



Pupil Premium Strategy Statement: St Oswald's RC Primary School

1. Summary information					
School	St Oswald's RC Primary School				
Academic Year	2016/17	Total PP budget	£17,000	Date of most recent PP Review	Oct 2016
Total number of pupils	212	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Oct 2017

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (school/national)</i>
Attainment for 2015-2016 KS2		
% achieving expected standard or above in reading, writing and maths	67	88 / 60
% achieving expected standard or above in reading	100	96 / 71
Average scaled score in reading	108.7	109.2 / 103.8
Progress score in reading	7.52	4.62 / 0.33
% achieving expected standard or above in writing	67	96 / 79
Progress score in writing	1.82	4.85 / 0.12
% achieving expected standard or above in maths	67	92 / 75
Average scaled score in maths	99.3	107.4 / 104.1
Progress score in maths	-2.27	2.69 / 0.24
Attainment for 2015-2016 KS1		
% achieving expected standard or above in reading	0	96 / 74
% achieving expected standard or above in writing	0	78 / 65
% achieving expected standard or above in maths	0	93 / 73
% achieving Y1 Phonics check	-	90 / 81
% achieving Phonics check by end of Y2	100	100 / 91

Inspection Dashboard

Strengths in 2016

- Disadvantaged KS2 pupils' progress was not significantly below average overall or for any prior attainment group in any subject. *and not below -3
- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading.

Weaknesses in 2016

- Attendance was low for the groups: FSM, SEN support (in the lowest 10%)
- Persistent absence was high for the groups: FSM, SEN support (in the highest 10%)

2. Barriers to future attainment (for pupils eligible for PP)

Pupils in receipt of PP who also have significant special educational needs

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	In Mathematics, PP children do not perform as well as non-PP children.
B.	Poor Phonic Awareness and sight vocabulary in EYFS
C.	Social, emotional & mental health issues leading to children at times to exhibit extremely challenging behaviour
D.	Social difficulties forming relationships with other children in school
E.	Attachment Issues
F.	Poor Speech & Language

External barriers *(issues which also require action outside school such as low attendance)*

G.	In 2015/16, Attendance rates for PP pupils was 94.5% (below our school figure of 97.8% and 96.1% nationally). Persistent absence was high for PP at 30% compared with 4.3% for non PP.
H.	Lack of support with learning at home & lack of engagement from parents of pupils who are most vulnerable to under-achievement
I.	Poor punctuality

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	In Writing & Mathematics, the gap in progress between PP and non-PP is narrowed so it is more in line with their peers	Pupils eligible for PP identified make at least as much progress as 'other' pupils in all year groups in reading, writing & maths. Measure by pupil outcomes in EYFS, Y1 phonics, end of KS1 and end of KS2. Measured by progress in Y3, Y4 & Y5.
B.	Improve phonic knowledge through daily phonics intervention so attainment is in line with their peers	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP achieve a Good Level of Development
C.	If required, children are allocated a member of staff to be able to regularly talk to resulting in fewer incidents of upset or bad behaviour. Regular meetings with parents/social workers to identify potential problems	Children develop strategies to deal with situations and are able to discuss any worries or anxieties with a member of staff
D.	Encourage/nurture positive relationships with peers and adults so that interaction skills become developed	Children can play and work alongside each other without any difficulties/arguments
E.	Allow time as required to discuss emotions and feelings to help relieve the anxieties and worries to reduce/eliminate episodes in school	Children have fewer incidents whereby they get upset/angry in relation to attachment issues
F.	Encourage opportunities for oral work in small groups and in class to build confidence and fluency & accuracy of speech	Children can communicate clearly and confidently in front of adults and peers
G.	Provide whole school incentives and work closely with parents to increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance in line with 'other' pupils.
H.	Offer opportunities within the school day to allow children to complete to a high level activities that are given for homework	Homework/spellings are completed to a high standard
I.	Support families to ensure the children arrive at school on time and are settled to begin the school day with their peers	Children arrive at school on time which will help prevent issues that arise at the beginning of the school day

4. Planned expenditure					
Academic year		2016/17			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Improved quality first teaching and learning in the core subjects in Year 6 impacting on all pupils' attainment and achievement.	Class teacher to work closely with very experienced TA to deliver high quality 1:1 intervention programme. This will include bespoke after school booster sessions from September 2016 until July 2017.	<ul style="list-style-type: none"> Education Endowment Foundation (EEF) Toolkit suggests that effective and timely feedback, differentiation and one to one tutoring are effective strategies for closing the achievement gap. Reduced adult to pupil ratios enables all pupils to benefit from the above. This has proven historically at St Oswald's to impact positively on the attainment and achievement of all pupils and PP pupils. 	Monitoring and evaluation process including: <ul style="list-style-type: none"> Lesson observations Pupil discussions Work and planning scrutinies Timely assessments Detailed tracking Professional discussions with staff 	JG/PM	October 2017

