

## St Oswald's C of E Aided Primary and Nursery School

### Pupil Premium Strategy Statement

2018 – 2019

#### Rationale

The pupil premium (PP) is additional funding designed to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Looked after and Previously Looked After children also receive additional funding know as Pupil Premium Plus (PP+). All maintained schools are required to publish a Pupil Premium Strategy Statement, which includes details of Pupil Premium funding, how this is spent and its overall impact.

The amount of pupil premium funding is determined by individual circumstances, however, the budget is utilised across the group of pupils as a whole. At St Oswald's C of E Aided Primary and Nursery School, we aim to apply best practice in effectively using the pupil premium as defined by The Education Endowment Foundation (EEF). This starts with defining the needs of pupil's in receipt of funding (through teachers, parents and other educational reports) and developing programmes to meet the identified needs. Through this approach, we aim to overcome barriers to learning and accelerate progress so that pupils receiving pupil premium achieve similar outcomes to their peers and any differences are diminished.

#### Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of PP Eligible Boys (Per Pupil £1,320)	Number of PP Eligible Girls (Per Pupil £1,320)	Number of Looked After Children PP+ (Per Pupil £1,700*)	Number of Adopted Children (Per pupil £2,300)	Number of Service Children Per Pupil £300
<b>21 pupils</b>	<b>9 pupils</b>	<b>5 pupils</b>	<b>2 pupils</b>	<b>7 pupils</b>	<b>0 pupils</b>

- Looked After Children receive £1,700 with £600 of this retained centrally by the Local Authority
- Detailed reporting for Looked After Children is managed separately – numbers are included in this report for information only
- Currently there is no statutory requirement to capture reporting for adopted children, however it is recognised as good practice to include

#### Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils Hourly Rate £0.53	Number of Eligible Boys Hourly Rate £0.53	Number of Eligible Girls Hourly Rate £0.53	Total EYPP Budget Hourly Rate £0.53
0	0 pupils	0 pupils	0 pupils	£302.10*

- This amount is paid for maximum of 570 hours per year even when child attends for 30 hours per week

Pupil Premium and Pupil Premium Plus Summary Information			
Total Number of Pupils at School (Inc. FTE)	132	% of Pupils Eligible	Pupil Premium Budget
Number of Pupils eligible for Pupil Premium	14	11%	£18,480
Number of pupils eligible for Pupil Premium Plus	9	5%	£16,100
Total Pupil Premium Budget	21	16%	£34,580

- Pupil Premium Plus refers to the higher funding provided to Looked After and Previously Looked After Children

2018 Outcomes (Academic Year 17-18)															
Due to low PP and PP+ numbers and the need to protect individual data, we track attainment information but do not publish it															
KS1	PP Pupils			Other			SCH GAP	KS2	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
EYFS GLD								Expected Standard Reading	N/A		N/A				
Year 1 Phonics								Expected Standard Writing	N/A		N/A				
Expected Standard Reading								Expected Standard Maths	N/A		N/A				
Expected Standard Writing								Expected Standard GPS	N/A		N/A				
Expected Standard Maths								Expected Standard R/W/M	N/A		N/A				

- Comparison data is between disadvantaged pupils at St Oswald's School and non disadvantaged pupils nationally
- SCH, NA and DIF refers to school, national and difference respectively

		<b>Barriers to Future Attainment</b>	<b>Desired Outcomes</b>
<b>Internal Barriers</b>	A	Limited progress in reading and spelling, punctuation and grammar impacts on ability to learn and grow.	Pupils eligible for Pupil Premium make at least good progress in reading, punctuation, spelling and grammar to support raising their attainment.
	B	English as second language may limit comprehension, communication and social interaction.	Pupils eligible for Pupil Premium, who are also EAL, have a better understanding of the English Language.
	C	Poor self-esteem and confidence can inhibit social interaction, curiosity to learn and experience of new things and lead to higher levels of anxiety.	Pupils eligible for Pupil Premium have improved emotional health with a focus on self-esteem and confidence.
	D	Restricted motor skills (gross and fine) may impact on learning outcomes including writing, concentration and focus.	Pupils eligible for Pupil Premium have developed and demonstrate an improvement in their motor skills.
<b>External Barriers</b>	E	Limited opportunities to participate in extracurricular activities, clubs and competitions may narrow scope of learning and impact on academic progress.	By offering a rich and varied curriculum with a variety of school visitors and trips out and by providing high quality educational resources and clubs the horizons of the pupils in our care can be significantly broadened. This will help PP pupils to develop as rounded individuals who have a good understanding of the wider world, the importance of community and British values, respect and tolerance as well as impacting positively on their educational outcomes (especially written activities) due to a variety of different experiences to draw upon.

