

Pupil Premium Analysis 2017 - 2018 and Strategy for 2018 - 2019

1. Summary Information					
School	St. Oswald's CE Primary School				
Academic Year	2017/2018	Total PP budget	£104,300.00	Date of most recent PP review	
Total Number of Pupils	185	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Dec 2018
2. Current Attainment					
	Disadvantaged Pupils		Non Disadvantaged Pupils		
% Reaching expected standard in Reading KS2	47% of PP children reached expected standard		80% reached expected standard		
% Reaching expected standard in Writing KS2	40% of PP children reached expected standard		87% reached expected standard		
% Reaching expected standard in Maths KS2	60% of PP children reached expected standard		93% reached expected standard		
% Reaching expected standard in Reading KS1	67% of PP children reached expected standard		67% reached expected standard		
% Reaching expected standard in Writing KS1	67% of PP children reached expected standard		83% reached expected standard		
% Reaching expected standard in Maths KS1	67% of PP children reached expected standard		78% reached expected standard		
% Achieving WA in Year 1 Phonics Screening	8/10 children 80% passed Phonic screening		18/19 children 95% passed Phonic screening		
% Achieving WA in Phonics Screening Retake Y2	1/2 children 50% passed Phonic screening		1 child 100% passed Phonic screening		
% Early Years achieving a Good Level of Development	2/6 children 33% achieved GLD		9/16 children 56% achieved GLD		
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	47% of the PP children across school have a SEND need; the impact of this is that these children have significant barriers to accessing learning and require support from SALT, LST and/or EP.				
B.	43% of the PP children in Reception class have SLCN and this is slowing progress in phonics/reading. Without intervention, this has the potential to impact on progress in subsequent years.				
C.	85% of the PP children come from vulnerable backgrounds; this has an impact on school readiness, mental health, self-esteem, resilience to learning, behaviour, long-term aspirations and expectations.				
D.	Pupil mobility amongst PP children is high with 44% of side entrants eligible for PP, 48% of this group also have SEND needs.				

External Barriers (issues which also require action outside school, such as low attendance rates)

E.	<p>Persistent absence is a barrier to learning amongst those eligible for PP:</p> <table border="1" data-bbox="719 204 1581 448"> <tr> <th colspan="2">Percentage of PP children who were persistent absentees (below 90%)</th> </tr> <tr> <td>Autumn</td> <td>36%</td> </tr> <tr> <td>Spring</td> <td>18%</td> </tr> <tr> <td>Summer</td> <td>16%</td> </tr> </table>	Percentage of PP children who were persistent absentees (below 90%)		Autumn	36%	Spring	18%	Summer	16%
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F.	<p>The vulnerable nature of some PP families has a detrimental effect on attainment and progress, these families require regular and very often ongoing support from school: Child Protection: 7 children Child in Need: 2 children Referrals: Police 2, Social Workers 23, Family Front Door 8, School Nurse 1, Women’s Aid 1, Early Help 10</p>								

4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Remove barriers to learning. Higher rates of progress across all year groups from individual starting points for children eligible for PP.	PP children make accelerated progress and leave the year group in line with national expectations.
B.	Improve the clarity of speech and understanding of language of children eligible for PP.	<p>PP children make rapid progress in phonics and pass the Year 1 phonic assessment test.</p> <p>Impact: Data from Yr 1 Phonics shows that all PP children without SEN passed their phonics assessment</p>
C.	Our nurturing ethos across school, early intervention, understanding of attachment needs and targeted support will have a positive impact on self-esteem, resilience to learning, and promote good social and emotional skills. As a result of this, there will be less incidents of negative behaviour.	The self-esteem, resilience to learning and mental health of PP children will improve and this will impact positively on behaviour, self-esteem and subsequently on progress and attainment.
D.	Early identification of individual needs, pastoral support and interventions in place.	PP children with a SEND need will make rapid progress to at least national expectation and beyond; emotional, attachment and well-being

		needs supported.
E.	Increased attendance for pupils eligible for PP.	Attendance of PP children improves to at least national expectation.
F.	Increase parental support and participation.	Increased parental participation for pupils eligible for PP.

