

Pupil premium strategy statement - St Oswald's Catholic Primary School 2020/21

1. Summary information					
School	St Oswald's Catholic Primary				
Academic Year	2020/21	Total PP budget	38,970	Date of most recent PP Review	October 2020
Total number of pupils	209	Number of pupils eligible for PP	26	Date for next internal review of this strategy	November 2021

2. Current attainment KEY STAGE 2 OUTCOMES (attainment reported is from 2019 SAT results, no SAT results for 2020 and 2021)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths (2019)	1/1 100%	22/29 76%
% achieving expected level in reading (2019)	1/1 100%	24/29 83%
% achieving expected level in writing (2019)	1/1 100%	26/29 90%
% achieving expected level in maths (2019)	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 performing at the higher levels and reaching Greater Depth
C.	Low number of girls performing at the higher levels and reaching Greater Depth in Mathematics in KS1 and KS2
External barriers (issues which also require action outside school, such as low attendance rates)	
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
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5. Planned expenditure					
Academic year	2020/2021				
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 2020/21	HT SLT and English Lead	Summer term 2021
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 2020/21 with a focus on new Teaching staff in Y1 Continuous monitoring and assessment of phonic knowledge	EYFS Lead	Summer term 2021
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 2021
Total budgeted cost					£20,250

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 2021
Total budgeted cost					£13,000
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 2021
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/ supply	Summer term 2021
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 2021
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 2021
Total budgeted cost					£5,720

6. Review of expenditure				
Previous Academic Year		2019/2020		
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	In 2019 attainment remained high and above Local and National in RWM KS1 and KS2 and YR1 Phonics and had been maintained above Local and National over the last 3 years. However due to the pandemic and no national assessments taking place in schools no national comparisons can be made.	Additional Teaching support impact was limited due to lockdown and children working remotely. Additional small group work will be required in 2020/21 to fill additional needs and gaps in learning due to the large amount of learning time in school lost due to the lockdown.	£26,730
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	2019 attainment in reading in KS1, KS2 ARE and GD remained above local and National. However no national comparisons can be made due to the pandemic and no national assessments taking place due to the pandemic. Additional reading comprehension materials were provided for pupils to support learning and progress.	Due to the learning time in school lost due to the pandemic lockdown there was a necessary shift in the focus from small group work to additional reading resources. The additional materials helped to keep the focus on developing skills in reading comprehension and will continue to be used in 2020/21. Continued whole school monitoring in 2020/21 of the teaching of reading will be required to ensure consistency in practice.	£6,240
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.	Autumn term nurture group support was showing early signs of having a positive impact, confirmed by pupil and parent voice and staff observations and monitoring of children. However impact was short lived as in the spring term children were out of school due to the pandemic. Regular remote contact was maintained during lockdown with children.	Further development needed for continued nurture support to be offered to children in 2020/21.	£2,350

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

**National SATS
did not take
again in
England in
2020.
Attainment
over the last 3
years below:**

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