**St Oswald’s CE Primary School**

***Learning for all, caring for each other, preparing for the future***

*Let us encourage one another – Hebrews 10.25*

**Pupil Premium Report 2018-19**

**What is the Pupil Premium?**

The Pupil Premium is allocated to schools based on the numbers of pupils in the school who are:

* eligible for Free School Meals (FSM) or have been eligible since 2006 (‘Ever 6 FSM’)
* looked after children (LAC)
* children adopted from care
* Service pupils

Schools have the freedom to spend the Pupil Premium, which is additional to the underlying schools budget, in a way they believe will best support the raising of attainment and help overcome barriers to learning for the most vulnerable pupils.

Ever 6 pupils and children who are looked after or adopted from care are classed as ‘Disadvantaged Pupils.’

**How much did St Oswald’s receive in 2018-19?**

The level of funding for St Oswald’s CE Primary for 2018-19 was based on January 2018 census data and was as follows:

|  |  |  |
| --- | --- | --- |
|  | £ | % of allocation |
| Pupil Premium Champion | 29500 | 61 |
| TA support and interventions | 14400 | 30 |
| Nurture, mental health and social skills | 1000 | 2 |
| Clubs, trips and extra curricula | 1000 | 2 |
| Peripatetic music lessons  | 240 | 0.5 |
| Training and resources | 500 |  1 |
| Cool Milk and additional resources for Pupil Premium pupils | 1500 | 3 |
| Service pupil champion expenses, including mobile phone | 160 | 0.5 |
| Total | 48300 |  |

**How was this money spent?**

1. **Employing support staff to meet individual needs of Pupil Premium pupils**:
* Full-time ‘Pupil Premium Champion’, working with individuals / groups throughout school according to individual needs (including Literacy, Maths, EAL, social /emotional support and supporting mobile pupils)
* Teaching Assistants (TA2 & TA3) working with PP pupils as part of their role to address specific learning needs both within the classroom and through additional interventions
* The SENDCO to co-ordinate the work of the Pupil Premium Champion
1. **Purchase of resources** to support work of Pupil Premium Champion / Pupil Support Assistant
2. **Funding Play Therapy sessions for individual pupil and ELSA sessions**
3. **Enabling specific pupils to participate in extra-curricular activities by funding all or part of the cost of:**
* Residential visits
* School trips
* Attending after school clubs / Breakfast Club
* Peripatetic music lessons
1. **Providing additional resources to support PP pupils**, including daily milk, school uniform, ‘homework packs’ and learning resources
2. **Funding additional expenses to support the work of the Service Pupil Champion**
* The Headteacher and Service Pupil Champion to attend York Service Families Forum meetings, North Yorkshire Service Pupils Conference etc
* Travel and admin expenses
* Purchase and running cost of a mobile phone to ensure the safety of Service Pupil Champion when visiting the homes of service pupils

**What was the impact?**

The progress of all pupils is monitored on at four assessment points. This includes tracking of individual pupils and groups in receipt of Pupil Premium.

The following tables show the attainment of Pupil Premium pupils at end of KS1 and KS2 compared with those who did not receive Pupil Premium.

It is important to note that:

* Where numbers are very small an individual pupil may have a disproportionate impact on these figures.
* The school has above-average pupil mobility. Therefore the progress of individual pupils who have left or arrived during the year may not be reflected in these figures
* Some Pupil Premium pupils may also have Special Educational Needs and/or English as an Additional Language
* Some Pupil Premium pupils may also have specific social & emotional / behavioural needs and progress in these areas is not necessarily reflected in national curriculum progress.

**Attainment and Progress of Pupil Premium Pupils 2018-19**

**End of EYFS 2019**

|  |  |
| --- | --- |
| **EYFS Cohort: (43 pupils)** | **Percentage (number) of pupils achieving Good Level of Development** |
|  | **School** | **National (all pupils)** |
| **All pupils (43)** | 74% | 72% |
| **Service pupils (9)** | 30% |
| **Disadvantaged pupils (1)** | 0 |
| **Non- disadvantaged pupils (36)** | 75% |

**Y1 Phonics Check**

|  |  |
| --- | --- |
| **Y1 Cohort: 39 pupils** | **Percentage of pupils working at required standard** |
|  | **School** | **National**  |
| **All pupils (39)** | 80% | 82% |
| **Service Pupils (7)** | 83% |
| **Disadvantaged pupils (1)** | 100% |
| **Non-disadvantaged (38)** | 79% |

**End of KS1 Attainment 2019**

|  |  |
| --- | --- |
| **Y2 Cohort: 49 pupils** | **Percentage achieving the expected standard or above** |
|  | **Reading** | **Writing** | **Maths** |
| **School** | **National**  | **School** | **National**  | **School** | **National**  |
| **All pupils (49)** | 74% | 75% | 76% | 69% | 76% | 76% |
| **Service pupils (10)** | 80%  | 100%  | 100%  |
| **Disadvantaged Pupils (0)** | - | - | - |
| **Non-disadvantaged (35)** | 89%  | 80%  | 83%  |

**End of KS2 Attainment 2019**

|  |  |
| --- | --- |
| **Y6 Cohort: 44 pupils** | **Percentage achieving the expected standard or above** |
|  | **Reading** **(Test result)** | **Writing** **(Teacher assessment)** | **Maths** **(Test result)** | **Reading, Writing & Maths** |
| **School** | **National**  | **School** | **National**  | **School** | **National**  | **School** | **National**  |
| **All pupils (44)** | 82%  | 73% | 84%  | 78% | 86%  | 79% | 73%  | 65% |
| **Service pupils (4)** | 75% | 75%  |  75%  | 75%  |
| **Disadvantaged Pupils (6)** | 67%  | 67%  | 50%  | 33%  |
| **Non Disadvantaged ( 38)** | 84% | 87% | 92% | 79% |

Six of service pupils in EYFS were also EAL and new to English, which impacted on outcomes at the end of their first year in school.

Of the 6 disadvantaged pupils in KS2, one was EAL and 3 had social and emotional barriers. A further two pupils had mild learning difficulties that required additional support in class.

There were no disadvantaged pupils in Y2 but sevice pupils achieved better than their peers.

In KS2, service pupils achieved broadly in line with their peers at the expected level, with more service pupils achieving Greater Depth in maths and writing. achieving the expected level at each statutory assessment point.

The very small number of disadvantaged pupils make it difficult to draw conclusions from the data. Across the school, attainment of disadvantaged pupils is a mixed picture, with some cohorts performing better than their peers and vice versa. Service pupils tend to perform well, although where pupils are new to English this can affect attainment.