

1. Summary Information					
Academy Name	St Oswald's CE Primary School				
Current Academic Year	2019-2020	Total PP budget	100880	Date of most recent PP review	February 2019
Total Number of Pupils	185	Number of pupils eligible for PP	49* (budget from 18/19 68 + LAC)	Date for next internal review of this strategy	September 2019

Total number of pupils		Number of pupils eligible for PP	% of pupils eligible for PP
Year 6	26	7	27%
Year 5	24	9	38%
Year 4	24	7	29%
Year 3	30	11	37%
Year 2	27	9	33%
Year 1	30	5	17%
Year R	23	1	4%
<b>Total</b>	185	49	26%

\*This is likely to increase as the yr progresses

2. Attainment July 2019			
Key Stage 2			
30 pupils: 16 PP (53%), 14 nonPP (47%)	PROGRESS (non Disadv)		
Progress score in reading at KS2	<b>-1.0 (+0.8)</b>	% achieving in reading at KS2	<b>56%</b>
Progress score in writing at KS2	<b>-2.4 (+2.9)</b>	% achieving in writing at KS2	<b>53.3%</b>
Progress score in maths at KS2	<b>+0.5 (+0.4)</b>	% achieving in maths at KS2	<b>60%</b>

Key Stage 1	% achieving ARE in reading, writing and maths at KS1	ATTAINMENT (non Disadv)
31 Pupils: 11PP 35%		
PP pupils achieving the expected standard in reading at KS1	27%	55%
PP pupils achieving the expected standard in writing at KS1	45%	65%
PP pupils achieving the expected standard in maths at KS1	27%	65%

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In school barriers

A.	Exclusions: School data shows that children who are eligible for PP are at a greater risk of exclusion thus leading to missed learning.							
	Fixed Term Exclusions	Number of children	Gender	PP	Non PP	PP + SEND	PP + Safeguarding	
	2018-19	5	3	2 boys, 1 girl	3/3	0/3	1/3	3/3
	2017-18	11	5	4 boys, 1 girl	5/5	0/5	2/3	3/5
	2016-17	3	3	1 boy, 2 girls	2/3	1/3	2/3	2/3
B.	SEND: School data show that around 50% of children eligible for PP have additional needs requiring support from other agencies such as SALT, LST and Educational Psychologist. This additional factor can have a detrimental effect creating a significant barrier to accessing learning.							
C.	Limited life experiences: Some children eligible for PP are hindered in their learning, both in progress and attainment due to their limited life experience and lack of school readiness. End of KS2 data 2018/19 indicates that in both reading and writing children eligible for PP performed significantly less well than children who aren't eligible (Reading scaled score – 98.8 PP vs 105.3 non PP, Writing scaled score (FFT) – 94.5 PP vs 105.5 non PP).							
D.	Vulnerability – 85% of children eligible for PP come from vulnerable backgrounds. This has an impact on school readiness, mental health, self-esteem, resilience in learning, managing behaviour, and long term aspirations and expectations.							

#### External barriers

E.	Vulnerability (Safeguarding): School data shows that a significant proportion of children eligible for PP have safeguarding concerns and this can have a detrimental effect on both attainment and progress. These families require regular and ongoing support from school.													
	Year	LAC	Safeguarding Files	PP	Non PP	School Logged Concerns	School Form 1	Op. Encompass	Concerns raised -open cases.	Formal Referrals –	CP	CIN	WHP	Homestart

	2018-19	6	75 Families/ 98 children (52%)	50%	50%	113	16	7	23	6	0*	4	2*	1	
F.	Attendance inc. Persistent Absence. Social circumstances around some children eligible for PP mean that their attendance levels can fluctuate. Term time holidays are often taken because cost is a factor for some families eligible for PP.														

4. Desired Outcomes 2019-2020		
	Desired outcomes and how they will be measured	Success Criteria
A.	<ul style="list-style-type: none"> <li>Overall exclusions figure will reduce. Exclusions data will show this.</li> <li>Incidents that could lead to exclusion will reduce. Behaviour logs will show this.</li> <li>Children eligible for PP will receive additional support so that they are not at risk of exclusion. Intervention schedule will show this.</li> </ul>	<p>Levels of exclusions are reducing – if not reducing then a clear support plan for children at risk of exclusion is in place.</p> <p>Leaders are clear when fixed term exclusion is used and how it relates to the behaviour policy of the school.</p> <p>Children eligible for PP will receive support in the management of their behaviour.</p>
B.	<ul style="list-style-type: none"> <li>Children, regardless of their additional educational need will, make progress from their individual starting points. End of KS data will demonstrate the progress these children are making.</li> <li>Where additional intervention is used, it is measured and the benefit clear for all to see.</li> <li>Quality first teaching is used effectively to ensure that all learners make progress from their starting points.</li> </ul>	<p>Children regardless of their starting point make good progress towards their targets and achieve their potential</p> <p>Any interventions are value for money and must show demonstrable impact in pupil progress</p> <p>Whole class teaching takes into account all learners and allows them to receive QFT teaching.</p>
C.	<ul style="list-style-type: none"> <li>Curriculum developments will allow for increased experiences for all children and especially impacting on those children eligible for PP – Outcomes will be measured by performance data.</li> </ul>	<p>Children will use their wider knowledge to inform learning. They will use experiences such as residential trips to build self confidence and resilience.</p> <p>Children will use first hand experiences to reinforce curriculum content and have richer experiences to draw from.</p>