	Number	PP	Total
Number of FSM + Ever6/FSM pupils eligible for the pupil Premium	70	1300	£91,000.00
Number of looked after pupils eligible for the pupil premium plus	7	1900	£13,300.00
Number of service children eligible for the pupil premium	0	900	£0.00
Total			£104,300.00

St Oswald's School serves a mixed catchment area, part of which is recognised as an area of significant deprivation. It has a higher than average number of pupils with SEND and a high number of pastorally vulnerable pupils, (SEND, LAC, CP, CIN) who require external support from Stronger Families, Early Help WHP and/or 10:32. Therefore, the school provision needs to be robust enough to support a diverse range of needs and funding is directed towards that. Doing this, we consider that St Oswald's School is able to meet the needs of many vulnerable learners through its high quality Universal Provision. Additionally, the school is not full and so does not have a full APWU budget to work with.

Support Provided	Purpose	Targeted pupils	Cost	Expected Outcomes (Forecast)	Impact/Outcomes
Class Teachers to provide small group or 1:1 teaching for PP children	Targeted teaching to pre-teach, identify and plug misconceptions and to teach mastery skills to accelerate progress towards ARE and GD.	All Years	£8,150.00	The Class Teacher provides small group and 1:1 tuition to accelerate progress.	Children will plug misconceptions and make accelerated progress. Impact: Internal and external data shows that for children who are eligible for PP without SEN make progress inline with their peers and in some cases better than expected progress. Review and continue intervention.
Small group interventions	Targeted small group interventions for Pupil Premium children who	All Years	£ 12,340.15	Barriers to learning supported or removed.	Groups and 1:1 supporting the development of: Speech, language and communication; Social skills; Self-esteem; English and Maths skills.

	have been identified via data analysis as requiring additional support to accelerate progress.			<p>Access to learning improved for those with additional needs.</p> <p>Identified pupils to make accelerated progress, relative to starting points, and individual targets.</p>	<p>e.g. Narrative Groups; Socially Speaking; Rapid Writing; Rapid Maths; Rapid Reading; Language for Thinking; Mnemonics & Dyslexia strategies.</p> <p>Impact so far: intervention data indicates that progress is good for pupil premium pupils, relative to other factors affecting their progress. (Evidence: further breakdown of data; contextual information.)</p> <p>Some groups have worked very well such as Rapid Reading. Some groups have had less impact due to some either pupil or staffing issues.</p> <p>Review continually – impact for all groups but for some it is just incremental progress rather than big jumps</p>
Early Bird Maths groups	To accelerate progress in Maths	Year 2 Year 6	£1560.00	<p>Barriers to learning removed.</p> <p>Identified pupils to make accelerated progress and reach ARE or beyond.</p>	<p>Confidence in key maths skills, including mental maths, improves.</p> <p>Children work more accurately to spot simple mistakes in their workings out and therefore make accelerated progress.</p> <p>Impact: Some. Children for the time that they were in the intervention made progress but this didn't transfer into the classroom. Will consider altering it so that the classteacher works with the pupils.</p>
Family Learning	To target life skills and aspects of family management which many of our families struggle with. To pursue closer home-school links allowing us to have a greater impact on our hard to reach or more vulnerable families.	All Years	£1,200.00	<p>Home-school links improved, upskilling parents towards gaining actual qualifications towards employment and parents engaging with their children.</p>	<p>Our Pastoral Support Lead organised for families with younger children to access the school's 2 year old Nursery to allow them to attend the group.</p> <p>The group was well attended and feedback indicated that the trainer, parents and children thoroughly enjoyed the learning sessions. Children engaged well with their parent/carers and this has had a positive impact on the classroom.</p> <p>Impact: Positive impact. Relationships with</p>