		<ul style="list-style-type: none"> Analysis of Maths results from KS2 SATs 2016 showed some underachievement for PP pupils in certain areas of Maths, notably PP children achieving Greater Depth. Headteacher will support Y6 teacher in the pedagogy, planning and delivering of these areas of Maths. 			
All Y6/Y5 PP pupils to achieve in line with their peers at the end of KS2 in the core subjects of English (reading, writing, GPS) and Maths.	Very experienced TAs deployed to support PP pupils in all English and Maths lessons. TAs are supplement not replacement for the teacher (EEF Toolkit)	<ul style="list-style-type: none"> Reduced adult to pupil ratios. TAs are experienced Y6/Y5 teaching assistants who also specialise in teaching both the less and more able PP pupils. 	Monitoring and evaluation process including: <ul style="list-style-type: none"> Lesson observations Pupil discussions Work and planning scrutinies Timely assessments Detailed tracking Professional discussions with staff 	JG/AH	October 2017
Close the gap in attainment and achievement in English and Maths between Y6/Y5 PP pupils and Y6/Y5 non PP pupils.	All Y6/Y5 less able PP pupils to be targeted for interventions in the core subjects during afternoon/after-school 1:1 booster sessions to ensure that they have achieved the intended learning outcomes for the lessons.	<ul style="list-style-type: none"> The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective, especially for older pupils. Reduced adult to pupil ratios. Experienced teacher in English and Maths, experienced TAs & Headteacher. Target groups include: <ul style="list-style-type: none"> Guided reading Spelling Handwriting Maths 	Monitoring and evaluation process including: <ul style="list-style-type: none"> Dedicated intervention timetable Lesson observations Pupil discussions Work and planning scrutinies Timely assessments Detailed tracking Professional discussions with staff 	JG/AH	October 2017
More able Y6/Y5 PP pupils to achieve in line or above more able non PP peers.	All Y6/Y5 more able PP pupils to be targeted for extended and mastery activities in the core subjects during afternoon/after-school 1:1 booster sessions to ensure that they are appropriately challenged.	<ul style="list-style-type: none"> Reduced adult to pupil ratios. Experienced teacher in English and Maths, experienced TAs & Headteacher. Target groups include: <ul style="list-style-type: none"> Guided reading at mastery level Extended writing at mastery level Maths Mastery 	Monitoring and evaluation process including: <ul style="list-style-type: none"> Dedicated intervention timetable Lesson observations Pupil discussions Work and planning scrutinies Timely assessments Detailed tracking Professional discussions with staff 	JG/AH	October 2017

<p>All PP pupils in KS1 and LKS2 to attain and achieve more in line with their non PP peers.</p>	<p>Highly skilled TAs to be deployed to deliver interventions based on what children have/have not achieved during core subject lessons.</p>	<ul style="list-style-type: none"> • We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit. • Reduced adult to pupil ratios. • HLTA and TAs are highly skilled in teaching and learning expectations and outcomes in each year group. They are well trained to deliver: <ul style="list-style-type: none"> • Target groups include: <ul style="list-style-type: none"> ▪ Guided reading ▪ Spelling ▪ Handwriting ▪ Maths 	<p>Monitoring and evaluation process including:</p> <ul style="list-style-type: none"> • Dedicated intervention timetable • Lesson observations • Pupil discussions • Work and planning scrutinies • Timely assessments • Detailed tracking 	<p>SM/GS</p>	<p>October 2017</p>
<p>All PP pupils in EYFS to achieve their Early Learning Goals in all areas.</p>	<p>Targeted TA support in EYFS, to support PP pupils in all areas of learning. TA is a supplement not replacement for the teacher.</p>	<ul style="list-style-type: none"> • EEF Toolkit suggests up to 5 months additional progress for EYFS pupils who are targeted for interventions. • EYFS Nursery Nurse is an expert in her field and EYFS age group having a great deal of experience and training in delivering the EYFS curriculum. • PD is also a high priority because of its strong links with early writing. 	<p>Monitoring and evaluation process including:</p> <ul style="list-style-type: none"> • Dedicated intervention timetable • Lesson observations • Pupil discussions • Work and planning scrutinies • Timely assessments • Detailed tracking • Professional discussions with staff 	<p>KW</p>	<p>October 2017</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Improved writing skills in Reception	1:1 and small group sessions in writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	Some of the students need targeted support to catch up.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	KW	October 2017
Improve the intervention for writing across KS2	Daily small group sessions for writing for targeted pupils with experienced teaching staff, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Headteacher. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	JG	October 2017
Improve the intervention for maths across KS2	Daily small group sessions in maths for targeted pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Headteacher. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	PM	October 2017
Improve the intervention for reading across KS2	Daily small group sessions in reading for targeted pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by Headteacher. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	JG	October 2017

