**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** | 2019/20 | **Total PP Budget** | £67,500 | **Date of most recent PP rev** | Spring 2020 |
| **Total number of pupils** | 350 | **Number eligible** | 48 | **Next internal review** | Spring 2020 |

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| **2. Current Attainment-KS1** |  |
|  | Pupils eligible for PP (school) |
| **% meeting national expectations in Reading** | 50% (1 out of 2 children) |
| **% meeting national expectations in Writing** | 50% (1 out of 2 children) |
| **% meeting national expectations in Maths** | 50% (1 out of 2 children) |

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| **2. Current Attainment-KS2** | |  | |
|  | | Pupils eligible for PP (school) | |
| **% meeting national expectations in Reading** | | 67% (6 out of 9 pupils) | |
| **% meeting national expectations in Writing** | | 67% (6 out of 9 pupils) | |
| **% meeting national expectations in Maths** | | 56% (5 out of 9 pupils) | |
| **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. | | | |
| 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. | | | |
| **4. Outcomes** | | | | |
|  |  | | *Success Criteria/Evidence* | |
| **A** | School to continue to implement First Quality Teaching strategies including TESS/EP recommendations, following the Graduated Approach, effectively using TA’s to deliver interventions. | | An increase in the points progress for the SEND/Disadvantaged children to at least six points (expected progress over an academic year).  Case studies and EP/TESS reports will show children’s cognitive ability and their achievements considering this ability.  At least 67% of Disadvantaged children to achieve national expectations at the end of Key Stage Two in 2020. | |
| **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. All families attend meetings which ultimately will have an impact on the children’s progress and their attainment. | | Case studies and records of meetings will show the barriers/issues for children. These 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- 67% 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** | **2019/2020** | | | | | | |
| 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, of all abilities. | Differentiated, personalised curriculum to meet individual needs, including problem solving and reasoning.  School’s Feedback 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/EEF Guide evidencing high levels of progress. | Workbook scrutiny  Lesson observations  Data analysis  Classroom environment  SIP Objectives/updates | SLT/SMT | **July 2020** |
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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** |
| To provide a range of interventions to diminsh the gap whilst offering a broad and balanced curriculum. | | Effective deployment of TA’s | EEF Guide | | Monitoring of workbooks  Curriculum Policies and Subject Long Term Plans  Intervention Tracking Sheets | CG | **July 2020** |
|  | | | | | | | **£56,432** |
| **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 2020** |
| Ensure Disadvantaged children have access to clubs, trips and extra-curricular activities, particularly sports related. | | 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, including the use of the Sports Premium. | CG  HG | **July 2020** |
|  | | | | | | | **£8,476** |

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