

St Oswald's CE Primary School - Pupil Premium Strategy Statement 2020-21

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 2020-21?

The level of funding for St Oswald's CE Primary for 2020-21 was based on January 2020 census data and is as follows:

| | Number of pupils | Funding per pupil | Total Pupil Premium allocation |
|------------------------------|------------------|-------------------|--------------------------------|
| Free School Meals ('Ever 6') | 18 | £1345 | £24,210 |
| Service Pupils | 56 | £310 | £17,360 |
| Looked After Children | 0 | - | - |
| Pupils adopted from care | 2 | £2345 | £4690 |
| Total | 76 | | £46,260 |

Planned expenditure:

| | £ | % of allocation |
|---|--------|-----------------|
| Pupil Premium Champion and additional staffing costs | 29,500 | 64% |
| TA interventions | 12,200 | 26% |
| Nurture, mental health and social skills | 1,000 | 2% |
| Clubs, trips and extra curricula | 1,000 | 2% |
| Training and Resources | 520 | 1% |
| Cool Milk and additional resources for Pupil Premium pupils | 1,440 | 3% |
| Wraparound care | 500 | 1% |

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| Service pupil champion expenses and events | 100 | 0.5% |
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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 or poor attendance, 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 | <ul style="list-style-type: none"> • KR to support staff on developing fluency • Support for PPG pupils with maths fluency | <ul style="list-style-type: none"> • Non-contact time for teachers to observe / share good practice | <ul style="list-style-type: none"> • Monitoring (observation / work scrutiny etc) by SLT • Analysis of tracking data | <ul style="list-style-type: none"> • 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 |

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| Teaching of writing is consistent and effective, enabling all pupils to make good progress | <ul style="list-style-type: none"> • Quality CPD in developing grammar and vocabulary • Expose all pupils to quality texts • JR/SP to lead writing CPD for staff | <ul style="list-style-type: none"> • Trainer to support staff in closing the vocabulary gap for disadvantaged pupils • Enhance selection of quality texts used to inspire writing | <ul style="list-style-type: none"> • Monitoring (observation / work scrutiny etc) by SLT • Analysis of tracking data | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Set aspirational targets • Rigorously track progress towards the targets | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Monitoring (observation / work scrutiny etc) by SLT • Analysis of tracking data | <ul style="list-style-type: none"> • Progress of more able disadvantaged pupils is at least in line with National / others |

2. 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 | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Pupil Premium Passports • Intervention mapping • Half-termly Pupil Progress Reviews • Observation of TAs by SLT | <ul style="list-style-type: none"> • 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 |

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| | | | | <ul style="list-style-type: none"> • TAs are able to deliver effective support |
| Ensure that all staff make effective provision for EAL pupils, enabling them to make good progress | <ul style="list-style-type: none"> • AU to support other staff in school • Develop use of EAL baseline assessment • Additional language interventions as required • Access volunteers from the university in engaging/supporting EAL pupils • Improve links with EAL parents to support in home learning | <ul style="list-style-type: none"> • Purchase of additional resources • Training costs • Purchase story books in home language | <ul style="list-style-type: none"> • Half-termly Pupil Progress Reviews • Monitoring (observation / work scrutiny etc) by SLT • Analysis of tracking data | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Provide a range of support (Lunchtime provision, individual ELSA support, etc) • Implement ideas from 'RelaxEd' programme throughout school | <ul style="list-style-type: none"> • Pupil Premium Champion employed 33hrs p/week (annual cost: £29, 500) • Resources for use by PPC/ PSA • Training costs | <ul style="list-style-type: none"> • SDQs and ELSA Support Assessments used to baseline and measure individual pupils' progress • SENDCO Learning Walks • Pupil Progress Reviews | <ul style="list-style-type: none"> • 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 |

3. To meet the wider needs of individual pupils / families

| Aim | Action | Resource Implications | How will this be monitored? | Success criteria |
|-----|--------|-----------------------|-----------------------------|------------------|
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| Ensure individual pupils' learning & progress is not hampered by irregular attendance / lateness | <ul style="list-style-type: none"> • Provide free place at school Breakfast Club as required | <ul style="list-style-type: none"> • Breakfast Club places as required @ £3 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 | <ul style="list-style-type: none"> • Subsidise/fund places on school trips/residential visits | <ul style="list-style-type: none"> • According to individual need (Charging & Remissions Policy) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Travel expenses • Purchase of resources as required • Training costs | <ul style="list-style-type: none"> • Service parent questionnaires • Informal feedback | <ul style="list-style-type: none"> • 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