



Pupil Premium Strategy Statement - St. Oswald's Catholic Primary School



1. Summary information					
School	St. Oswald's Catholic Primary School				
Academic Year	2016 - 2017	Total PP budget	Approx £203,100	Date of most recent PP Review	September 2016
Total number of pupils	632	Number of pupils eligible for PP	236	Date for next internal review of this strategy	July 2017

Key Stage 2 – 2016 data

Subject	Percentage of pupils achieving the EXPECTED standard		Percentage of pupils achieving the GREATER DEPTH standard	
	School Whole Cohort	Pupil Premium	School	Pupil Premium
Reading	75.3	62	28	0
Writing	67.1	45	1	0
Maths	82.4	62	21	0
Grammar, Spelling & Punctuation	81.2	69	29	0
Combined (R,W,M)	56.5	31	1	0

Subject	Average Scale Score	
	School	Pupil Premium
Reading	106.3	99.5
Maths	104.5	100.5
Grammar, Spelling & Punctuation	105.7	100.1

Key Stage 1 2016 data

Subject	Percentage of pupils achieving the EXPECTED standard		Percentage of pupils achieving the GREATER DEPTH standard	
	School	Pupil Premium	School	Pupil Premium
Reading	64	53	3	0
Writing	61	50	1	0
Maths	60	41	1	0

EYFS (End of Reception) 2016 data

Subject	Percentage of pupils achieving the EXPECTED standard	
	School	Pupil Premium
Reading	77.6	55
Writing	68.2	46
Maths	77.6	55
GLD (Good level of development)	64.7	46

National data not yet available (February 2017)

Phonics 2016 data

Year group	Percentage of pupils achieving the EXPECTED standard in phonics	
	School	Pupil Premium
Year 1	77	58
Year 2	87	44

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Reading skills – poor reading skill has a detrimental effect on accessing mastery curriculum especially greater depth of understanding.
B.	Behaviour issues for groups of pupils across the key stages (mostly eligible for PP) these are having detrimental effect on their academic progress and that of their peers.
C.	PP Gender Gap in EYFS / KS1 – Boys not achieving expected standard in Phonics Screening / Reading.
D.	A high % of PP with SEND
E.	Low baseline – low starting points on entry to EYFS
F.	Writing across the school – all key stages
G.	Speak an d language issues – poor oral and written language
H.	Low aspirations / low self esteem
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
I.	Attendance / Parental engagement – small percentage of parents have an inconsistent approach towards attendance and lack of commitment towards the benefits of education. This can have a negative impact on pupil aspiration. Social and Emotional Wellbeing of Children – Small group of pupils require additional support due to their vulnerability and negative impact on their academic performance.
K.	Punctuality is an issues across all key stages – some children arriving considerably late regularly
L.	Family issues impacting on children’s emotional state e.g. family break ups, mental health and drug and alcohol abuse

We want to achieve

Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P

Commitment across the primary school to high quality teaching and learning

Reduced gap between disadvantaged pupils and their peers
% of disadvantaged children achieving GLD increased
Parents feel confident and empowered in supporting learning and development at home
Data analysis of improved attendance
A wide variety of opportunities for enrichment are being provided for PP children

Pupil Premium Overview 2016-17

Pupil premium for 2016 to 2017 is allocated to children from low-income families who are currently known to be eligible for FSM. It includes pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2016.

It includes pupils recorded in the January 2016 school who were looked after by the local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

We ensure we focus on the following questions when planning for provision for pupil premium children:

- How well do our children achieve?
- How good is the overall personal development and well-being of the children?
- How well do they make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?

EYFS:	46 pupil	Year 1:	23 pupils	Year 2:	31 pupils	Year 3:	36 pupils	Year 4:	38 pupils	Year 5:	34 pupils	Year 6:	28 pupils
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Effectiveness of Leadership & Management

Objectives	Success Criteria
<ul style="list-style-type: none"> • Ensure high quality early intervention from experienced teaching staff • Analyse progress of disadvantaged pupils to determine and identify strategies / interventions to address any issues in performance • Identify disadvantaged pupils to all staff and track their progress and provision • Deputy Headteacher to oversee provision and impact, reporting to SLT, HT, Governing Body and Parents • Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions 	<ul style="list-style-type: none"> • Action plan identifies provision and expected impact • DHT acts as advocate and is able to carefully track progress and impact of intervention strategies • Named governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact • Information collated regarding progress and impact across range of interventions and activities offered to this cohort

