# St Oswald’s Catholic Primary- Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St Oswald’s Catholic Primary School |
| Number of pupils in school  | 292 |
| Proportion (%) of pupil premium eligible pupils | 18% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 1 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Mrs Hassan |
| Pupil premium lead | Mr Goulding  |
| Governor / Trustee lead | Mrs Spencer |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £81,285 |
| Recovery premium funding allocation this academic year | £6,277.50 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £5,500  |
| **Total budget for this academic year**If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £87,562.50 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

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| *All staff members, governors, teaching assistants and all other staff members are fastidious in playing their part in diminishing the attainment gap for our Pupil Premium. All staff members accept their own responsibility for our Pupil Premium children and are committed to meeting their pastoral, social and academic needs. We endeavour to remove all barriers, going ‘above and beyond’, to ensure any indifference is diminished to ensure that our Pupil Premium children reach their personal best for their future, not one that is imposed upon them, but with knowledge, skills and the high aspirations to create a future that they aspire for themselves to prosper in society- a life that they may not have even felt was possible- maximising social mobility, positively.* *We do this by:**- promoting high aspirations, encouraging positive attitudes to school, resilience with strong mental health at the centre so that pupils will always follow the ‘Ozzie’s Way’ as positive citizens within the community with both Christian and British values;* *- providing a rich and varied curriculum, meeting the needs of all pupils, within an environment where the culture of hard work and determination is expected, increasing our knowledge through learning so that pupils can flourish and thrive across all curriculum areas;**- in our daily Sparkle Time session, pupil premium children access appropriate intervention to address gaps in learning, making a positive impact upon progress to diminish any attainment gap;**- ensuring teaching is at least good, with all First Quality Teaching strategies in place, with a high number of Teaching Assistants to ensure our Pupil Premium children are within small groups;**- ensuring all Pupil Premium children have access to what they are need such as full correct uniform, breakfast so that they are ready to learn in line with Maslow’s Hierarchy of Need;**- ensuring pupils ‘sparkle’ and realise their potential by placing expectations upon them and ‘going above and beyond’ to remove any barrier for them;**- ensure that pupils have their eyes widened to the world and the life they are able to make for themselves by creating first- hand experiences and have access to a rich and broad curriculum.*  |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge  |
| 1 | The long term impact of social injustice and a dramatic deterioration in the number of families, sometimes due to mobility, requiring early help or meet the criteria for CIN/Child Protection. A number of our Disadvantaged 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. |
| 2 | A lack of experiences and other basic needs that are not met (Maslow’s Hierarcy) for the children which impacts upon their progress and attainment. This again has been further compounded by the pandemic. |
| 3 | A significant number of our Disadvantaged children are also identified as SEND therefore are working below age related expectations further exacerbated by the Covid 19 pandemic. |
| 4 | A number of our Disadvantaged families have a negative perception of school because of their own experiences, consequently meaning that they hold lower aspirations for their own children. |

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| * 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. Alongside being a ‘nurturing’ setting, the school will be ‘emotionally aware’ whilst running interventions around certain aspects of being emotionally healthy. Children with social, emotional or mental health barriers to learning are identified and provided with targeted support to increase capacity to engage with learning.
 | * Minutes from meetings will show how meticulous school is in ensuring that all barriers to achieve well are removed.
* Half-termly foci on different aspects of emotionally aware schools to compliment the RSHE curriculum with a silver accreditation in the Emotionally Aware Schools Award.
* Pastoral Assistant Head / PP Champion will maintain relationships with families in the quest to pastorally diminish the impact in the number of ACE’s that children have experienced.
* KS2 outcomes will be in line with the national average and progress of Disadvantaged Pupils will also be in line as a consequence of effective pupil engagement and high aspiration/expectation.
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| * Our Disadvantaged children need to experience a wealth of experiences, alongside a broad and balanced curriculum and have their basic needs met in order to ensure they are ready to learn- enabling them to focus and engage- impacting on raised attainment. School will have used the Pupil Premium funding to ensure that children have their basic needs met in line with Maslow’s Hierarchy and are compliant with school standards in relation to uniform etc
 | * Attainment and progress data consistent across all curriculum areas
* Children’s work will show good standards across all workbooks, high expectations met and evident progress indictors.
* KS2 outcomes will be in line with the national average and progress of Disadvantaged Pupils will also be in line as a consequence of effective pupil engagement and high aspiration/expectation.
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| * Despite the vast majority of our Disadvantaged children also being identified as SEND
 | * Progress of SEND/Disadvantaged pupils is accelerated due to FQT strategies, interventions and external professionals recommendations
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| * Raise levels of pupil aspiration, developing a growth mindset and to engage with arts based enrichment activities- thus impacting on raised achievement through increased knowledge and cultural capital
 | * KS2 outcomes will be in line with the national average and progress of Disadvantaged Pupils will also be in line as a consequence of effective pupil engagement and high aspiration/expectation.
* Children will meet the realistic expectations placed upon them so that they realise their full potential so they too can ‘sparkle’ within the wider world
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *IT equipment to further enhance teaching and ensure FQT* | EEF Pupil Premium Guidance | All |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £54,802.00+ £6,277.50

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Tutoring with a ratio of 1:3 paid for through the National Tutoring Programme* | EEF Pupil Premium Guidance | All |
| *TA’s and additional teacher to work within KS1 classes to allow targeted support and early intervention, including IDL* | EEF Pupil Premium Guidance | All |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £6,483

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Y4 Music lessons- all children given the opportunity to learn an instrument*  | EEF Pupil Premium Guidance | 2,4 |
| *Counselling Service and use of external agencies to support SEND pupils*  | EEF Pupil Premium Guidance | 1,3 |
| *School expenditure to purchase for example uniform, toast and trips* | EEF Pupil Premium Guidance | 1,2,4 |

**Total budgeted cost: £87,562.50**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.* *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). Termly assessments were undertaken, including on-going assessments for the children working at home and the children working remotely****Internal Attainment Data for end of KS1 Summer 2021 (expected standard):*** *Maths- 89% Reading- 78% Writing- 67%* ***Internal Attainment Data for end of KS2 Summer 2021 (expected standard and Greater Depth):*** *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.**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.**We recognise that we are yet to fully diminish the attainment gap for our Pupil Premium children. However, we are able to show within trends over time that there is clear evidence that the attainment gap is diminishing for our Pupil Premium children.*  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| WHOPPS | Wigan Music Service |
| Counselling | Philippi Trust  |
| IDL | Ascentis |
| Reading Plus | Reading Solutions  |