					parents have improved. All children and adults that took part would like to again.
Access and Inclusion Team: SENCo/ Designated Teacher for CLA/ Safeguarding Lead	Due to the high level of need within the school the SENCo/ Safeguarding officer's teaching commitments remain reduced allowing her to support children who have additional needs or who have safeguarding concerns. A large number of these children qualify for pupil premium payments. The Deputy Head's teaching commitments also remain reduced in order to support the high level of vulnerable pupils, as above. Access & Inclusion Support worker supports the work of DSL/SENCO/ Deputy Head as well as attendance work – see Attendance officer section	All Years	£20,158.45 High levels of vulnerability require a disproportionately high amount of time spent per pupil: i.e. time spent per pupil is greater than that spent on less vulnerable pupil.	The school complies with statutory guidelines on Safeguarding. Safeguarding issues dealt with effectively and to ensure pupils are safe and able to learn to reach their full potential. Support accessed for children with additional needs ie LST/EP/SALT, recommendations to be put in place within school as part of small group or classroom based interventions in order that children reach their full potential.	The school complies with statutory guidelines on safeguarding. Requirements for paperwork to be completed to ensure accountability. Due to high level of need this means that there is a high amount of paper work which needs completing/recording and sharing with relevant staff on a daily basis. This is supported by the A&I support worker. Pupils identified as Vulnerable (pastorally or due to safeguarding needs) is 54% (Evidence: See Contextual Information updated termly). Vulnerable pupils and families are supported as best as possible to ensure they are able to reach their full potential. High levels of vulnerability require a disproportionately high amount of time spent on them per pupil: i.e. time spent per pupil is greater than that spent on less vulnerable pupil. Looked After Children: the emphasis has moved away from Local Authority staff (social workers, virtual schools) to individual School Designated Teachers being responsible for Pupil Education Plans and for the support that is in place for children in school. This requires the DT to spend more time on administration work and procedures. Safeguarding audits have taken place with the Local Authority (Denise Hannibal) and DOWMAT

					<p>(Natalie Rushton). Systems and practices were identified as 'outstanding' by Denise Hannibal.</p> <p>Impact: A large positive impact from having this member of staff – see above. The capacity to support PP children who are vulnerable is invaluable. However long term this position may not be financially viable.</p>
Attendance Officer	<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>	All Years	£3,150.00	<p>Attendance officer to continue with the monitoring and 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 pupils to make improved progress in learning.</p>	<p>Attendance Officer provides reports to relevant school leaders and Governors.</p> <p>Support is offered to parents who having difficulty getting children to school.</p> <p>A range of incentives (Including prizes, certificates and awards) provided by school.</p> <p>Persistent absentees – below 90% - monitored daily.</p> <p>See Attendance officer and reports.</p> <p>Impact: Considerable impact for PP children who now attend school more often. Look to extend the role and develop further next year</p>
Subsidise school trips	<p>School trips are subsidised overall so that they are affordable for lower income families. This includes the Year 2 and 6 residential trip, as some of the parents</p>	All Years	£1,861.00	<p>Increased engagement of pupils. Pupils are given experiences that they would not have had the opportunity to take part in.</p>	<p>Increased engagement of pupils. Pupils are given experiences that they would not have had the opportunity to take part in. Improvement in children's social skills, communication, independence, confidence and mental well-being.</p> <p>Impact: Will continue next year</p>

	are unable to meet the total cost.				
TA Support funded	All year groups have between 5 and 20 children who qualify for pupil premium. We have allocated a sum of money to fund targeted TA support in all classes.	All Years	£42,086.00 (As per WCC Guidance for Notional SEN Budget)	Barriers to learning supported or removed for all children. Good QFT provided to all pupils. Pupils enabled to make progress in line with or above age related expectations, whatever their starting point. The higher than average pupil pastoral needs supported across the school.	Barriers to learning supported or removed for all children. Good QFT provided to all pupils. Pupils enabled to make progress in line with or above age related expectations, whatever their starting point. (Evidence: see data analysis) The higher than average pupil pastoral needs supported across the school. Impact: Some impact on the attainment and progress of children. Higher than usual level of staffing is needed because the school have a disproportionate amount of pupils who are vulnerable but as a school we are not full so this limits the overall school budget. Level of behaviour issues and disruptions is low for pupils with needs they tackled as they arise.
Subscription to Language Link Online Universal Assessment Tool (for ages 4-7)	Enable all pupils to have receptive SLCN needs identified early and appropriate support identified and implemented.	KS1 pupils. Pupils identified as requiring further support are often pupil premium pupils.	£150.00	Receptive language difficulties screened and identified early. School is empowered to manage straightforward language delays and to prioritise children who need referral for more specialist support. Information is given re appropriate support programmes and strategies to support identified pupils. Support provided to ensure access to learning is accelerated.	Receptive SLCN identified early and support put in place to ensure access to learning is accelerated and barriers to learning are removed. Language Link has positive outcomes on children's language development and practitioner knowledge and confidence. Year end reassessments have shown reductions in the number of children with receptive language difficulties.
Chadsgrove:	The school has a	All Years	Actual spend:	Barriers to learning identified.	Recommendations from LST/ET put in place to

