

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 known 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 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
21 pupils July update - 18 pupils	8 pupils July update – 8 pupils	5 pupils July update – 3 pupils	Due to low numbers no. of children no-longer shared	7 pupils	0 pupils

- 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 132		% of Pupils Eligible		Pupil Premium Budget	
Number of Pupils eligible for Pupil Premium		14 Jan update – 13 July update - 11	11% Jan update: 10% July update – 8%		£18,480 (Figure will be adjusted by DCC)
Number of pupils eligible for Pupil Premium Plus		9	5%		£16,100
Total Pupil Premium Budget		21 July update – 18	16% July update 14%		£34,580 (Figure will be adjusted by DCC)

- 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	82			
Year 1 Phonics								Expected Standard Writing	N/A		N/A	77			
Expected Standard Reading								Expected Standard Maths	N/A		N/A	88			
Expected Standard Writing								Expected Standard GPS	N/A		N/A	88			
Expected Standard Maths								Expected Standard R/W/M	N/A		N/A	71			

- 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
Internal Barriers	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.
External Barriers	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								
	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	Pupils eligible for Pupil Premium make at least good progress in reading, punctuation, spelling and grammar to support raising	Weekly timetable for Lexia interventions. Weekly timetable of classroom support based on need to include HLTA	Reading progress measures within Lexia (EEF evidence of +4 months on progress due to digital technologies)	Power Of Reading Training and resource implications: (£3500) Reading books inc. guided reading sets for KS1 (£1500)	STAT Sheffield – this tracking system is no longer used and GPS is no longer tracked separately it is now assessed as part of English writing.	Progress in reading is currently comparable to non-pupil premium pupils	The majority of pupils eligible for pupil premium or PP+ funding are on track to make good progress at the end of this year. Update: Reading age assessments have been undertaken at	<i>Some children who were targeted to benefit from this left during the school year.</i> Improvements have been made and the majority of pupils have made at least good progress with this target however

	<p>their attainment.</p>	<p>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 resources.</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 student receives increases, improving outcomes for pupils.</p> <p>Average reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow</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 (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</p>	<p>Therefore Work scrutiny informs</p>		<p>the end of Spring term so that we can successfully trial reciprocal reading as part of a LA organised working party considering the impact of low cost high impact interventions (costing for this barrier for learning may be reviewed in light of this project).</p>	<p>more work is needed to improve this further.</p> <p>Reading ages assessment taken before and after the trial indicated the PP and PP+ (Including LAC) made more progress on average than their peers during the Summer term. 4 out of 6 children made more than the average progress for the group.</p> <p>Work indicates an improvement for the majority of pupils. Including the vast majority of Y6 PP pupils demonstrating an increased scaled score from a practise test taken in December to the final SAT outcome.</p>
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			activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	(£160.80)				
B	To support PP children who are also EAL children in their language acquisition.	Purchase books and other resources to support language learning. Timetabled TA/HLTA support to either work with children or free up teacher to support.	Discuss with STAFF from MTAS regarding effective and proven resources. EEF evidence of +4 months on progress due to small group tuition and +5 months for Collaborative learning Reading Comprehension strategies +5 months)	A variety of books and other resources. (£200) HLTA/TA time (approx. £1400)	Evidence base will be through work scrutiny.	Audit has been undertaken with Ms Finn to look at areas for development and improvement within school as well as to celebrate the successes.	Pupils with EAL children have continued to be support this term and are making steady progress.	Children with English as an additional language and entitled to Pupil Premium's language acquisition has improved although some children who we are now pushing toward to achieve the higher standard/greater depth at times are struggling to reach this achieve in particular in wiring due to their knowledge and understanding of English (Exact numbers not provided due to ability to identify individual children).

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	<p>Thrive training is underway and will continue over the coming months. Where assessments have taken place and work has begun, there are positive outcomes</p> <p>Training for Lego therapy has been identified and is scheduled to take place in March.</p>	Thrive training has now been completed and assessment begun on children.	<p>For the children who were part of the initial wave of intervention progress is evident, this intervention needs to continue into next year due to several factors facing our pupil premium pupils.</p> <p>(Initial set up took longer than anticipated as training was not completed for thrive until the end of the spring term – therefore we are anticipating to cumulative progress across the two years – to allow time for the intervention to be fully implemented).</p>
D	To support and develop PP pupils' motor skills	Letter Join resource purchased to support development of motor skills.	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	For some pupils there has been a marked improvement (sustained good) in handwriting for others there has	Again this term some children have continued to make good progress in their handwriting. Others	All children have made progress with their handwriting and presentation this term. For some individual children this will continue to be a focus area.

		TA/HLTA small group support				been some improvements but more work is necessary.		
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/ pupil voice	A number of children have benefited from this. Questionnaires will be issued at the end of the Summer term to assess perceived impact.	Children have continued to benefit from additional activities.	Pupil voice indicates that pupils really enjoyed and learned from the experiences offered many of which the children had not experienced before or only experienced within a school environment.

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
		Total Budget	£34,584.90
		Total Received	£34,580

Additional Funding Supporting Provision

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

Review	Autumn: Mrs Hassall and Mrs Robinson	Spring: Mrs Hassall and Mrs Robinson	Summer: Mrs Hassall and Mrs Robinson
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Autumn Summary

- As the school is participating in a DCC PP Working Group and is setting up a trial to monitor progress on Reciprocal Reading intervention the money allocated to support Pupil Premium pupils address barrier A may need to be reallocated in order to cover the cost of the trial.
- School has highlighted an in year issues around writing progress comparing pupil premium children to those who are not in receipt of pupil premium. This may result in some slight alterations to spend.
- Also since creating this report 1 child who was eligible for pupil premium has left the school and therefore our total income is reduced.
- Alterations have been made to the rationale of this document for clarity.

Spring Summary

- Discussions around the trial which will be taking place were held and also around early indicators are showing progress already being made in reading for PP and PP+ children.
- Continued focus on reading rather than the initial suggestion of potential alteration of spending on writing has continued at the training associated with Power of Reading will ultimately impact on writing.

Summer Summary

- During this term the school received pupil premium for two less children (varying reasons).
- Discussion were held regarding the evidence for progress of targets set this term.
- End of year assessments were also discussed.

Review Date

New statement to be produced September 2019