

# Pupil premium strategy statement

## School overview

Metric	Data
School name	St Oswald's CE Primary School
Pupils in school	183
Proportion of disadvantaged pupils	52
Pupil premium allocation this academic year	£85,000
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	
Pupil premium lead	Alison Taylor
Governor lead	Calli-Essex Brookes

## Disadvantaged pupil progress scores for last academic year

Measure	Score: KS2		KS1	
Reading	PP +2.4	FSM +3.6	PP -10%	FSM -10%
Writing	PP +0.5	FSM +0.5	PP -39%	FSM -39%
Maths	PP -0.9	FSM +0.3	PP -28%	FSM -28%

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	PP 63% FSM +3.6
Achieving high standard at KS2	0% 0%
Measure	Activity
Priority 1	All subject leads undergo CPD in order to ensure quality first teaching is embedded across the whole of the curriculum
Priority 2	All staff receive training in spelling, reading and vocabulary strategies
Barriers to learning these priorities address	P1 Teaching is effective in all areas and the English focus is consistently applied and expected in all contexts. P2 Low levels of understanding and communication.
Projected spending	£2500 English Lead and subject lead support, training and access to CDP

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	KS1: Improve pupil progress in % expected standard closer to the national expectation (currently -10%) KS2: To maintain progress scores (currently above national progress)	September 2021
Progress in Writing	KS1: Improve pupil progress in % expected standard to narrow the gap closer to the score of 'all pupils' (currently -39%, all pupils -14%) KS2: To further improve progress scores (currently above national progress)	September 2021
Progress in Mathematics	KS1: Improve pupil progress in % expected standard to narrow the gap to be closer to the score of 'all pupils' (currently -28%, all pupils -9%) KS2: To achieve national average pupil progress scores.	September 2021
Phonics	To achieve national standard.	September 2021
Other	Improve attendance so that disadvantaged children reach 96% or above	September 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure relevant teaching staff and teaching assistants receive training to deliver phonics effectively
Priority 2	Teacher led PP groups for disadvantaged pupils falling behind age-related expectations in English or Maths
Barriers to learning these priorities address	P1 Staff are able to identify need and deliver targeted programmes. P2 PP children have specific gaps in learning that class teachers will be able to address
Projected spending	£51520.00 providing high quality teaching assistants to deliver phonics and PP Programme

### Wider strategies for current academic year

Measure	Activity
Priority 1	Staff members access Trauma Informed School training and disseminate to all staff

Priority 2	Attendance Officer/Pastoral Lead supports families with attendance and/or well-being issues
Barriers to learning these priorities address	P1 Poor behaviour as a result of trauma effects learning. P2 Poor attendance prevents readiness to learn and creates mental health issues.
Projected spending	£7789.00 contribution towards the Pastoral lead salary. £5632.00 Contribution towards the SENCO salary £11890.00 Contribution towards the salaries of the TAs trained to deliver Trauma Informed School

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	For all staff to have time to fulfil the programme requirements for subject leads;  to have time to discuss and review new English strategies	Use of staff meetings, cover by TAs and creative approach to monitoring;  Use of staff meetings and other times for professional discussion supported by Literacy Lead.
Targeted support	That there is appropriate external training available including for TAs;  PP groups have a separate planned programme of work that is focused on closing gaps in learning	Support of DoWMAT to access training. TAs receive training from Early Years Lead;  SENCo monitors PP groups and the curriculum offer
Wider strategies	Staff members accessing training are away from their daily roles thus reducing the capacity of the school to function normally. Also, implementing the programme result in time taken out of other curriculum areas for the children;  Persistent absentees and those taking holidays are particularly hard to engage.	Creative approach to cover for staff involved in training. Liaison between the class teacher, SENCo and TIS lead to ensure children are not missing other valuable learning opportunities that are class based;  Signposting families to Early Help, working with the High Schools and other external agencies.

### Review: last year's aims and outcomes

Aim	Outcome
To reduce exclusions and behaviour incidents	Exclusions were less at the end of July 2019 compared with the end of July 2020 (13 sessions less.) Behaviour logs show reduced incidents following support of SLT with 'Team around the Class'
PP children make good progress at the end of KS2	Pupil progress % expected standard in R W M for pupil premium is +8%, non pupil premium is 0%
Children will have broad experiences within the curriculum	Increased number of trips and external visitors.

	Teachers mindful of engaging the children through a variety of strategies which improved quality first teaching.
Vulnerable children will be supported to access the curriculum	Families supported through Early Help and our Pastoral Lead which engaged reluctant learners. Robust safeguarding procedures in place to identify need and address issues quickly and effectively.

**Other expenditure: trips, uniform, Ed Psychologist etc**