

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Oswald's C of E Aided Primary and Nursery School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Martin Clarke Chair of Governors
Pupil premium lead	Alice Hassall Headteacher
Governor / Trustee lead	Ben Westwood Pupil Premium Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22485
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,660

Part A: Pupil premium strategy plan

Statement of intent

At St Oswald's C of E Aided Primary and Nursery School our vision is 'Together we learn to love and shine' meaning that all pupils, irrespective of their background, make good progress in all subject areas. Our Vision also commits us to reduce the difference between the attainment of disadvantaged and non-disadvantaged pupils.

When making decisions about how to best use our Pupil Premium funding we identify the key challenges to achievement and consider the context of our school, we couple this with research including the evidence tool kit and guidance reports produced by the Education Endowment Foundation (EEF).

Key principles that guide our strategy plan:

- Promote an ethos of attainment for all pupils.
- Focus on high-quality teaching and effective research-informed strategies to support disadvantaged children.
- Triangulation of various sources of evidence inform planning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	It is apparent that our disadvantaged children need additional social and emotional support which impacts on their readiness and ability to learn. Currently 40% of our disadvantaged pupils are receiving either individual or small group support.
2	Using formative and summative assessment we know that the education of many of our disadvantaged pupils has been impacted by partial closures, which reflects the findings of national studies.
3	Internal formative and summative assessments have identified that writing, reading and maths attainment among disadvantaged children is below that of non-disadvantaged pupils.
4	Transcription accuracy, presentation and/or fluency is not reflected in composition which negatively impacts children's attainment.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Accelerated progress in reading.	<p>Achieve positive progress relative to their September 21 starting points with an increasing percentage of pupils either working at age related expectations or making accelerated progress towards achieving this.</p> <p>Combination of formative and summative assessment shows that gaps in learning have been effectively addressed.</p>
Accelerated progress in maths.	<p>Achieve positive progress relative to their September 21 starting points with an increasing percentage of pupils either working at age related expectations or making accelerated progress towards achieving this.</p> <p>Combination of formative and summative assessment shows that gaps in learning have been effectively addressed.</p>
Improved emotional resilience for all pupils with disadvantaged children being the highest priority through both whole class and small group/individual support.	Lesson observations will demonstrate pupil's positive attitude to learning and as result children will achieve across the curriculum (formative and summative assessments).
Accelerated progress in writing including an improvement in transcription skills.	<p>Achieve positive progress relative to their September 21 starting points with an increasing percentage of pupils either working at age related expectations or making accelerated progress towards achieving this.</p> <p>Combination of formative and summative assessment shows that gaps in learning have been effectively addressed.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a whole school approach to social and emotional learning.</p> <p>This will be reflected in a whole school approach creating routines and supportive mechanism for children supported by professional development and training for staff.</p>	<p>There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life.</p> <p>EEF Social and Emotional Learning</p>	<p>1 & 2</p>
<p>Identified areas of strength and improvement in literacy for individuals, cohorts and whole school will be used to plan/access high quality CPD in line with EEF guidance. The Impact of this CPD programme being translated into practice will be reviewed through monitoring and pupil progress meetings.</p>	<p>The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1 and KS2.</p>	<p>2, 3 & 4</p>
<p>Identified areas of strength and improvement in maths for individuals,</p>	<p>The EEF guidance is based on a range of evidence – separate guidance is available for Early years and KS1 and KS2.</p>	<p>2, 3 & 4</p>

cohorts and whole school will be used to plan/access high quality CPD in line with EEF guidance. The Impact of this CPD programme being translated into practice will be reviewed through monitoring and pupil progress meetings.		
Single year group teaching for Maths through the provision of an additional teacher. (Funded by school)	EEF guidance suggests a +2 months impact on children's attainment.	2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,177.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition or in class support to overcome identified barriers to be delivered by teaching assistant/teacher.	EEF Teaching and Learning toolkit: small group tuition 4+ months progress	2, 3 & 4
School led tutoring (8 pupils – recovery premium/pupil premium to pay 25% of costs).	Small group tuition to be delivered in 2022 by teachers/teaching assistants with whom the children are familiar EEF Teaching and Learning toolkit: small group tuition 4+ months progress	3 & 4
Purchasing of standardised diagnostic assessments.	The use of standardised tests can provide reliable insights into children's attainment to inform teachers planning for individuals, groups and cohorts.	2, 3 & 4

Times Tables Rockstars – for home and in school use.	Different aspects of Times tables Rockstars acts as a resource to support the school to follow the recommendation of the EEF Guidance reports e.g. strand 2 of the 'improving Mathematics in the Early Years and Key Stage ' it also acts as a diagnostic tool for strand 4.	2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review whole school behaviour policy to further reflect ethos and improve children wellbeing.	There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. EEF Social and Emotional Learning	1
Focused support for children who have social and emotional needs through Thrive sessions, Lego Therapy etc.	There is a secure evidence base to indicate that a child's social and emotional skills lead to improved outcomes later in life. EEF Social and Emotional Learning	1

Total budgeted cost: £ 24,827.68

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please note: Due to low numbers of disadvantaged children our reported data is carefully considered to ensure pupils are not identifiable. Much of our data is not statistically significant due to these small numbers. The link governor and LA adviser monitor and evaluate at a granular level where appropriate.

We have used a combination of evidence sources (including NFER assessments, books, teacher observations).

Our internal data indicated that the progress made by disadvantaged children was greater than non-disadvantaged children within school in reading, writing and maths based on comparison with 2020 date where available.

	Disadvantaged	Non-disadvantaged
Reading	+0.4	+0.2
Writing	+0.2	0.0
Maths	0.1	0.0

Disadvantaged children made good progress in the target areas identified in the previous report (vocabulary and recall of mathematical facts). However, the attainment of our disadvantaged children is still below that of non-disadvantaged children and further closing of this gap needs to continue to be a focus moving forwards.

Support for early reading for our disadvantaged children proved to be effective, with internal evidence demonstrating positive outcomes. Children made good progress in their phonological knowledge.

Our previous report identified that some of our disadvantaged children have poor-self-esteem and confidence and we had started to make good progress towards achieving our target, through appropriate training and support as evidence in their approach to learning within the classroom. The impact of the coronavirus pandemic on children's mental health and wellbeing has increased the number of children requiring this support and the complexity of the need. Moving forwards with our new plan we now need to build in further approaches to support all pupils wellbeing including considering how our behaviour policy can be altered.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sounds-Write Training	Sounds-Write
Thrive	Thrive
Power of Reading	CLPE
Mathletics	3P learning
Times Tables Rockstars	Maths Circle
Twinkl	Twinkl