**St Oswald’s Catholic Primary School**

**Pupil Premium Strategy Statement/Learning Recovery in Response to Covid19**

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

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

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| **2. Current Attainment-KS2** | |  | |
|  | | Pupils eligible for PP (school) | |
| **% meeting national expectations in Reading** | | No data available | |
| **% meeting national expectations in Writing** | | No data available | |
| **% meeting national expectations in Maths** | | No data available | |
| **3. Barriers to future attainment (for pupils eligible for Disadvantaged including low/middle/high ability)** | | | | |
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| **In School Barriers** | | | | |
| 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. | | | |
| **External Barriers** | | | | |
| 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. | | | |
| **4. Outcomes** | | | | |
|  |  | | *Success Criteria/Evidence* | |
| **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** | 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. | |
| **C** | 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. | |
| **D** | 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. | |

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| **5. Expenditure** | | | | | | | |
| **Academic Year** | **2020/2021** | | | | | | |
| 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** |
| 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  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/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 | **July 2021** |
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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** |
| 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 | **July 2021** |
|  | | | | | | | **£63,674** |
| **iii. Other approaches** | | | | | | | |
| **Desired Outcome** | | **Chosen approach** | **Evidence and Rationale** | | **How will we ensure it is implemented well** | **Staff lead** | **Review** |
| 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 | **July 2021**  **£3,120** |
| 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 | **July 2021**  **£1,200** |
| 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 | **July 2021**  **£3,841** |