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Increased attendance rates for pupils eligible for PP.	Target pupils with attendance rates below 95% Identify provision to improve attendance levels (e.g. whole class incentives/after-school enrichment activities)	Research shows that achievement and attendance levels are linked. The more time a pupil is in school, the more opportunity there is to experience high quality teaching. Pupils' absence affects all pupils in a class as adult time is directed towards catch up rather than stretch and challenge.	Business Manager to track and monitor attendance levels Headteacher to work with identified families with low attendance rates	JL/PM	October 2017
Children are provided with a variety of enriching experiences, linked to SMSC development and the wider curriculum, with a focus on the promotion of effective collaborative learning.	Cultural, social and spiritual experiences embedded throughout the school year, with a focus on collaborative learning. Funding provided to ensure PP pupils can access experiences. SMSC skills taught through RE and PSHE lessons.	We endeavour to provide a rich and wide holistic experience for all children, linked clearly to the Catholic ethos and emphasis on school as a 'team' where we work collaboratively. PP children should be as able to access and benefit from these experiences as their peers. EEF toolkit acknowledges that collaborative learning which promotes interaction between learners is a highly effective way of improving outcomes.	Monitoring of curriculum provision to ensure a variety of opportunities are offered. Analysis of records to ensure PP children are accessing opportunities provided. PP pupil discussion on impact on them of experiences and especially collaborative learning.	PM	October 2017
Total budgeted cost					£17,066

5. Review of expenditure

Previous Academic Year

2015/16

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned
<p>To embed the new NC and develop a new approach to assessment and tracking without levels.</p>	<p>Invest in new Planning and Assessment Framework and devise a new Tracking System to go with it. Also purchase new English and Maths resources.</p>	<ul style="list-style-type: none">• Teachers and TAs will have the knowledge and skills to be able to deliver the new NC 2014 across the whole school• Planning and assessment objectives will be clear, concise and cohesive across the whole school• A common framework for assessment in English and Maths will enable the school to track pupils from entry into Nursery• New resources will match the higher expectation and challenge of the new NC	<p>Positives:</p> <ul style="list-style-type: none">• New NC successfully embedded but we will continue to adapt and develop as the years progress. <p>Negatives:</p> <ul style="list-style-type: none">• Although several assessment and tracking frameworks were explored, current systems based on APS and 'Levels' were retained. <p>New systems will be actioned in Autumn 2016 and implemented and embedded over the course of the year. Training will be given and regular moderation both internal and external will ensure that they are accurate and robust.</p>

ii. Targeted support			
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned
Sustain high achievement at the end of KS2 for all pupils	All Y6 PP pupils to be targeted for interventions in the core subjects during afternoon/after-school 1:1 booster sessions to ensure that they have achieved the intended learning outcomes for the lessons.	All Y6 pupils, including PP children to achieve well above national in KS2 SATs in line with our data for the last three years.	<p>Positives:</p> <ul style="list-style-type: none"> PP scored above National Other at the Expected Standard in Reading and Combined Reading, Writing & Mathematics and at the Higher Standard in Reading and Writing. Progress was above School Other and National Other in Reading. <p>Negatives:</p> <ul style="list-style-type: none"> PP scored below National Other at the Expected Standard in Writing and Mathematics. However, they were above National PP in both and 2/3 PP achieved the standard so the percentage of such a small group is not too reliable. PP were below the National Other figure and below National PP in Mathematics and Combined Reading, Writing & Mathematics at the Higher Standard. Progress in Mathematics was below National Other and National PP. <p>An analysis of the Maths KS2 SATs papers will be completed and any areas of weakness will be identified and consolidated with the current cohort. Additional interventions and 1:1 support will be given to PP children.</p>
Sustain high achievement at the end of KS1 for all pupils	All Y2 PP pupils to be targeted for interventions in the core subjects during afternoon sessions to ensure that they have achieved the intended learning outcomes for the lessons.	All Y2 pupils, including PP children to achieve well above national in KS1 SATs in line with our data for the last three years.	<p>Positives:</p> <p>Negatives:</p> <ul style="list-style-type: none"> The 3 PP children did not make the Expected Standard in Reading, Writing or Mathematics and were therefore below National in all of these subjects. Although one child made the Expected Standard in Science, PP was still below the National level. Prior Expected at the end of EYFS in Writing were below National for All and Disadvantaged. <p>The PP children, who are now in Year 3, will be closely monitored, tracked and interventions put in place to ensure progress at least the same as their non-PP peers is made. The current PP children in Year 2 will be closely monitored and relevant interventions will be put in place.</p>
			Total budgeted cost £17,060