**St Oswald’s CE Primary School - Pupil Premium Strategy Statement 2019-20**

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

*Let us encourage one another – Hebrews 10.25*

**How much Pupil Premium funding has St Oswald’s received for 2019-20?**

 The level of funding for St Oswald’s CE Primary for 2019-20 was based on January 2019 census data and is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of pupils | Funding per pupil | Total Pupil Premium allocation |
| Free School Meals (‘Ever 6’) | 16 | £1320 | £21,120 |
| Service Pupils | 62 | £300 | £18,600 |
| Looked After Children | 0 | - | - |
| Pupils adopted from care | 1 | £2300 | £2,300 |
| Total | 79 |  | £42,020 |

|  |  |  |
| --- | --- | --- |
|  | £ | % of allocation |
| Pupil Premium Champion | 29000 | 69% |
| TA interventions | 8,900 | 21% |
| 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 | 1280 | 3% |
| Service pupil champion expenses and events | 100 | 0.5% |

**Summary of the main barriers to educational achievement faced by pupils eligible:**

* Early attachment issues
* Social emotional mental health
* Difficult circumstances for some parents which limit their capacity to support their child’s learning
* Some Service Pupils have English as an additional Language
* High Mobility for Service Pupils impacts on progress
* Holiday taken in term time, resulting in attendance below 95%

**How are we using the funding?**

1. **To improve the quality of teaching for all pupils and close gaps in progress/attainment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aim**  | **Action** | **Resource Implications** | **How will this be monitored?** | **Success criteria** |
| Maths teaching is effective in enabling all pupils to develop fluency and apply mathematical concepts to solve problems | * KR to lead Maths CPD for staff on developing fluency
* Participation in the York Schools Maths Partnership Project
* Support for PPG pupils with maths homework/accessing IT
 | * Non-contact time for teachers to observe / share good practice
 | * Monitoring (observation / work scrutiny etc) by SLT
* Analysis of tracking data
 | * Progress in Maths for all pupils is at least in line with National averages
* Progress of disadvantaged pupils in Maths is at least in line with National / others
 |
| Teaching of writing is consistent and effective, enabling all pupils to make good progress | * Quality CPD in developing grammar and vocabulary
* Expose all pupils to quality texts
* JR/SP to lead writing CPD for staff
 | * Trainer to support staff in closing the vocabulary gap for disadvantaged pupils
* Enhance selection of quality texts used to inspire writing
 | * Monitoring (observation / work scrutiny etc) by SLT
* Analysis of tracking data
 | * Progress in Writing for all pupils is at least in line with National averages / other subjects
* Progress of disadvantaged pupils in Writing is at least in line with National / others
 |
| More able PPG pupils make good progress as they move through school | * Set aspirational targets
* Rigorously track progress towards the targets
 |  | * Monitoring (observation / work scrutiny etc) by SLT
* Analysis of tracking data
 | * Progress of more able disadvantaged pupils is at least in line with National / others
 |

1. **To meet the specific needs of individual pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aim**  | **Action** | **Resource Implications** | **How will this be monitored?** | **Success criteria** |
| Ensure that pupils with specific gaps in learning receive additional support | * Review impact of Pupil Premium Passports and revise accordingly
* Provide a range of targeted interventions (e.g. group/1:1 phonics, Maths, writing support, emotional support)
 | * Teaching Assistants (TA2) employed 16.65 hrs per week in each class (annual cost: £9500 per TA)
* TA3 employed 6.75 hrs p/week in each phase (annual cost: £5,500 per TA)
* Training for TAs as required
 | * Pupil Premium Passports
* Intervention mapping
* Half-termly Pupil Progress Reviews
* Observation of TAs by SLT
 | * Pupil Premium Passports identify specific needs / targets for disadvantaged pupils
* Individual pupils make good progress towards Pupil Premium Passport targets
* Intervention mapping shows pupils have made progress in specific objectives
* Interventions are flexible, focused and reviewed regularly
* TAs are able to deliver effective support
 |
| Ensure that all staff make effective provision for EAL pupils, enabling them to make good progress | * AU to support other staff in school
* Develop use of EAL baseline assessment
* Additional language interventions as required
* Improve links with EAL parents to support in home learning
 | * Purchase of additional resources
* Training costs
* Purchase story books in home language
 | * Half-termly Pupil Progress Reviews
* Monitoring (observation / work scrutiny etc) by SLT
* Analysis of tracking data
 | * All EAL pupils make progress at least in line with expectations
* Pupils with limited English make rapid progress from their individual starting points
* EAL Parent group established and meeting regularly
 |
| Provide support for pupils with specific social/emotional needs  | * Provide a range of support (Lunch Club, Food Group, individual ELSA support, etc)
* Implement ideas from ‘RelaxEd’ programme throughout school
 | * Pupil Premium Champion employed 33hrs p/week (annual cost: £29, 000)
* Resources for use by PPC/ PSA
* Training costs
 | * SDQs and ELSA Support Assessments used to baseline and measure individual pupils’ progress
* SENDCO Learning Walks
* Pupil Progress Reviews
 | * Individual pupils make good progress towards Pupil Premium Passport targets
* Effective social/emotional support enables individual pupils to make good academic progress and minimises disruption to learning
 |

1. **To meet the wider needs of individual pupils / families**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aim**  | **Action** | **Resource Implications** | **How will this be monitored?** | **Success criteria** |
| Ensure individual pupils’ learning & progress is not hampered by irregular attendance / lateness | * Provide free place at school Breakfast Club as required
 | * Breakfast Club places as required @ £2.75 per session
 | Pupils’ attendance is monitored daily by class teacher, half-termly by Headteacher | Improvement in individual pupils’ attendance/punctuality and progress |
| Ensure individual pupils have full access to the curriculum and curriculum enhancement/extra-curricular opportunities | * Subsidise/fund places on school trips/residential visits
 | * According to individual need (Charging & Remissions Policy)
 | * Parent / carer submits application for remission of charges to Headteacher
* Pupil Premium Passport reviews
 | Disadvantaged pupils are taking part in curricular enhancement/extra-curricular activities |
| Key staff maintain a good understanding of specific issues and effective support for service pupils; effective strategies are in place to support the needs of service pupils | * Headteacher/Pupil Premium Champion/Service Families Liaison Officer to attend SCISS Conference, York Service Pupils’ Forum, North Yorks Service Forum etc.
* ELSA staff to attend appropriate training/ supervision to support pupils’ SEMH needs
 | * Travel expenses
* Purchase of resources as required
* Training costs
 | * Service parent questionnaires
* Informal feedback
 | * Service pupils and families feel well supported
* Progress of service pupils is at least in line with National / non-service pupils
 |

**Impact will be measured by:**

* Outcomes for pupils – attainment and progress
* Intervention records, pre and post assessments
* Pupil Progress meetings
* Pupil Premium Passports
* Pupil Voice
* SLT learning walks
* Moderation