieving expected level in writing	1/1 100%	26/29 90%
% achieving expected level in maths	1/1 100%	26/29 90%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Poor Language, Communication and phonic knowledge, Speech and Language difficulties in EYFS and KS1
B.	Low number of prior high and middle attaining PP children reaching Greater Depth
C.	Low number of girls reaching Greater Depth in Mathematics in KS1 and KS2
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of homework/ reading support/ learning routines for some PP at home
E.	Personal, Social and Emotional difficulties

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved communication, language and phonics impacting on EYFS GLD, PHONICS and KS1	All PP pupils in EFYS YR1 and Yr2 achieve GLD, YR1 phonics and Yr2 ARE
B.	More PP children reaching Greater Depth across KS2 in Reading, Writing and Mathematics	Increased number of PP children achieve at GD matching non PP children GD
C.	Increase the knowledge, skills and confidence, particularly amongst girls, to achieve highly in Mathematics	Children have confidence to achieve highly
D/E.	Children resilient and balanced personally and socially to achieve ARE in Reading, Writing and Maths	Maintain the high number of PP children achieving ARE in reading, writing and maths. Children have positive learning behaviours and achieve challenging targets

5. Planned expenditure

Academic year

2019/2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Comprehension skills	Embed reading strategies from whole-school reading review	Based on EEF research: reading comp strategies, small group tuition and 1:1 tuition. Need to raise the standards of reading throughout the school with a focus on improving comprehension and higher reading skills. Children are lacking stamina in reading, have limited experiences of reading a wide range of reading materials and have poor inference and deduction skills.	Key priority of School Improvement Plan Continuous monitoring and evaluating progress Additional resources purchased: inference and class reading CPD throughout 2019/20	HT SLT and English Lead	Summer term 2020
Secure phonics Knowledge	To ensure continuity in the teaching of Phonics within EYFS and KS1	EEF research: Phonics intervention, 1:1 intervention and small group tuition. To ensure a strong foundation in phonics is embedded by the end of KS1 to impact positively on reading standards in KS2 and allow the focus on comprehension and not decoding.	Continued staff training and CPD in 2019/20 with a focus on new Teaching staff in Y1 Continuous monitoring and assessment of phonic knowledge	EYFS Lead	Summer term 2020
Improved reasoning skills in Mathematics	Provide increased opportunities for children to use and apply their mathematical skills to problem solving and reasoning. To provide small group sessions to improve confidence in mathematics.	EEF research: small group sessions, 1:1 tuition and recall of previously taught objectives.	Continuous monitoring and evaluating. Tracking of progress and attainment.	Maths Lead, HT and SLT	Summer term 2020
Total budgeted cost					£19,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved CLL, listening and Phonics skills	Speech & Lang programmes 1:1	EEF: small group tuition. Improved CLL, listening and phonics skills to enhance reading and writing attainment	Review of timetable and T and TA training	EYFS Lead	Ongoing /half termly
Improved accuracy and comprehension skills	1:1 precision teaching inference intervention	EEF: small group 1:1 for accelerated gains	Staff training, monitoring and tracking pupil progress. TA and Teacher time to deliver	English Lead TA	Ongoing/ half termly
Improved personal, social and emotional intelligences. Raise self-esteem	1:1 and group nurture sessions. Monitoring of vulnerable children.	EEF: Arts participation, behaviour interventions and social & emotional learning.	Pupil conferencing and pupil voice; behaviour logs; review of parental meetings and complaints	AHT and SENDCo	Summer 2020
Total budgeted cost					£11,800
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Access to trips/visits including residential trips	To ensure all children are able to attend school trips and visits.	The learning opportunities from trips and visits to reinforce and enhance learning for children from vulnerable families.	Liaise with families and the Office Manager	Office Manager/HT	July 2020
Additional homework, additional pre-school and after-school support	Homework club to provide weekly support	Additional support will aid children's progress and attainment	Teachers to liaise with parents of children Targeted for support to ensure work is appropriate and matched to need including children working at GD.	HT/AHT/sup ply	Summer term 2020
Improved active opportunities daily	Increase to participation of children in after school provision and The Daily Mile	In addition to the benefits to physical health the children will be able to access their learning in a calm, focus, approach with increased confidence.	Monitoring uptake and engagement weekly and half termly.	Class Teachers	Summer 2020
Rapid identification and support for children with SEND issues	Early identification of pupils needs and support accessed quickly for children with needs	To ensure learning time is not lost and the available time is used productively to ensure the curriculum is accessed and work is matched appropriately to children's needs.	Engagement with appropriate support agencies, educational psychologists and educational consultants.	HT/ SENDCo	Spring and summer term 2020
Total budgeted cost					£4,520

6. Review of expenditure				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Raised attainment ARE in R, W, M and phonics above national	Additional teaching 1;1, small groups	Attainment remained high and above Local and National in RWM KS1 and KS2 and YR1 Phonics. Attainment has been maintained over the last 3 years above Local and National.	Additional Teaching support impacted on attainment and progress and will continue throughout 2019/20	£26,900
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve Reading skills - comprehension	Small group comprehension work support	Attainment in reading in KS1, KS2 ARE and GD remained above local and National.	Continued whole school monitoring of teaching of reading for consistency of practice.	£6,400
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to receive Nurture Group support.	Two Nurture groups set up in KS1 and KS2.	Nurture Groups established and children supported. Pupil voice is positive. Parent voice positive regarding support offered to children.	Further development needed for consistent support to be offered to children.	

7. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p> <p>Attainment over the last 3 years below:</p>

Attainment Improvements

2017	2018	2019	2017	2018	2019
GLD 84%	GLD 80%	GLD 68%			
Phonics 90%	Phonics 93%	Phonics 86%			
KS1					
Reading 77%	Reading 90%	Reading 84%	Reading GD 27%	Reading GD 37%	Reading GD 35%
Writing 77%	Writing 90%	Writing 81%	Writing GD 13%	Writing GD 20%	Writing GD 23%
Maths 83%	Maths 83%	Maths 84%	Maths GD 23%	Maths GD 40%	Maths GD 21%
RWM 70%	RWM 83%	RWM 81%	RWM GD 10%	RWM GD 20%	RWM GD 13%
KS2					
Reading 73%	Reading 90%	Reading 80%	Reading GD 23%	Reading GD 37%	Reading GD 33%
Writing 90%	Writing 93%	Writing 90%	Writing GD 20%	Writing GD 33%	Writing GD 37%
Maths 83%	Maths 90%	Maths 90%	Maths GD 23%	Maths GD 27%	Maths GD 20%
RWM 66%	RWM 83%	RWM 77%	RWM GD 13%	RWM GD 17%	RWM GD 7%