**Pupil Premium Planned Expenditure**

	<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence Source</b>	<b>Expenditure</b>	<b>Baseline Data</b>	<b>Autumn Evaluation</b>	<b>Spring Evaluation</b>	<b>Summer Evaluation</b>
A	Pupils eligible for Pupil Premium make at least good progress in reading, punctuation, spelling and grammar to support raising their attainment.	<p>Weekly timetable for Lexia interventions. Weekly timetable of classroom support based on need to include HLTA working with targeted eligible pupils or HLTA timetable will release teacher to work with targeted eligible pupils (alongside the point below).</p> <p>Reduce class size in Year 6 to less than 20 (current size 16 with a high percentage of pupil premium pupils).</p> <p>Purchase of additional comprehension</p>	<p>Reading progress measures within Lexia (EEF evidence of +4 months on progress due to digital technologies)</p> <p>EEF evidence of +4 months on progress due to small group tuition and +5 months for Collaborative learning Reading Comprehension strategies +5 months)</p> <p>Supplement KS2 reading books</p> <p>As the size of class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each</p>	<p>Power Of Reading Training and resource implications: (£3500)</p> <p>Reading books inc. guided reading sets for KS1 (£1500)</p> <p>HLTA timetable (£15,171)</p> <p>HLTA: 3x half hour morning slots (Approx £855)</p> <p>HLTA: Rapid Phonics timetable HLTA (Approx £1140)</p> <p>Lexia purchased through our contributions to COL</p> <p>SLA to Durham Learning Resources (£2500)</p> <p>Additional comprehension resources paper based and electronic</p>	STAT Sheffield  PM benchmark			

		resources.	<p>student receives increases, improving outcomes for pupils.</p> <p>Average reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>(Approx: £1000)</p> <p>Twinkl – Electronic resource to support reading (£492.00)</p> <p>Staffing to cover leadership time. (£562.50)</p> <p>Spelladrome (approx: £750)</p> <p>SPAG.com (£160.80)</p>				
B	To support PP children who are also EAL children in their language acquisition.	<p>Purchase books and other resources to support language learning.</p> <p>Timetabled TA/HLTA support to either work with children or free</p>	<p>Discuss with STAFF from MTAS regarding effective and proven resources.</p> <p>EEF evidence of +4 months on progress due to small group tuition and +5 months for Collaborative learning</p>	<p>A variety of books and other resources. (£200)</p> <p>HLTA/TA time (approx. £1400)</p>	Evidence base will be through work scrutiny.			

		up teacher to support.	Reading Comprehension strategies +5 months)					
C	To improve emotional health of PP pupils with a focus on self-esteem and confidence.	<p>Assess individual children to identify their underlying emotional needs and to select practical activities to help them.</p> <p>HLTA Time: Play Therapy/Lego Therapy</p> <p>Build understanding and awareness of teachers and TAs of PP and PP+ so that they are better equipped to address potential challenges that may arise in the classroom with quality first teaching</p>	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Pupil Premium training and support recommends the importance of building awareness across the teaching team rather than concentrating knowledge in a small number of specialist teachers.</p>	<p>Thrive Training and associated resources and implementation (£2500)</p> <p>Play Therapy/Lego Therapy etc. (£500)</p> <p>Briefing materials from Virtual Head and / or Recognised Agencies (0)</p>	Evidence base will be in the form of a questionnaire/online tool			

D	To support and develop PP pupils' motor skills	<p>Letter Join resource purchased to support development of motor skills.</p> <p>TA/HLTA small group support</p>	EEF evidence of +4 months on progress due to small group tuition	<p>Letter Join (£153.60)</p> <p>Small group support (approx: £700)</p>	Work scrutiny			
E	To offer many different school activities, trips, clubs, and opportunities to compete to broaden horizons and impact on academic progress.	<p>Provide a rich and varied curriculum with a wide variety of visitors and visits</p> <p>Provide the opportunity for disadvantaged children to attend after school clubs</p> <p>Provide a variety of experiences to broaden children's understanding of the world. .</p>	At the EEF, we think enriching education has intrinsic benefits We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	<p>Subsidising of trips, visitors, after school clubs (approx. £1000)</p> <p>Experts into school (approx. £500)</p>	Evidence base will be in the form of a questionnaire			

Budget Summary			
Desired Outcome		Intervention and Cost	Total Spend
A	Pupils eligible for Pupil Premium make at least good progress in reading, punctuation, spelling and grammar to support raising their attainment.	Power Of Reading Training and resource implications: £3500 Reading books inc. guided reading sets for KS1- £1500 HLTA Timetable £15171 Additional comprehension resources paper based and electronic Approx - £ 1000 SLA Learning Resources £2500 Staffing to cover leadership time - £562.50 Twinkl -£492 HLTA: 3x half hour morning slots - Approx £855 HLTA: Rapid Phonics timetable - Approx £1140 Spelladrome - approx: £750 SPAG.com - £160.80	£27,631.30
B	To support PP children who are also EAL children in their language acquisition.	A variety of books and other resources. - £200 HLTA/TA time approx. - £700	£900
C	To improve emotional health of PP pupils with a focus on self-esteem and confidence.	Thrive Training and associated resources and implementation - £2500 Play Therapy/Lego Therapy etc. - £500 Briefings for teachers and TAs - £0 (plus time)	£3000
D	To support and develop PP pupils' motor skills	Letter Join - £153.60 Small group support - £1400	£1553.60
E	To offer many different school activities, trips, clubs, and opportunities to compete to broaden horizons and impact on academic progress.	Subsidising of trips: Approx. £1000 Experts into school: Approx £500	£1500
		<b>Total Budget</b>	£34,584.90
		<b>Total Received</b>	£34,580

**Additional Funding Supporting Provision**

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**Governance**

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium link Governor

Pupil Premium Committee Meeting

Autumn:

Spring:

Summer:

Autumn Summary

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Spring Summary

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Summer Summary

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**Review Date**

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