**St Oswald’s Catholic Primary School**

**Pupil Premium Strategy Statement**

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| **1.** **Summary Information** | | | | | |
| **School** | St Oswald’s Catholic Primary School | | | | |
| **Academic Year** | 2018/2019 | **Total PP Budget** | £61, 015 | **Date of most recent PP rev** | n/a |
| **Total number of pupils** | 350 | **Number eligible** | 48 | **Next internal review** | n/a |

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| **2. Current Attainment-KS1** |  |
|  | Pupils eligible for PP (school) |
| **% meeting national expectations in Reading** | 56% |
| **% meeting national expectations in Writing** | 44% |
| **% meeting national expectations in Maths** | 56% |

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| **2. Current Attainment-KS2** | |  | |
|  | | Pupils eligible for PP (school) | |
| **% meeting national expectations in Reading** | | 50% | |
| **% meeting national expectations in Writing** | | 50% | |
| **% meeting national expectations in Maths** | | 50% | |
| **3. Barriers to future attainment (for pupils eligible for Disadvantaged including low/middle/high ability)** | | | | |
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| **In School Barriers** | | | | |
| A | Baseline Assessment on entry to school indicate that Personal and Social, Communication and Language skills are low. | | | |
| B | A number of our Disadvantaged pupils suffer from emotional difficulties and lack of wealth of experiences which impacts upon their progress and attainment. | | | |
| C | A number of our Disadvantaged pupils are also on the school’s SEND Register. | | | |
| D | A small percentage of parents find it difficult to support their children’s home learning. | | | |
| E | A number of our Middle/More Able Disadvantaged children find it difficult to achieve higher levels of attainment at the end of each Key Stage. | | | |
| **External Barriers** | | | | |
| A | Attendance and punctuality rates for PP children compared to Non-Disadvantaged pupils. | | | |
| **4. Outcomes** | | | | |
|  |  | | *Success Criteria/Evidence* | |
| **A** | Improved Personal/Social/Communication skills for children in Reception classes. Pupils in reception classes make rapid progress by the end of the year so all Disadvantaged pupils meet ELG’s. This will then have an impact in that the percentage of Disadvantaged children meeting end of key stage expectations will be in line with national percentages. Percentages will be in line for the percentage of Disadvantaged pupils achieving ‘greater depth’ or higher levels of attainment. | | All Disadvantaged pupils to achieve ELG’s.  The percentage of Disadvantaged pupils achieving national expectation and greater depth/higher levels of attainment will be at least in line with national percentages. | |
| **B** | Continued focus on emotional well-being of Disadvantaged children throughout school. | | Alongside the Nurture provision, opportunities for counselling to be considered. The school will be ‘emotionally aware’. | |
| **C** | Continued monitoring of attendance of Disadvantaged children through close, daily monitoring and meetings held. | | Disadvantaged pupil absence will be at least in line with Non-Disadvantaged pupils- Early Help Meetings to continue when attendance falls below 85%. | |
| **D** | Maintained links between school and Disadvantaged parents in order to support completion of homework and develop/reinforce positive learning behaviour. Class teachers will be in regular communication with parents of Disadvantaged children | | All families attend meetings which ultimately will have an impact on the children’s progress and their attainment. | |

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| **5. Expenditure** | | | | | | | |
| **Academic Year** | **2018/2019** | | | | | | |
| How are we using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies? | | | | | | | |
| **i Quality of teaching for all** | | | | | | | |
| **Desired Outcome** | **Chosen approach** | | | **Evidence and Rationale** | **How will we ensure it is implemented well** | **Staff lead** | **Review** |
| To ensure first quality teaching for all, particularly Disadvantaged children, of all abilities. | Differentiated, personalised curriculum to meet individual needs, including problem solving and reasoning.  School’s Marking Policy  Effective deployment of TA’s  Use of ICT to raise achievement and engagement. | | | Interventions and Pupil Premium spending are not to compensate for teaching and learning that is not meeting individual needs.  Marking and Feedback- Sutton Trust evidencing high levels of progress. | Workbook scrutiny  Lesson observations  Data analysis  Classroom environment  SIP Objectives/updates | SLT/SMT | **July 2019** |
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| **ii Targeted Support** | | | | | | |  |
| **Desired Outcome** | | **Chosen approach** | **Evidence and Rationale** | | **How will we ensure it is implemented well** | **Staff lead** | **Review** |
| Improved Personal/Social/Communication skills for children in Reception classes. Pupils in Reception classes make rapid progress by the end of the year so all Disadvantaged pupils meet ELG’s.  This will then have an impact in that the percentage of Disadvantaged children meeting end of key stage expectations will be in line with national percentages. Percentages will be in line for the percentage of Disadvantaged pupils achieving ‘greater depth’ or achieving higher levels of attainment, especially with Higher Prior Attainers being a School Improvement point. | | 1:1 / small group intervention daily for specific children using language acquisition programme led by TA’s. Experienced Class Teachers to have input with Disadvantaged pupils.  More Able interventions to master and deepen children’s understanding further. | Children need opportunities to ‘master’ their year group interventions and apply to a wide range of contexts, including inner/inter school competitions. | | Organise a time and place for it to be delivered- planned for on class provision maps/ TA timetables. | CG | **July 2019** |
| Improve the emotional well-being of Disadvantaged children throughout school. | | Nurture Group for specific children- Nurturing Talk. All staff to be ‘nurturing’ throughout school.  School Counsellor Service available  School working towards being ‘emotionally aware’. | A belief that without meeting the basic needs on Maslow’s hierarcy, progress will not be made and children will not reach their full potential. | | Progress of children measured through the completion of the Boxall Profiles and any potential barriers raised in sessions removed | CG | **July 2019** |
| Improve the attendance of Disadvantaged children | | Pastoral manager to set aside specific time to scrutinise register and contact parents of Disadvantaged children not in school | Attainment and progress will only improve for Disadvantaged children if they are in school. School Office aware and inform SLT of any vulnerable children who are not in school or late. | | Constantly monitor attendance. Provide up to date lists of children absent and follow up daily through phone calls and meetings with parents. Head, school office and Pastoral manager to work closely together to ensure robust systems in place | SLT | **July 2019** |
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| **iii. Other approaches** | | | | | | | |
| **Desired Outcome** | | **Chosen approach** | **Evidence and Rationale** | | **How will we ensure it is implemented well** | **Staff lead** | **Review** |
| Improve links between school and Disadvantaged parents in order to support completion of homework and develop and reinforce positive learning behavior. Meetings to be arranged to remove barriers to children achieving their full potential. | | Meetings and Homework Club to be held on a Thursday lunchtime | Sutton Trust-raising engagement with parents to have a positive impact on progress. | | Timetabling  Termly meetings  Follow up meetings | CG | **July 2019** |
| Ensure Disadvantaged children have access to clubs, trips and extra-curricular activities | | Contact with parents using a pro-active approach through knowledge of pupils and families. | Invoices  Planned meetings | | Money is used to subsidise trips and purchase equipment for children eligible for Pupil Premium, including uniform. | CG | **July 2019** |
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| **Expenditure 2017/2018** | **Cost** |
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