Quality of Teaching, Learning & Assessment

Objectives	Success Criteria
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<ul style="list-style-type: none"> • To ensure never less than good / outstanding teaching for disadvantaged • Teaching Assistants are highly trained and understand and use formative assessment 	<ul style="list-style-type: none"> • Good/outstanding teaching has a positive impact on accelerating the progress of disadvantaged pupils - using pupil achievement data, lesson observations & book scrutiny to evaluate impact (linked to Appraisal Targets) • Targeted intervention demonstrate accelerated outcomes for targeted pupils • Formative Assessment strategies embedded and impacting on quality of teaching and thus progress of children – linked to Appraisal process • Targeted early intervention for all key stages in reading, writing and maths established • Internal data shows any gaps are closing for disadvantaged pupils
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Personal Development, Behavior & Welfare

Objectives	Success Criteria
<ul style="list-style-type: none"> • Attendance / punctuality and behavior of disadvantaged pupils is monitored and in-line with other children in school and nationally • Systems and processes are planned to address areas of vulnerability for P.P children • P.P children have support from adults in school from adults in school for behavior support. 	<ul style="list-style-type: none"> • If attendance / punctuality and behavior of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as additional Learning Mentor / CAMHS support • DHT to monitor cohort half termly within classes to assess impact of intervention or work with class teachers to address any issues in performance • DHT to track additional information and direct resources appropriately based on outcomes using Provision Management. Areas: attendance, parental attendance at meetings, involvement in extra-curricular activities

Outcomes for Pupils

Objectives	Success Criteria
<ul style="list-style-type: none"> • To narrow the gap between disadvantaged & non-disadvantaged pupils in school and with their peers nationally • To provide early targeted intervention for underperforming disadvantaged pupils as identified through achievement data • Analyze progress of disadvantaged pupils termly for the causes of under achievement and through the Appraisal process using Discover 	<ul style="list-style-type: none"> • Pupils make at least expected year on year progress • End of KS results exceed floor standards (year 2/6 achieve National Average levels or above) • Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated • Analysis of this cohort using Discover demonstrates a narrowing of the gap with peers in school and nationally • Internal data demonstrates the gap is closing between disadvantaged and non-disadvantaged pupils

Action plan – planned expenditure:

Quality Teaching For All						
Target	How will this be achieved?	By When?	By whom?	Outcomes	Monitoring/ Evaluation	Progress
Accelerated progress of PP and Non PP children leading to improved outcomes across the whole school through developing and delivering a mastery Curriculum	To fund extra staff including teaching staff and teaching assistants allocated according to the need of specific cohorts.	July 2017	Consistent monitoring by SMT Scrutiny of data Observations	Accelerated levels of Achievement & Attainment at the End of Year / End of Key Stage for P.P and non P.P	Termly review of impact by leadership team	Review of Autumn term data took place in January. Pupil progress meetings focused upon progress of classes and groups including p.p. children. Issues identified and actioned
All staff equipped with knowledge and skills to deliver high quality teaching and learning in the New Curriculum	Directing teaching & support staff on to relevant courses ensuring a high level of knowledge and understanding of the curriculum and subject specific teaching techniques. To develop coaching and mentoring across the school – delivered by SLT / leadership team Co-ordinators ensuring progression of subject by directing staff appropriately and carrying out appropriate monitoring and evaluation.	On going throughout the year	Consistent monitoring by SMT / Co-ordinators.	Commitment across the primary school to high quality teaching and learning through the emphasis on staff CPD and in house training provided by experienced and knowledgeable members of staff. Senior staff have an extensive knowledge and teaching skills and are working with less experienced staff to ensure standards are high across keys stages / phases and whole school. Coordinators are carrying out monitoring and evaluation of their subject areas and ensuring identified ways forward are being addressed.	Termly monitoring carried out by the leadership team and SMT	Training has been accessed for subject leaders. Information has been used to inform teaching in school School directed time has been planned for academic year with a focus on delivering high quality teaching and learning. Timetable has been constructed for coaching and mentoring. Weekly coaching and mentoring is taking place focusing on identified areas