D.	<ul style="list-style-type: none"> <li>Vulnerable children will be supported to access the curriculum regardless of their situation – this includes support for their mental health, school readiness, resilience when facing challenges, etc.</li> </ul>	<p>Children will have access to quality support whether it be from an academic or social and emotional perspective</p> <p>The Thrive programme will be implemented so that children have access to high quality support to address the vulnerabilities that present themselves in behaviours exhibited in school.</p>
E.	<p>All Children will be supported through robust safeguarding procedures and their additional needs resulting from their vulnerabilities.</p> <p>Increase Attendance in all PPG groups so that they are more in line with their non PPG Peers</p>	<p>Safeguarding processes will be robust, where children are vulnerable their learning outcomes will be maintained. Children will be safeguarded</p> <p>Attendance levels for pupils eligible for PP will be monitored and analysed and action taken to increase them so that they are in line with their non-pp peers</p>

5. Planned Expenditure 2019-2020	
Total PP Budget	£100880.00
Additional funding from academy budget	£0.00
Total proposed spend for the academic year 2019-2020	£100880.00

6. Planned Strategies 2019-2020					
A. 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

<p>Continue to address and remove barriers to learning. Higher rates of progress across all year groups from individual starting point for children eligible for PP</p>	<p>Quality first teaching – all teachers are a teacher for all children. Children will have the benefit of high quality teaching regardless of individual need.</p> <p>Targeted teaching to pre-teach, identify and plug misconceptions and to teach mastery skills to accelerate progress towards ARE and GD.</p> <p>Develop further role of Thrive in School. Targeted groups of children in Y5 currently undergoing Thrive intervention</p> <p>Use of Teaching Assistants to support pastoral needs in class and provide key opportunities to feedback key misconceptions as they happen.</p> <p>Curriculum developed so that it include opportunities to broaden the horizons and life experiences of all children</p>	<p>QFT enables all pupils to learn regardless of their starting points</p> <p>Time is given for Class teachers to implement preteach groups.</p> <p>Thrive is a specific way of working with children to develop their emotional well being and enabling them to have the skills to succeed in life. They become more self-confidence, capable and adaptable. It also addresses any troubled or troubling behaviours providing a firm foundation for academic attainment</p> <p>Teaching assistants are vital in providing support to enable children access their learning and are a key person in the class to</p>	<p>Monitoring of teaching – book looks, lesson ob, pupil conferencing to ensure pitch, match and differentiation Regular pupil progress meetings – Cohort action plan</p> <p>Involvement of SENDCO</p> <p>Thrive is run by Pastoral lead</p>	<p>HT SENDCO</p> <p>Pastoral Lead</p>	<p>Pupil Progress meetings Data analysis</p> <p>End point data reviews from Thrive</p>
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		ensure that children are ready to learn			
<b>B.</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
Increased attendance for pupils eligible for PPG and decrease in the amount of unauthorised attendance for children eligible for PPG	<p>Pastoral Lead continue to monitor and implement actions required to improve low attendance</p> <p>Staff to support and help parents who are having difficulty getting children to school</p> <p>Impact will be monitored closely and attendance % of school is to be higher than 96%</p> <p>Identified pupils and families to increase their attendance to enable the</p>	<p>Improve attendance for targeted children who are persistent or poor attendees and therefore improving their performance at school. A high proportion of persistent poor attendees qualify for pupil premium payments.</p>	<p>Pastoral Lead to monitor attendance</p> <p>Tracking attendance every 6 weeks.</p> <p>Pastoral Lead to communicate with and support identified families.</p> <p>School to highlight the importance of attendance and offer support and encouragement as appropriate.</p>	<p>HT</p> <p>Pastoral lead</p>	<p>Half termly</p> <p>Gov scrutiny</p>

