

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

Pupil Premium Strategy Statement 2020 – 2021

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 known as Pupil Premium Plus (PP+) which is monitored by the Virtual School (<http://www.durham.gov.uk/durhamvirtualschool>). 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 this group of disadvantaged 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 pupils 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 |
|---|--|---|--|--|---|
| 8 pupil premium 12 pupil premium plus March update 7 pupil premium | 5 male | 3 female March update 2 female | 4 pupils | 8 pupils | 1 pupil |

- Looked After Children receive £1,700 into the school budget and £600 is retained centrally by the Local Authority- LAC money is not reported on in this document, numbers are 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 :139 | | % of Pupils Eligible | | Pupil Premium Budget |
| Number of Pupils eligible for Pupil Premium | 8 March update 7 | 6% March update 5% | £10,560 | |
| Number of pupils eligible for Pupil Premium Plus* | 12 (8 without LAC) | 9% (6% without LAC) | £25,200 (£18,400 – without LAC) | |
| Total Pupil Premium Budget | 20 | 14% | £29,260 (without LAC) | |

*Pupil Premium Plus refers to the higher funding provided to Looked After and Previously Looked After Children and budget inclusive of LAC is provided here for information only.

| 2020 Outcomes (Academic Year 19-20) | | | | | | | | | | | | | | | |
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| No outcomes due to COVID-19. | | | | | | | | | | | | | | | |
| Due to low PP and PP+ numbers and the need to protect individual data, we track attainment information but only publish it when numbers in a year group ensue children are not identifiable. | | | | | | | | | | | | | | | |
| KS1 | PP Pupils | | | Other | | | SCH GAP | KS2 | PP Pupils (5) | | | Other (11) | | | SCH GAP |
| | SCH | NA | DIF | SCH | NA | DIF | | | SCH | NA | DIF | SCH | NA | DIF | |
| EYFS GLD | | | | | | | | Expected Standard or above Reading | | | | | | | |
| Year 1 Phonics | | | | | | | | Expected Standard or above Writing | | | | | | | |
| Expected Standard Reading | | | | | | | | Expected Standard or above Maths | | | | | | | |
| Expected Standard Writing | | | | | | | | Expected Standard or above GPS | | | | | | | |
| Expected Standard Maths | | | | | | | | Expected Standard or above R/W/M | | | | | | | |

- 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

| | | Barriers to Future Attainment | Desired Outcomes |
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| Internal Barriers | A | Some Pupil Premium children despite being able to read at an age appropriate level have a limited understanding of what the words mean within age-related texts. This limits their ability to understand and communicate (comprehension) and access other areas of the curriculum. | To increase pupil's knowledge and comprehension of age appropriate vocabulary and ensure that children remember and use a wider vocabulary base when speaking and writing. |
| | B | On average pupils in receipt of pupil premium are 'Working Towards' or working 'Below' the Expected Standard in writing. | To improve the quality of writing for pupils in receipt of Pupil Premium to bring them closer to the expected standard in writing or to achieve the expected standard in writing. |
| | C | Early reading is barrier for some Pupil Premium children with many being behind or in some cases significantly behind the expectations for their age in terms of phonics knowledge. | To improve pupil's phonological knowledge and early reading skills to close the gap between them and their peers. |
| | D | Some Pupil Premium children struggle with rapid recall of maths number facts such as times tables, number bonds. | Pupil's ability to recall number facts and begin to use this information to tackle word problems will improve and therefore make more progress in maths (closing the gap between disadvantaged and non-disadvantaged). |
| External Barriers | E | Pupil premium children often have poor self-esteem and confidence which can inhibit social interaction, curiosity to learn and experience of new things and lead to higher levels of anxiety – work began on this in 18/19. | Pupils eligible for Pupil Premium will have improved emotional health with a focus on self-esteem and confidence. |

