

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

### Pupil Premium Strategy Statement 2019 – 2020

#### 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
<b>6 pupil premium 11 pupil premium plus</b>	<b>4 male</b>	<b>2 female</b>	<b>4 pupils</b>	<b>7 pupils</b>	<b>0 pupils</b>

- 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 :138		% of Pupils Eligible	Pupil Premium Budget
Number of Pupils eligible for Pupil Premium	6	4%	£7920
Number of pupils eligible for Pupil Premium Plus*	11 (4 LAC)	8%	£22,900 (16,100 – without LAC)
Total Pupil Premium Budget	17	12%	£24,020 (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.

2019 Outcomes (Academic Year 18-19)															
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 disadvantageded pupils at St Oswald’s School and non disadvantageded pupils nationally
- SCH, NA and DIF refers to school, national and difference respectively

		Barriers to Future Attainment	Desired Outcomes
<b>Internal Barriers</b>	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 world problems will improve.
<b>External Barriers</b>	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.
	F	For some of our Pupil Premium children they have limited opportunities to participate in extra-curricular activities. This potentially narrows their scope of learning and impacts on academic progress.	Offer a rich and varied curriculum with a variety of school visitors and educational visits. Helping to support our Pupil Premium children to develop their understanding of the wider world, the importance of community and British values, as well as impacting positively on their educational outcomes due to a broadening of their experiences which they can draw upon.

**Pupil Premium Planned Expenditure**

	<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence Source and rational</b>	<b>Expenditure</b>	<b>Baseline Data</b>	<b>Review</b>
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>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 (Tier 1-3) across the curriculum.</p> <p>Timetabled TA/HLTA support to either work with children or free up teacher to support pupils'</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 tuition and +5 months for Collaborative learning Reading Comprehension</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>Due to the ongoing Covid pandemic the Spring term meeting (2020) could not go ahead. It was agreed that the targets should be adapted slightly for the academic year 20-21 to reflect need of pupils on return of all pupils to school in September. We will review the new 20-21 targets before the end of the financial year 20-21 as per the government guidance: <i>'Instead, schools may wish to monitor and report on the grant's impact at the end of the current financial year, bearing in mind their duty to update this information at least annually, covering the whole period since September 2019.'</i></p>

		vocabulary and therefore their comprehension of different texts.	strategies +5 months).			
B	On average pupils in receipt of Pupil Premium are 'Working Towards' or working 'Below' the Expected Standard in writing.	<p>To embed the teaching of writing around high quality texts (Power of Reading).</p> <p>To provide opportunities to access high quality CPD to support the teaching of writing within school.</p> <p>Timetabled TA/HLTA support to either work with children or free up the class teacher to provide feedback and guidance to children.</p>	<p>The EEF guidance report: Improving Literacy in Key Stage 2, in which it identified 7 evidence-based recommendations to support pupils' literacy.</p> <p>One of the 7 areas identifies the importance of teaching writing composition strategies through modelling and supported practice.</p>	<p>SLA to Durham Learning Resources (costed within barrier A)</p> <p>Power of Reading annual licence (costed within barrier A)</p> <p>Twinkl – Electronic resource(costed within barrier A)</p> <p>HLTA/TA time:</p> <p>Teacher and Support Staff Professional development</p>	In school tracking including work scrutinies	As above
C	Early reading is barrier for some Pupil Premium children with	CPD for staff linked to the introduction of an approved scheme for the	The EEF toolkit states: Phonics approaches have been consistently found to be effective	Sounds-Write training and resourcing	In school tracking	As above

	<p>many being behind or in some cases significantly behind the expectations for their age in terms of phonics knowledge.</p>	<p>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>in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	<p>Reading Books with content for older readers but a reading age appropriate to the child's level.</p> <p>HLTA/TA time:</p>		
D	<p>Some Pupil Premium children struggle with rapid recall of maths number facts such as times tables, number bonds.</p>	<p>Small group catch up sessions.</p> <p>To embed the use of maths manipulatives</p> <p>Timetabled TA/HLTA support to either work with children or free up the class teacher to provide feedback and guidance to children.</p>	<p>The purposeful use of maths manipulatives his 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.</p>	<p>HLTA/TA/teacher time</p> <p>TT Rockstars</p> <p>Mathletics</p>	<p>In school tracking</p>	<p>As above</p>

E	<p>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.</p>	<p>To embed the use of the Thrive: Differentiated provision to support children’s emotional development so that learning becomes more 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>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 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 - Online resource tool and basic training</p> <p>Weekly small group/individual Thrive sessions for identified pupils</p> <p>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 new Lego to support delivery of Lego Therapy</p>	<p>Thrive assessments.</p>	<p>As above</p>
F	<p>For some of our Pupil Premium children they have limited</p>	<p>Provide a rich and varied curriculum with a wide variety</p>	<p>The EEF think an enriching education has intrinsic benefits They think all children, including</p>	<p>Subsidising of trips, visitors, after school clubs, music lessons</p> <p>Experts into school</p>	<p>Evidence base will be in the form of a questionnaire/ pupil voice</p>	<p>As above</p>

opportunities to participate in extra-curricular activities which will enhance their knowledge potentially narrowing their scope of learning and impacting on academic progress.	of visitors and visits.  Provide the opportunity for disadvantaged children to attend after school clubs.  Provide a variety of experiences to broaden children's understanding of the world.	those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.			
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<b>Budget Summary</b>		
<b>Desired Outcome</b>		<b>Total Spend (approx.)</b>
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.	£7374
B	On average pupils in receipt of Pupil Premium are 'Working Towards' or working 'Below' the Expected Standard in writing.	£5500
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.	£4300
D	Some Pupil Premium children struggle with rapid recall of maths number facts such as times tables, number bonds.	£2088
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 18/19.	£4184
F	For some of our Pupil Premium children they have limited opportunities to participate in extra-curricular activities. This potentially narrows their scope of learning and impacts on academic progress.	£1000
<b>Total Budget</b>		<b>£24,046</b>
<b>Total Received</b>		<b>£24,020</b>

<b>Governance</b>		
<b>Monitoring The Effectiveness &amp; Impact of Pupil Premium Performance</b> (Comments have been kept deliberately vague due to low numbers)		
Pupil Premium link Governor Amanda Robinson		
Review	Mid year:	End of year:
Summary  Due to the ongoing Covid pandemic the Spring term meeting (2020) could not go ahead. It was agreed that the targets should be adapted slightly for the academic year 20-21 to reflect need of pupils on return of all pupils to school in September. We will review the new 20-21 targets before the end of the financial year 20-21 as per the government guidance: <i>'Instead, schools may wish to monitor and report on the grant's impact at the end of the current financial year, bearing in mind their duty to update this information at least annually, covering the whole period since September 2019.'</i>		
<b>Review Date</b>		