

**St Oswald's Catholic Primary School**  
**Pupil Premium Strategy Statement/Learning Recovery in Response to Covid19**

1. Summary Information					
<b>School</b>	St Oswald's Catholic Primary School				
<b>Academic Year</b>	2020/2021	<b>Total PP Budget</b>	£71,835	<b>Date of most recent PP rev</b>	Spring 2020
<b>Total number of pupils</b>	312	<b>Number eligible</b>	46- FSM 6- Pupil Premium	<b>Next internal review</b>	TBC

2. Current Attainment-KS1	
	Pupils eligible for PP (school)
<b>% meeting national expectations in Reading</b>	No data available
<b>% meeting national expectations in Writing</b>	No data available
<b>% meeting national expectations in Maths</b>	No data available

2. Current Attainment-KS2	
	Pupils eligible for PP (school)
<b>% meeting national expectations in Reading</b>	No data available

<b>% meeting national expectations in Writing</b>	No data available
<b>% meeting national expectations in Maths</b>	No data available

<b>3. Barriers to future attainment (for pupils eligible for Disadvantaged including low/middle/high ability)</b>		
<b>In School Barriers</b>		
A	A number of our Disadvantaged pupils are also on the school's SEND Register. Children may have regressed further due to Covid 19 and lost learning.	
B	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.	
<b>External Barriers</b>		
C	A long term impact of social injustice and a dramatic deterioration in families requiring early help or meet the criteria for CIN/Child Protection resulting in emotional difficulties. A number of our children have a number of ACE's which has an impact upon progress and attainment or have experienced early years trauma/loss resulting in them being Looked After/Special Guardianship/Adopted etc with implications on dispositions for learning and metacognition.	
D	A lack of experiences for the children which impacts upon their progress and attainment, including those that are sports related, further exacerbated due to lost learning due to Covid 19.	
<b>4. Outcomes</b>		
		<i>Success Criteria/Evidence</i>
A	School to continue to implement First Quality Teaching Strategies effectively using TA's to ensure learning recovery, building upon the previous year's objectives. Children will have accessed extra Mathematics and English lessons, alongside a broad and balanced curriculum.	An increase in the points progress for the SEND/Disadvantaged children to at least six points (expected progress over an academic year).

		At least 75% of Disadvantaged children back on track to reach age related expectations at the end of each key stage.
<b>B</b>	Class teachers/TA's to work with Disadvantaged children of all abilities to stretch and challenge. FQT strategies employed for children of all abilities.	At least 33% of Disadvantaged children to attain higher levels of attainment.
<b>C</b>	Maintained links between school and Disadvantaged parents in order to ensure that children achieve their full potential. Disadvantaged families to have meetings, including early help meetings, to raise engagement between home and school. Class teachers will be in regular communication with parents of Disadvantaged children. Alongside being a 'nurturing' setting, opportunities for counselling to be considered. The school will be 'emotionally aware' whilst running interventions around certain aspects of being emotionally healthy.	Records will also show as a school what has been put into place for them. Quotes from other professionals to show that as a school we 'go above and beyond' to remove all barriers- 75% of Disadvantaged children to attain national expectations at the end of each key stage.
<b>D</b>	Disadvantaged children offered a range of clubs etc with a focus on physical activities, offering a broad curriculum including out of classroom activities and building cultural capital.	Attainment of Disadvantaged children in all curriculum areas at least in line with Core Subjects.

<b>5. Expenditure</b>					
<b>Academic Year</b>		<b>2020/2021</b>			
How are we using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies?					
<b>i Quality of teaching for all</b>					
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Evidence and Rationale</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>
Learning Recovery- To ensure first quality teaching for all, of all abilities, including use of assessment to identify gaps/misconceptions in children's understanding.	Differentiated, personalised curriculum to meet individual needs, including problem solving and reasoning.  School's Feedback Policy  Effective deployment of TA's  Engagement with a wide range of professionals	Interventions and Pupil Premium spending are not to compensate for teaching and learning that is not meeting individual needs.  Marking and Feedback- Sutton Trust/EEF Guide (including the Covid 19 Support for Schools Guide) evidencing high levels of progress.	Workbook scrutiny Data analysis Feedback sheets SIP Objectives/updates	SLT/SMT	<b>July 2021</b>