<p>To narrow the attainment gap at the end of Key Stage 1 & 2 in Reading, Writing & Maths</p>	<p>Ensure quality of teaching, learning & assessment is good or better</p> <p>Teachers / teaching assistants delivering additional sessions (reading, writing and Mathematics) to target gaps identified through AfL during quality first teaching and data analysis</p> <p>Achievement & progress discussion as a leadership team</p> <p>Analysis of pupil progress & attainment – pupi progress meetings</p> <p>Small group intervention with teaching assistants for children identified as not making good progress</p>	<p>On-going</p> <p>On-going Half Termly</p>	<p>Leadership team / SLT</p> <p>Y2 & 6 Teachers</p> <p>Phase Leader</p> <p>Deputy Heads</p>	<p>All phase interventions for Autumn Term prioritised PP children. All staff keenly aware of key children to support</p> <p>% of disadvantaged children reaching AREs increased</p> <p>Reduced gap between disadvantaged pupils and their peers</p> <p>Positive internal data across Y6 and Y2</p> <p>Positive VA measure from KS1 – KS2</p> <p>Disadvantaged pupils will meet the national standard in R, W & M in their 2016 NCTs</p> <p>Curriculum planned for maximum enjoyment and inspiration so that children grow to love learning.</p>	<p>Termly monitoring carried out by the leadership team and SMT</p> <p>At the end of the academic year a detailed analysis take place focusing on attainment at the end of key stage.</p>	<p>Data is regularly being reviewed by deputy head teachers. December data analysed and shared with stakeholders.</p> <p>In January deputy head teachers reviewed data an organised appropriate intervention and support for those that needed.</p> <p>Timetables were reviewed in Jan 2017 to allow for additional reading, writing and maths lessons in year 2 and 6.</p>
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Total Budget Costs: Approx. 90,000

Targeted Support

<p>To raise the % of disadvantaged pupils achieving a good level of development in EYFS</p>	<p>Ensure quality of teaching, learning & assessment is good or better</p> <p>Review admissions procedures to ensure early identification of disadvantaged pupils</p> <p>Identify a named 'Pupil Premium Champion' for EYFS to oversee families & children</p> <p>Provide additional parent support for disadvantaged pupils</p> <p>Review provision available for PSED & Literacy and Mathematics</p>	<p>On-going</p> <p>Dec. 2016 & then on admission to school</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	<p>EYFS Team Leadership team</p> <p>P.P champion</p>	<p>% of disadvantaged children achieving GLD increased</p> <p>Reduced progress gap between disadvantaged pupils and their peers</p> <p>% of disadvantaged children achieving ELG in PSED, Literacy & Mathematics increased, leading to gap reduction</p> <p>Parents feel confident and empowered in supporting learning and development at home</p>	<p>Termly monitoring carried out by the leadership team and SMT</p>	<p>Deputy head teacher continues to work closely with the EYFS lead.</p> <p>Nursery and EYFS lead have established new systems to protocols to provide opportunities for all parents.</p> <p>A review of the provision for PSED and Literacy and Mathematics took place in Autumn 2016 lead by the deputy and a further review took place in Feb 2017.</p>
<p>Targeted support to ensure improved attendance and therefore increased opportunities to access to challenge curriculum and learning</p> <p>To improve the attendance & punctuality of disadvantaged pupils</p>	<p>Increased EWO provision – 7 hours per week</p> <p>Family Liaison link officer's role</p> <p>School attendance team established</p> <p>Half-termly monitoring of disadvantage pupil's attendance & punctuality</p> <p>Work with parents for early targeting of key disadvantage pupils through use of incentives/rewards at an age appropriate level</p>	<p>On-going</p> <p>As required</p> <p>By Dec</p>	<p>School attendance team</p> <p>EWO</p>	<p>Liaise with parents regularly</p> <p>Liaise with EWO for more complex cases</p> <p>Data analysis of improved attendance</p> <p>Regular reports / case studies to SMT & other stakeholders</p> <p>Implementation of 'Attendance Rewards' to promote 100% and acknowledge those children achieving this</p>	<p>Termly monitoring carried out by the attendance team</p> <p>Regular meetings with line manager</p>	<p>To ensure school systems and protocols are followed for all children the school attendance team continues to work hard and provides support to all parents where and when necessary.</p> <p>Deputy head teachers and family liaison officers have assigned caseload of families.</p> <p>EWO continues to provide additional tier</p>

