

St Oswald's C of E Aided Primary & Nursery School Pupil Premium strategy statement

1. Summary information					
School	St Oswald's C of E Aided Primary & Nursery School				
Academic Year	2016/17	Total PP budget	£25,180	Date of most recent PP Review	September 2017
Total number of pupils including Nursery	111 + 20 Full time equivalent Nursery (40 children)	Total number of pupils eligible for PP (included adopted Pupil Premium & Free School Meals)	17 (13%)	Date for next internal review of this strategy	September 2018
1. Attainment End of EYFS –2015/2016 – cohort of 15					
			<i>Pupils eligible for PP including adopted PP & FSM</i>	<i>Pupils not eligible for PP/ FSM</i>	
Total % of children			20%	80%	
% achieving a good level of development			13.%	69%	
% not achieving a good level of development			7 %	24%	
Barriers to learning for FSM/ PP children in EYFS			<ul style="list-style-type: none"> • Physical development – movement difficulty identified 	<ul style="list-style-type: none"> • EAL – new to English language • Late arrival into school setting • Delayed development - SEND 	


Attendance % - average for the class	<ul style="list-style-type: none"> • 95.15% 	<ul style="list-style-type: none"> • 96.50% total class average
Interventions / support	<ul style="list-style-type: none"> • Quality First Teaching • Daily motor difficulty programme – no cost • Additional classroom support 	<ul style="list-style-type: none"> • Quality First Teaching • Additional classroom support • Targeted teaching • EAL support • Education & Health Care Plan
Support for children during 2016/17	<ul style="list-style-type: none"> • Continuation of above 	<ul style="list-style-type: none"> • Continuation of above


2 Current attainment achieving expected standard during Year 1 phonics test 2015/2016 – cohort of 24		
	<i>Pupils eligible for PP including adopted PP & FSM & Ever 6</i>	<i>Pupils not eligible for PP/ FSM</i>
% of pupils	21%	79%
Total % of pupils not achieving year group expectations in year 1 phonics test	21%	21%
Total % of pupils achieving year group expectations in year 1 phonics test	0%	58%
Barriers to learning for FSM/ PP children	<ul style="list-style-type: none"> • Social and emotional difficulties 	<ul style="list-style-type: none"> • Social and emotional difficulties • Delayed development

	<ul style="list-style-type: none"> • Delayed development • Specific learning difficulties 	<ul style="list-style-type: none"> • Specific learning difficulties • EAL – new to English language
Attendance % - average for the class	94.28%	96% Total year group average
Interventions / support	<ul style="list-style-type: none"> • Quality First teaching • Classroom assistant extra half day per week to ensure TA time was full time and able to offer appropriate support Cost £5,550 (YR/1) • Daily phonic interventions following assessment • Purchase of phonics materials for intervention work £100 • Employed a Local authority phonics expert to audit teaching & learning and ensure quality first teaching was 	<ul style="list-style-type: none"> • Quality First teaching • EAL support • Classroom assistant extra half day per week to ensure TA time was full time and able to offer appropriate support Cost £5,550 (Y2/2) • Daily phonic interventions following assessment • Employed a Local authority phonics expert to audit teaching & learning and ensure quality first teaching was impacting on progress- service level agreement • Purchase of phonics materials for intervention work £100 • Daily Lexia intervention for identified children- Community of learning service level agreement

	<p>impacting on progress- Service level agreement</p> <ul style="list-style-type: none"> • Daily LEXIA intervention – Community of learning service level agreement 	
<p>Support for children during 2016/17</p>	<ul style="list-style-type: none"> • All of the above plus £11,730 for support of a group of children each morning • Employed a consultant from Durham Dyslexia to deliver INSET to staff regarding suitable interventions for children not responding to phonic interventions. £ 265 	

1. Attainment End of KS1 2015 – 16 cohort – 20 in cohort		
	<i>Pupils eligible for PP including adopted PP & FSM & Ever 6</i>	<i>Pupils not eligible for PP</i>
% of total children	5%	95%
% achieving year group expectations in reading, writing and maths End of KS1 2016	0%	82%
% achieving year group expectations in reading	5%	86% + 5% PP +=91% (74% National Average)
% achieving year group expectations in writing	0%	73% (65% National Average)
% making progress in maths	5%	77% + 5% PP = 82%(73% national Average)
Barriers to learning for FSM/ PP children	<ul style="list-style-type: none"> • Specific learning difficulty 	<ul style="list-style-type: none"> • SEND – Specific learning difficulties • Delayed development • EAL
Attendance % - average for the class	<ul style="list-style-type: none"> • 95% 	<ul style="list-style-type: none"> • 96.62% total class average
Interventions / Support	<ul style="list-style-type: none"> • Quality First Teaching 	<ul style="list-style-type: none"> • Quality First teaching • Daily LEXIA intervention

	<ul style="list-style-type: none"> • Daily LEXIA intervention • Targeted Intervention (£5,550) 	<ul style="list-style-type: none"> • Targeted intervention 
2. Attainment KS2 cohort 2015 – 16 37 children		
	<i>Pupils eligible for PP including adopted PP & FSM (6)</i>	<i>Pupils not eligible for PP</i>
% of total children	16%	84%
% achieving in reading, writing and maths	44%	48%
% making progress in reading	67%	45%
% making progress in writing	33%	48%
% making progress in maths	33%	52%
Barriers to learning for FSM/ PP children	<ul style="list-style-type: none"> • Specific learning difficulty (some SEND) • Provision mapping – extra interventions 	<ul style="list-style-type: none"> • Specific learning difficulty (some SEND) • EAL • Provision mapping – extra interventions.

Attendance % - average for the class	<ul style="list-style-type: none"> • 98.58 % 	<ul style="list-style-type: none"> • 96.84%
Interventions / Support	<ul style="list-style-type: none"> • Quality First Teaching • Daily LEXIA intervention • Targeted Intervention (£5,550) 	<ul style="list-style-type: none"> • <i>Quality First teaching</i> • <i>Daily LEXIA intervention</i> • <i>Targeted intervention</i> 
Support for children during 2016/17	<ul style="list-style-type: none"> • Implement programme from Durham Dyslexia • Purchase some Dyslexia friendly resources and teaching aids £ 50 • Continuation of all of the above. 	<ul style="list-style-type: none"> • Implement programme from Durham Dyslexia • Purchase some Dyslexia friendly resources and teaching aids £ 50 <p>Continuation of all of the above.</p>