	pupils to make improved progress in learning				
<b>C.</b>					
<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation</b>
Increase the support for children who are eligible for PPG and who the school deem as vulnerable – so that they make progress and attainment increases so that it is more in line with ARE	<p>Development of Thrive so that it works across the school</p> <p>Development of role of Pastoral lead so that it takes in account pupils mental wellbeing</p> <p>Work with external agencies to signpost parents and carers to support alternate to school</p> <p>Consistently, robustly and methodically continue to refine safeguarding so that it remains a strength of the school – ensuring that families and pupils</p>	<p>See above re: Thrive</p> <p>Pupils wellbeing is key to them being able to access the curriculum and develop skills for later life</p> <p>School can't do everything for all parents so working with external agencies is vital</p> <p>Many children who are eligible for PPG are also very vulnerable. These children also often have low attendance and are missing key aspects of knowledge or the time to</p>	<p>See above re: Thrive</p> <p>See above re: Pastoral Lead</p> <p>Monitor the impact of work with external agencies such as WHP and Family Learning</p>	HT Pastoral Lead DSL	<p>DoWMAT safeguarding review</p> <p>Attendance monitoring</p>

	have the support they need in time of crisis.				
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7. Review of PP Expenditure: Previous Academic Year 2018-2019				
A. Quality of Teaching for All				
Desired outcome	Chosen action / approach	Estimated Impact:	Lessons Learned	Cost
<b>Progress and attainment for children eligible will increase so that the gap is narrowed</b>	Pupil Premium targeted intervention: Class teachers pre-teach, focus on misconceptions and a mastery approach so children make accelerated progress. (1:1 or small group)	Data at the end of KS2 indicate that children eligible for PPG made at least good progress from their starting points Children are more confident and resilient learners who are ready to learn	Groups were altered considerably over the year and this worked well as children were only in the group if they needed it. This needs to happen this year again.  Reassess PPG groups – high cost activity for a small group of children Could class teacher time be better with the whole class?	£8150.00
<b>Children who are eligible for PPG and who are not at ARE will make accelerated progress</b>	Small group interventions for targeted Pupil Premium children to accelerate progress and/or meet SEND needs.	Individual pupil Data at the end of KS2 indicate that children eligible for PPG all made at least expected progress from their starting points	Not all children who had the small group PPG groups made adequate progress.	£12430.00

Reduce the impact of the external factors that negatively affect our children.	TA support to remove barriers to learning, meet individual needs, accelerate progress and to provide pastoral support	Overall exclusions are down considerably from previous years. Children are engaged and ready to learn. There are less incidents of learning being missed	Budget issues mean that not all classes have a TA . Priority is given to those classes that have a high need.	£45775.00
<b>B. Targeted Support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons Learned</b>	<b>Cost</b>
Increase engagement of families in the learning of their children	Family Learning -	Pupil and Parental engagement dramatically increased. 2 Parents have taken up further education as a result of this course	This isn't sustainable if it is run by school. External support still needs to be used.  How can this reach more parents/families as it is fairly limited impact due to the small number of families who completed the workshops	£1200.00
Address the wellbeing and pastoral needs of pupils who are vulnerable to not achieving	Introduction of Thrive approach	Previous challenging cohort targeted for this approach. Pupils are very different and more able to cope with the demands of the curriculum and just being a pupils in school who is interacting with other people. Incidents dramatically reduced	Thrive is very expensive – is there an alternate or could the school adopt an approach using the Thrive principals?  Role out to the rest of the school so that the benefits can be realised for a bigger group of people.	£8150.00

Increase attendance for all pupils	Attendance Officer	Attendance monitored and an improved picture of attendance for the whole school – overall attendance for all groups has increased. Support and advice in place.	Term time holidays impacted our end of year data which was just below 96%. Many families eligible for PPG went on holiday in term time.	£3150.00
<b>C. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons Learned</b>	<b>Cost</b>
Children eligible for PPG will receive support to enable them to make at least expected progress from their starting points  Ensure that the school can meet the needs of the children it supports through adding to Ordinarily Available	Additional input from: Chads Grove Learning Support Team, Educational Psychologist and Beacon PRU	Over and above Ordinarily Available:  Identified children are refereed and assessed so that the school can better meet their needs.	Chads Grove support is outstanding.	£3337.00
	SENCo  Language Link	Identified children referred and assessed to support individual needs. Recommendations support teaching, learning and progress/ attainment.		£1500.00  £500.00  £150.00
	Designated Safeguarding Lead	Due to the high level of need within the school the SENCo and Safeguarding Lead’s teaching commitments remain reduced allowing them to support children who have additional needs and/or who have safeguarding concerns. A large number of these children qualify for pupil premium payments.	Maintain high levels of input is challenging.  Change of staffing part way through the year had a work load impact – what ways can this role become more sustainable?	£20158.00

PUPIL PREMIUM STRATEGY STATEMENT | 2019/2020

		Speech and Language assessments take place as early as possible in the children's school life to ensure prompt SALT referrals.		
Increase the life opportunities for our children	Supplementing trips and experiences including residential ones  Uniform	Vulnerable families will be support to fund trips to ensure children have experiences that they may otherwise not participate in.  Children had more opportunities to attend trips and thus were able to reap the benefits.  Ensuring that vulnerable children have the uniform they require and do not feel	Refine criteria to create a more sustainable model.	£2000.00  £500.00
TOTAL COST				107000