				<p>Termly meetings / assemblies with children & parents to reinforce expectations & school protocol</p> <p>Home visits to carry out spot-checks and collect children if appropriate</p> <p>Issue penalty notices</p> <p>Share attendance information with school, governors & community via newsletters, school website and discussions</p> <p>Attendance for disadvantaged pupils is at least 95%</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils is reduced</p> <p>Punctuality for disadvantaged pupils is improved and not more than 3% late</p> <p>Pupils demonstrate a love for school and understanding that every day is important</p>		of support.
<p>To ensure the in-school provision meets the needs of pupil premium children at EYFS, KS1 & KS 2</p>	<p>Review the range of targeted provisions in school</p> <p>School support interventions target key disadvantaged pupils</p> <p>Reintroduce/ target Beanstalk readers to support PP children</p> <p>Identify additional provisions which can be used to support teaching & learning</p> <p>To purchase additional resources to support the planned provision</p>	<p>Autumn Term</p> <p>Ongoing</p>	<p>Deputy Head Teachers</p>	<p>Provision available reflects impact evidenced by Sutton Trust</p> <p>Interventions demonstrate accelerated progress over time</p> <p>Disadvantaged pupils make at least good, and often better, progress term on term</p> <p>Additional provision is delivered consistently each term</p> <p>Additional resources have been purchased to support all learners</p>	<p>Termly monitoring carried out by the SLT and pupil premium lead</p>	<p>Deputy head teachers and the leadership team reviewed school planning and provision in October 2016 and January 2017. Ways forward have been actioned by all staff / year groups. Additional resources continue to be purchased when necessary. The system of ordering resources has been clarified to</p>

	/ curriculum			including PP children		staff and a clear system is in place.
Deliver high quality intervention strategies and programmes throughout the school where and when necessary to address gaps and further support learning	<p>Review whole school provision for interventions.</p> <p>Establish and identify appropriate interventions for all key stages</p> <p>Details of all the interventions used in school can be found in the interventions policy and on the PP Tracker.</p>	<p>Autumn term</p> <p>Ongoing</p>	<p>Leadership team</p> <p>Intervention team</p>	<p>A whole school approach has been developed. All staff understand the difference between differentiation and intervention.</p> <p>Appropriate interventions have been sourced for use in school.</p> <p>Training has been sought and delivered for high quality intervention for core curriculum areas.</p> <p>All children access whole class input to ensure broad and balanced curriculum.</p> <p>Timetables for interventions and teaching assistants clearly mapped out.</p>	<p>Monitoring by pupil premium lead and intervention team carried out half termly.</p>	<p>The leadership team reviewed interventions in school Autumn 2016. A clear understanding of interventions has been developed throughout school. Training for appropriate interventions has taken place and continues to do so. Interventions are being used to support learning for all year groups. A whole school Pupil premium tracker has been developed by P.P lead. This has been updated with the necessary interventions</p>

EYFS – Accelerated progress of PP and Non PP children leading to improve in FS and KS1	<p>Early Years Writing Project</p> <p>Selected member of staff to attend LA training and disseminate to EYFS & KS1 staff</p>	<p>Autumn</p> <p>Ongoing</p>	<p>EYFS lead</p> <p>Deputy head teacher</p> <p>PP lead</p> <p>EYFS team</p>	<p>Children taking part in the Early Years Writing Project are able to apply proven techniques which underpin and encourage quality writing in the younger child.</p> <p>Staff have attended training and have shared this with school staff. Ideas are being used throughout EYFS</p>	<p>End of the year evidence of writing & results</p> <p>Monitoring by SMT of emergent writing & writing through the curriculum</p>	<p>Members of staff attended training in October 2016. Information from this was fed back to staff. All classes in EYFS are trying to include aspects and ideas from the training into their teaching / planning /provision.</p>
To improve the engagement of parents in supporting disadvantaged children at home	<p>Gather parental views on support required</p> <p>Lead curriculum support events at various times</p> <p>Provide ‘drop-in’ opportunities for families of disadvantaged pupils to access on-going support</p> <p>To support parents through EHAT and other processes.</p>	Ongoing	<p>Family liaison link officers</p> <p>Deputy head teachers</p> <p>SLT</p>	<p>School is aware of what parents need/want in supporting their child/ren</p> <p>Parents feel confident in supporting children at home</p> <p>Parents know what they can do to help their child</p> <p>Parents are attending themed events and workshops in school</p>	<p>Termly monitoring carried out by the SLT and pupil premium lead</p>	<p>Opportunities have been developed throughout all key stages to engage and include parents. Parents continue to engage with family liaison officers; providing a wide variety of support and signposting to services where and when necessary.</p>
<p>Total budgeted costs: Approx. £90,000</p>						