<p>1. Ed Psychologist 2. Learning Support Team</p>	<p>higher than average number of vulnerable pupils, many of whom qualify for pupil premium. This requires additional support from external agencies</p>		<p>£11,500.00 1. EP £2,500.00 2. LST £9,000.00</p>	<p>Good QFT provided to all pupils. Barriers to learning removed and pupils enabled to make progress in line with or above age related expectations, whatever their starting point</p>	<p>remove barriers to learning. Good QFT provided to all pupils Pupils enabled to make progress in line with or above age related expectations, from individual starting points. Reports support EHCP applications. Impact: for the lowest attaining PP (PP with SEN) group this extra support has been invaluable to securing EHCP for the most vulnerable children. Two PP children with additional needs have both had their EHCP's approved this year and another is currently underway.</p>
<p>Beacon Short Stay School SLA</p>	<p>To provide educational support to children experiencing social, emotional, mental health difficulties that culminate in behaviour difficulties.</p>	<p>Targeted pupils</p>	<p>£1,500.00</p>	<p>Outreach support or part-time placement provision provided for identified pupils.</p>	<p>Implement strategies to remove barriers to learning. To promote emotional regulation. Reduced incidents of exclusions. Access to support as required. Impact: Children who are PP and have attended the Beacon or received outreach have significantly reduced their level of exclusion</p>
<p>Uniform</p>	<p>Provide vulnerable children with the correct uniform, particularly in the winter.</p>	<p>All years</p>	<p>£250.00</p>	<p>Pupil Premium children supplied with school uniform where appropriate.</p>	<p>Children's needs met.</p>
<p>Resources</p>	<p>Fidget toys, anxiety aids, Attendance rewards</p>	<p>All years All Years</p>	<p>£294.40 £100.00</p>	<p>To meet individual children's needs.</p>	<p>Children will be supported in the classroom to manage their emotions and/or SEND needs. Improved attendance.</p>

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Pupil Premium Strategy for 2018 – 2019					
St. Oswald's CE Primary School		Academic Year	2018/2019	Total PP budget	£100,000.00
Total Number of Pupils	185	Number of pupils eligible for PP	77	Number of PP+ children	6
Support		Success criteria		Estimated Costings	
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 will indicate that children have made accelerated progress; children will become more confident and independent, resilient learners who are ready to take on challenge.		£8,000	
Small group interventions for targeted Pupil Premium children to accelerate progress and/or meet SEND needs.		Data will indicate that children have made accelerated progress; children will become more confident and independent learners who are ready to take on challenge.		£12,000	
TA support to remove barriers to learning, meet individual needs, accelerate progress and to provide pastoral support.		Barriers to learning removed and/or reduced so children make progress and become more confident, independent learners who are ready to take on challenge. Children will be emotionally supported by all staff and therefore have resilience.		£40,000	
Family Learning		To target life skills and aspects of family management which many of our families struggle with. To pursue closer home-school links allowing us to have a greater impact on our hard to reach or more vulnerable families.		£1,200.00	
Introduction of Thrive approach		Training complete by April 2019. Targeted assessments and use of the Thrive approach to support specific year groups or groups of children eg CLA		£8,150	
Attendance Officer		Attendance monitored and an improved picture of attendance for		£3,000	

	<p>the whole school. Persistent absentees targeted. Support and advice in place.</p>	
Chadsgrove Learning Support Team Educational Psychologist	<p>Identified children referred and assessed to support individual needs. Recommendations support teaching, learning and progress/ attainment.</p>	£9,000
SENCo Designated Safeguarding Lead	<p>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.</p>	£15,000
Trips	<p>Vulnerable families will be support to fund trips to ensure children have experiences that they may otherwise not participate in.</p>	£2,000
Beacon PRU	<p>To provide educational and behavioural support to children experiencing social, emotional, mental health difficulties that culminate in behaviour concerns.</p>	£1,500
Language Link	<p>Speech and Language assessments take place as early as possible in the children's school life to ensure prompt SALT referrals.</p>	£150.00
Total		£100,000