**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** | 2016/2017 | **Total PP Budget** | £64,115Balances from 2015/2016-£25,624£475- St Helens L.A for one CLA pupil | **Date of most recent PP rev** | n/a |
| **Total number of pupils** | 350 | **Number eligible** | 44 | **Next internal review** | Spring Term 2017 |

Please exercise caution as this cohort size is only 10.

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| **2. Current Attainment-KS1**  |  |  |
|  | Pupils eligible for PP (school) | Pupils eligible for PP (nationally) |
| **% meeting national expectations in Reading** | 70% | 78% |
| **% meeting national expectations in Writing** | 20% | 70% |
| **% meeting national expectations in Maths** | 50% | 77% |

Please exercise caution as this cohort size is only 7.

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| **2. Current Attainment-KS2** |  |  |
|  | Pupils eligible for PP (school) | Pupils eligible for PP (nationally) |
| **% meeting national expectations in Reading** | 71% | 71% |
| **% meeting national expectations in Writing** | 57% | 79% |
| **% meeting national expectations in Maths** | 57% | 75% |
| **3. Barriers to future attainment (for pupils eligible for Disadvantaged including low/middle/high ability)** |
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| **In School Barriers** |
| A | Baseline Assessment on entry to school indicate that Personal and Social, Communication and Language skills are lower than Non-Disadvantaged pupils. |
| B | A third of our Disadvantaged pupils suffer from emotional difficulties which impacts upon their progress.  |
| C | A third of our Disadvantaged pupils are also on the school’s SEND Register. A further one sixth of Disadvantaged pupils receive graduated support. |
| D | A small percentage of parents find it difficult to support their children’s home learning. |
| E | A number of our More Able Disadvantaged children find it difficult to achieve greater depth at the end of each Key Stage.  |
| **External Barriers** |
| A | Attendance and punctuality rates for PP children compared to Non-Disadvantaged pupils.Girls Disadvantaged attendance- 91.94% (96.80% Non-Disadvantaged pupils)Boys Disadvantaged attendance- 94.83% (96.0% Non- Disadvantaged pupils) |
| **4. Outcomes** |
|  |  | *Success Criteria/Evidence* |
| **A** | 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’. | All Disadvantaged pupils to achieve ELG’s.The percentage of Disadvantaged pupils achieving national expectation and greater depth will be in line with national expectations.  |
| **B** | Improved emotional well-being of PP children throughout school.  | Disadvantaged pupils have access to emotional support through a school counsellor, Nurture Group or nurture support within class to enable them to access learning and improve progress |
| **C** | Improved attendance of Disadvantaged children through close, daily monitoring and meetings held.  | Disadvantaged pupil absence will be at least in line with Non-Disadvantaged pupils.  |
| **D** | Improve 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 meeting, termly to raise engagement between home and school. Class teachers will be in regular communication with parents of Disadvantaged children | All families attend meetings with ten Disadvantaged pupils accessing Homework Club.  |

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| **5. Expenditure** |
| **Academic Year** | **2016/2017** |
| 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.  | Differentiated, personalised curriculum to meet individual needs, including problem solving and reasoning.School’s Marking PolicyEffective 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 observationsData analysisClassroom environmentSIP Objectives/updates | SLT/SMT | **May 17** |
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|  **Total** **£13,129** |  |
| **ii Targeted Support** |  |
| **Desired Outcome** | **Chosen approach** | **Evidence and Rationale** | **How will we ensure it is implemented well** | **Staff lead** | **Review** |
| 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’. | 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. More Able interventions to master and deepen children’s understanding further.  | Children need opportunities to ‘master’ their year group interventions and apply to a wide range of contexts, including inner/inter school competitions.  | Organise a time and place for it to be delivered- planned for on class provision maps/ TA timetables.  | CG | **May 17** |
| 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 hierarcy, 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 | **May 17** |
| 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 | PC/JH | **May 17** |
|  **Total £52,475** |  |
| **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 meetingsFollow up meetings | CGGovernors | **May 17** |
|  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.  | InvoicesPlanned meetings | Money is used to subsidise trips and purchase equipment for children eligible for Pupil Premium, including uniform. | CG |  |
|  **Total £6,581**  |  |

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| **Expenditure 2016/2017** | **Cost**  |
| **Y5 and Y6 Booster and Class Teachers (2 teachers for one day) working with Dis-advantaged children****Teaching Assistants (2 TA’s for ½ a day)****Learning Resources** **Before and After School Provision****Musical Instrument Lesson, including WHOPPS****School Trips****General Expenses, such as uniform and P.E Kit etc****Achievement for All Meetings****Nurture Group Provision****Range of interventions, including More Able Pupil Premium children completing ‘mastery’ type interventions and Inner/Inter School Challenges** | **£12,384****£40,091****£13,129****£1,076****£3,625****£1,630****£250****Funded through other budgets****Funded through other budgets****Funded through other budgets** |