Pupil Premium Planned Expenditure

| Desired Outcomes | Action | Evidence Source and rational | Expenditure | Baseline Data | Mid-year evaluation <i>Partial school closures, individual and class isolations have impacted have impacted on the actions linked to targets.</i> | End of year evaluation |
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| <p>A Some Pupil Premium children despite being able to read at an age appropriate level have a limited understanding of what the words mean within age-related texts. This limits their ability to understand and communicate (comprehension) and access other areas of the curriculum.</p> | <p>To embed a rigorous approach to the teaching of reading and vocabulary, developing learners' confidence and enjoyment in reading. Thus enabling children to gain a greater knowledge of curriculum vocabulary and access to all subjects.</p> <p>To ensure the explicit teaching of vocabulary across the curriculum.</p> | <p>The EEF guidance report: Improving Literacy in Key Stage 2, in which it identified 7 evidence-based recommendations to support pupils' literacy. Within this document it identified the importance of developing pupils' language capability to support their reading and writing and there is extensive evidence to back this up. This recommendation is also identified in the equivalent KS1 document.</p> <p>EEF evidence of +4 months on progress due to small group</p> | <p>SLA to Durham Learning Resources</p> <p>Power of Reading annual licence</p> <p>Twinkl – Electronic resource</p> <p>HLTA/TA time for small group work or to release teacher</p> <p>Teacher and Support Staff Professional development.</p> <p>SPAG.com</p> | <p>Initial assessment using schools Key Stage vocabulary expectations document.</p> <p>Work produced in books and reading assessments (NFER)</p> | <p>Work has continued to be undertaken to support children's understanding of vocabulary and therefore their ability to understand texts and children are making progress. This support has been individualised to the needs of pupils e.g. daily 1 to 1 reading sessions, weekly small group sessions and whole class teaching where children are exposed to a higher level of vocabulary and where vocabulary is addressed specifically before, during and after a topic and during English.</p> <p>A more formal evaluation of progress will take place at the end of the year.</p> | <p>Vocabulary has been a focus in all subjects and this has meant pupil premium children have been able to progress in this area alongside their peers. This is evidenced in children's books and the Pupil Premium children as a cohort in reading making on average more progress than non-Pupil Premium children (0.2) - Summer 20 to Summer 21. Overall the percentage of Pupil Premium children making more than expected progress was greater than non-pupil premium children.</p> <p>The Power of Reading resource provided teachers with access to sequences of teaching for high quality texts to support them in the delivery of the English curriculum providing them with ideas for the delivery and structure of the curriculum.</p> <p>Twinkl – electronic resources was particularly helpful in regards to providing resources associated with vocabulary and resources for</p> |

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| | | Timetabled TA/HLTA support to either work with children or free up teacher to support pupils' vocabulary and therefore their comprehension of different texts. | tuition and +5 months for Collaborative learning Reading Comprehension strategies +5 months). | | | | texts to support contextual understanding of words. SPAG.com – use a resource used to check children's grammatical understanding and to support the identification of gaps – this tool was particularly useful for Y6 children. |
| B | On average pupils in receipt of Pupil Premium are 'Working Towards' or working 'Below' the Expected Standard in writing. | To embed the teaching of writing around high quality texts. To provide opportunities to access high quality CPD to support the teaching of writing within school. Timetabled TA/HLTA support to either work with children or free up the class teacher to provide feedback and guidance to children. | The EEF guidance report: Improving Literacy in Key Stage 2, in which it identified 7 evidence-based recommendations to support pupils' literacy. One of the 7 areas identifies the importance of teaching writing composition strategies through modelling and supported practice. | SLA to Durham Learning Resources (costed within barrier A) Power of Reading annual licence (costed within barrier A) Twinkl – Electronic resource(costed within barrier A) HLTA/TA time Teacher and Support Staff Professional development | In school tracking including work scrutinies | Although making progress, children are not exceeding the level of progress meaning they remain in line with previous standards. Stamina for writing as a result of the impact of partial school closures and periods of isolation are impacting on the achievement of this target. The impact of the most recent period of home learning is yet to be evaluated for all children. | While the number of children working at the expected standard increased by 1 child, 6 of our Pupil Premium children made more than expected progress. Which as a percentage means that the number of Pupil Premium children making more than expected progress is greater than non-Pupil Premium children (0.2) Overall our Pupil Premium children have made greater progress towards achieving Working Towards or the Expected Standard in Writing than they were at the beginning of the year as evidence in books and data. |

