

St Oswald's Catholic Primary School
Pupil Premium Strategy Statement

1. Summary Information					
School	St Oswald's Catholic Primary School				
Academic Year	2017/2018	Total PP Budget	£74,217	Date of most recent PP rev	n/a
Total number of pupils	350	Number eligible	37	Next internal review	Summer Term 2018

2. Current Attainment-KS1	
	Pupils eligible for PP (school)
% meeting national expectations in Reading	75%
% meeting national expectations in Writing	50%
% meeting national expectations in Maths	50%

2. Current Attainment-KS2	
	Pupils eligible for PP (school)
% meeting national expectations in Reading	78%

% meeting national expectations in Writing	78%
% meeting national expectations in Maths	100%

3. Barriers to future attainment (for pupils eligible for Disadvantaged including low/middle/high ability)

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	11 pupils from 37 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.
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4. Outcomes

		<i>Success Criteria/Evidence</i>
A	Improved Personal/Social/Communication skills for children in Reception classes. Pupils in reception classes make rapid progress	All Disadvantaged pupils to achieve ELG's.

	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.	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.
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. Disadvantaged families to have an AFA meetings to raise engagement between home and school. 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.

5. Expenditure					
Academic Year		2017/2018			
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 2018

ii Targeted Support					
Desired Outcome	Chosen approach	Evidence and Rationale	How will we ensure it is implemented well	Staff lead	Review
<p>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.</p>	<p>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.</p> <p>More Able interventions to master and deepen children's</p>	<p>Children need opportunities to 'master' their year group interventions and apply to a wide range of contexts, including inner/inter school competitions.</p>	<p>Organise a time and place for it to be delivered- planned for on class provision maps/ TA timetables.</p>	<p>CG</p>	<p>July 2018</p>

	understanding further.				
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	A belief that without meeting the basic needs on Maslow's hierarchy, 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 2018
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 Mrs Carter 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 2018

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.	AFA 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 2018
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 2018

Expenditure 2017/2018	Cost