Other Approaches

<p>Raise the self-esteem and self-confidence of children focusing on raising the level of self-worth</p>	<p>Further development of wellbeing for children</p> <p>Provide opportunities for Think Yourself Great programme for all children who need it.</p> <p>Rainbows programme will be delivered for KS1 and KS2</p> <p>Peer to Peer Massage will be developed throughout all key stages/</p>	<p>Ongoing</p>	<p>SLT</p> <p>Family Liaison Officers</p> <p>Mrs Gilroy</p>	<p>Children are susceptible to access and embrace learning when their well-being is at the forefront of teaching and learning.</p> <p>Think yourself great, rainbows and peer to peer massage are regularly taking place throughout the whole school.</p>	<p>Termly monitoring carried out by home school liaison officers</p>	<p>Family liaison officers have attended 2 training courses for wellbeing they disseminated this information to all staff January 2017. 2 members of staff attended Rainbows training in November 2016. Rainbows programme started in both key stages in Feb 2017</p>
<p>Children develop skills of wider skills independence, resilience and responsibility and have more opportunities so that they have a greater wealth of experiences to talk and write. Direct impact on self-esteem & self-confidence that translates into effective classroom learning.</p> <p>To provide further opportunities for enrichment / support for PP children</p>	<p>Subsidise residential trips so it is accessible to lower income families: Colomendy</p> <p>Subsidise school trips for P.P children</p> <p>Provide opportunities for PP children – eg. Music lessons, 1:1 tuition etc.</p> <p>Provide wide variety of extra-curricular opportunities for all children including.</p>	<p>Ongoing</p>	<p>Pupil Premium lead</p> <p>Year heads</p> <p>SMT</p>	<p>Inclusive residential trips – opportunities for all to experience different learning experiences</p> <p>Parents of PP children are given financial support for school trips.</p> <p>A wide variety of opportunities for enrichment are being provided for PP children</p>	<p>Pupil premium lead will monitor this and ensure P.P tracker is up to date with any financial aid provided – monitoring will take place termly but will be reviewed when necessary on a needs</p>	<p>Pupil premium lead has updated the school tracker with any relevant enrichment that has been provided for P.P children.</p> <p>P.P children identified by family support</p>

	<p>To provide opportunities to access facilities / activities at local amenities e.g. Joseph Lappin Centre in school time and in the holidays</p> <p>To provide additional financial support for PP children where and when necessary for breakfast club and to support travel expenses in the form of a bus pass.</p>			<p>Additional financial given support is provided if necessary for PP children support breakfast club and travel arrangements if needed.</p>	<p>Basis.</p>	<p>Officers or PP lead are receiving breakfast club provision at no cost to parent. This information is recorded on the PP tracker.</p> <p>At present 2 children are in receipt of a bus pass to support travel to and from school.</p>
<p>In preparation for transition to secondary school raise the self-esteem and self-confidence of children focusing on raising the level of self-worth.</p> <p>Additional transition support provided for P.P children</p>	<p>Year 6 pupils partake within a transition day at Animate to focus on transition and moving on.</p> <p>Additional transition trips planned to support P.P / vulnerable children</p>	<p>A smooth & successful transition into Y6 (school leaders) and for those moving on to secondary school.</p>	<p>Pupil Premium lead Y6 year head Year 6 teachers</p>	<p>Children have taken part in transition reflection day at Animate</p>	<p>A review will take place in July 2017.</p>	
<p>Total budgeted cost: Approx. £23,000</p>						