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| C | <p>Early reading is barrier for some Pupil Premium children with many being behind or in some cases significantly behind the expectations for their age in terms of phonics knowledge.</p> | <p>CPD for staff linked to the introduction of an approved scheme for the teaching of Phonics.</p> <p>Introduction of Sounds-Write programme.</p> <p>If needed, small group catch up sessions.</p> <p>Reading books of which reflect interest of older children but with a reading age content appropriate to their level.</p> | <p>The EEF toolkit states: Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> | <p>Sounds-Write training and resourcing</p> <p>Reading Books with content for older readers but a reading age appropriate to the child's level</p> <p>Purchasing of additional phonics books</p> <p>Small group teacher sessions/ HLTA/TA time</p> | <p>In school tracking</p> | <p>Sounds-Write programme has had a positive impact on many children's phonetically knowledge.</p> <p>Equally 1:1 sessions are successfully supporting children to make progress who need additional support.</p> <p>Formal assessment will take place in the Summer Term.</p> | <p>Children in receipt of pupil Premium have made more than expected progress with their phonics knowledge this year, although some still need more support in order to reach the expected standard.</p> <p>The Sounds Write training and resourcing ensured that staff delivering the phonics programme were suitably trained in the delivery of synthetic phonics. We have also invested heavily in extending our selection of phonics books which provide children with more texts matched to their phonological knowledge.</p> <p>The additional small group phonics session proved to be particular helpful to support children to revisit their learning and develop their recall.</p> <p>We prioritised the production of high quality daily pre-recorded phonics lessons by the trained practitioners to support the continued delivery of this objective during the national lockdown and bubble closures. We also undertook weekly</p> |
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| | | | | | | | online reading sessions with children. |
| D | Some Pupil Premium children struggle with rapid recall of maths number facts such as times tables, number bonds. | Single year group teaching of maths Timetabled TA/HLTA support to either work with children or free up the class teacher to provide feedback and guidance to children. | The purposeful use of maths manipulatives has highlighted as within the EEF document improving mathematics in keys stage 2 and 3. It also explains that we need to ensure that pupils develop fluent recall facts. | HLTA/TA/teacher time TT Rockstars Mathletics | In school tracking | Children are making progress with their rapid recall. However, some are still finding this challenging so more small group and individual support is being put in place to support this. | Pupil Premium children as a cohort made on average more progress compared to non-Pupil Premium children overall (0.2) - Summer 20 to Summer 21. TT Rockstars was used across the year to provide children with regular opportunities to practice their times tables using a carefully sequenced programme. The impact of this programme was evident with Pupil Premium children's speed and accuracy of recall improving. Mathletics is a resource used to reinforce in class learning and linked to areas for development supporting progress for each child. |
| E | Pupil premium children often have poor self-esteem and confidence which can inhibit social interaction, curiosity to learn and experience of | To embed the use of the Thrive: Differentiated provision to support children's emotional development so that learning becomes more | As a school we want to develop and invest in a long term and sustainable approach to supporting children with low self-esteem. On average, social and emotional learning interventions have an | Training licenced practitioners Thrive - Online resource tool and basic training for SLT Weekly small group/individual | Thrive assessments. Teacher feedback/observations. | For the majority of Pupil Premium children their confidence has improved this. For some children more specific support has been identified and is currently being offered or is due to start in the Summer Term. | Due to the disruption to school during the year, it was difficult to maintain the consistency of Thrive sessions. That said, where sessions were in place, children valued the opportunity to take part in the activities. In addition, through Pupil Premium funding we have been able to increase the number of |

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| | <p>new things and lead to higher levels of anxiety – work began on this in 2019.</p> | <p>accessible and therefore enhances emotional literacy to impact on academic progress (resilience, resourcefulness, reflective capacity and reciprocity).</p> <p>The use of play/Lego Therapy to support.</p> | <p>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>Thrive sessions for identified pupils & HLTA Time for Play Therapy/Lego Therapy</p> <p>Resources to improve the environment within which Thrive/Lego therapy etc. takes place</p> <p>Purchasing of resources to support delivery of sessions</p> | | | <p>practitioners licenced to support children using the Thrive approach, as a result of this more Pupil Premium children will be able to benefit from this approach in the years to come.</p> <p>Resources to the delivery of Thrive were purchased. However, due to the risk assessments surrounding COVID 19 the spending of money on the room itself was limited to its decoration, with additional resources being identified but will be part of next year's spend.</p> |
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| Budget Summary | | |
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| Desired Outcome | | Total Spend (approx.) |
| A | Some Pupil Premium children despite being able to read at an age appropriate level have a limited understanding of what the words mean within age-related texts. This limits their ability to understand and communicate (comprehension) and access other areas of the curriculum. | £5442.78 |
| B | On average pupils in receipt of Pupil Premium are 'Working Towards' or working 'Below' the Expected Standard in writing. | £3872.50 |
| C | Early reading is barrier for some Pupil Premium children with many being behind or in some cases significantly behind the expectations for their age in terms of phonics knowledge. | £3874.50 |
| D | Some Pupil Premium children struggle with rapid recall of maths number facts such as times tables, number bonds. | £10,901.20 |
| E | Poor self-esteem and confidence which can inhibit social interaction, curiosity to learn and experience of new things and lead to higher levels of anxiety – work began on this in 2019. | £5442.05 |
| Total Budget | | £29,533.03 |
| Total Received | | £29,260 |

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

(Comments have been kept deliberately vague due to low numbers)

Pupil Premium link Governor Amanda Robinson new Link Governor Ben Westwood

Review

Mid year:

End of year:

Mid-Year Summary

- Updates against each target were provided and discussions were held in regard to the impact of partial school closure and periods of isolation. This includes conversations around how Pupil Premium children were supported to access remote learning and the bespoke offers but in place. This information was also shared with the FGB.

End of Year Summary

- It is apparent that Pupil Premium children have made progress against the identified targets despite the challenging year faced. Moving forwards, our new Pupil Premium governor will come into school to monitor the Pupil Premium in Autumn 2 so he can look at book, internal data and have a conversation with staff around the impact and implementation of funding.

Review Date

September 2021