	Use of ICT to raise achievement and engagement.				
<b>ii Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Evidence and Rationale</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>
Booster Mathematics/English lessons to recover lost learning whilst offering a broad and balanced curriculum.	Effective deployment of TA's	EEF Guide	Monitoring of workbooks Curriculum Policies and Subject Long Term Plans	CG	<b>July 2021</b>
					<b>£63,674</b>
<b>Impact of Expenditure- despite the further disruption within the year due to the pandemic, Disadvantaged Pupils, across the vast majority of year groups made expected progress (6 points across an academic year).</b>					

**Internal Attainment Data for end of KS1(expected standard):**

**Maths- 89%**

**Reading- 78%**

**Writing- 67%**

**Internal Attainment Data for end of KS2 (expected standard):**

**Maths- 29% with 29% attaining higher standard**

**Reading- 29% with 29% attaining higher standard**

**Writing- 43% with 14% attaining higher standard**

**This was due to staff working with our most vulnerable and key worker children within school during the second national lockdown whilst setting work remotely using our online platform. This also included our pupils being offered a personalised, bespoke curriculum when Disadvantaged Pupils also had their individual needs. Teaching Assistants were also able to approve work online, giving our pupils feedback and ensuring that children had acted upon this feedback. All staff had consistent, high standards of the work produced whilst working remotely. However, due to a number of our children identified as SEND alongside the nature of remote teaching with KS1 children, no Disadvantaged children attained the higher standard.**

**When the children returned to school in the wider re-opening of school, staff members were again able to provide FQT strategies and deliver structured interventions during our daily intervention time, 'Sparkle Time'. The further minimise the impact of further individual/class isolations, staff were able to again revert back to our remote learning offer. Staffing levels, partly due to Pupil Premium funding, has allowed us to maintain an effective, consistent Remote Learning Offer resulting in maintaining positive levels of progress in the quest to diminish any attainment gap.**

<b>Desired Outcome</b>	<b>Chosen approach</b>	<b>Evidence and Rationale</b>	<b>How will we ensure it is implemented well</b>	<b>Staff lead</b>	<b>Review</b>
Continued pastoral support-improve links between school and Disadvantaged parents in order to support completion of homework and develop and reinforce positive learning behavior. Discussions to be arranged to remove barriers to children achieving their full potential.	Phone calls Teams, Skype etc	Covid Support for Schools Document-engagement with parents to have a positive impact on progress.	Timetabling Termly meetings Follow up meetings	CG	<b>July 2021</b>          <b>£3,120</b>
Ensure Disadvantaged children have access ICT and remote learning in the event of future school closures for some children.	Ensure that all children engage with remote learning	Learning Recovery- no more lost children for Disadvantaged children.	Monitoring of work completed online/engagement Evidence on Seesaw	CG	<b>July 2021</b>          <b>£1,200</b>
No child to be disadvantaged and all to receive their full entitlement.	Removing financial barriers to ensure all children receive their full entitlement	School's intent to deliver a broad and balanced curriculum.	Sports Premium Curriculum Plans Curriculum Intent	CG, HG	<b>July 2021</b>          <b>£3,841</b>

**Impact of expenditure- Disadvantaged Pupils, including within our Remote Learning Offer, have had access to a broad and balanced curriculum with pupils having the resources and equipment needed to remove any potential barriers to learning, particularly during a lockdown. Due to the wider re-opening of schools, children were able to continue to provide learning opportunities such as learning a musical instrument, under Covid secure arrangements. This is reflected within consistent attainment figures across Core and Foundation Subjects.**

**Unfortunately, school were unable to offer children school trips/residentials due to Covid restrictions in place. Our Disadvantaged Pupils, as always, continued to have a high profile meaning that if there was a lack of engagement for example or work was not being completed to our expected standard, phone calls and welfare visits were made, regularly 'going above and beyond' for our children.**

