



## Pupil premium strategy statement: St Oswald's CE VA Primary School

1. Summary information					
<b>School</b>	St Oswald's CE VA Primary School				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£104.240	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	210	<b>Number of pupils eligible for PP</b>	61	<b>Date for next internal review of this strategy</b>	Oct 2019
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
<b>% achieving expected standard or above in reading, writing and maths</b>		77%		70%	
<b>% achieving expected standard or above in reading</b>		85%		80%	
<b>% achieving expected standard or above in writing</b>		85%		83%	
<b>% achieving expected standard or above in maths</b>		92%		81%	
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )					
<b>A.</b>	Children in Year Six meet or exceed the expected standard in reading, writing and maths.				
<b>B.</b>	Ensure children are solid with their arithmetic skills which will therefore have an impact on reasoning				
<b>C.</b>	Improve children's vocabulary choices to ensure they have the verbal skills to communicate effectively ready for life in modern day Britain.				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	Families eligible for pupil premium and those on low incomes typically require additional financial and emotional support from the school. This prevents a positive ethos regarding the child's wellbeing which in turn can affect the children's readiness to learn.				

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children in Year Six meet or exceed the expected standard in reading, writing and maths.	Pupils eligible for PP to make accelerated progress in order to achieve expected standard by the end of Key Stage Two ensuring they have the best possible start to the next step in their education.
<b>B.</b>	Ensure children are solid with their arithmetic skills which will therefore have an impact on reasoning	Pupils eligible for PP identified as needed to further embed the building blocks of arithmetics to further aid reasoning learning within maths. School Development Plan Priority 2018-2019. This will lead to higher levels of attainment in maths (above National Average)
<b>C.</b>	Improve children's vocabulary choices to ensure they have the verbal skills to communicate effectively ready for life in modern day Britain.	Ensure pupils who are eligible to PP are giving a wide range of opportunities to enrich their vocabulary and therefore having high levels of attainment in reading and writing (above National Average).
<b>D.</b>	Families eligible for pupil premium and those on low incomes typically require additional financial and emotional support from the school. Case studies will demonstrate impact.	Pupils eligible for PP are well supported and Early Help support is put in place at the earliest opportunity to ensure any issues within the family are rectified quickly and support identified so emotional well being is not effected.

## 5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### 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 implementation?
A. Children in Year Six meet or exceed the expected standard in reading, writing and maths.	Feedback Homework (Primary) Reading Comprehension Strategies Small Group Tuition Teaching Assistants	The EEF Toolkit shows that feedback provides high impact for a relatively low cost. Homework which is relevant and purposeful and build upon or prepares children for future learning is cited by Ofsted as an outstanding element of the teaching and learning grade descriptors. Reading Comprehension Strategies are implemented into Quality First Teaching on a daily basis. Highly Qualified Teaching Assistants facilitate small group tuition including in the implementation of Reading Comprehension Strategies. Again this is evidenced within the EEF Toolkit as high impact for very low cost.	Performance Management of both teaching and support staff. Termly Monitoring of data Monitoring and Evaluation of learning and teaching including use of support staff Book scrutinies Child Conferences Pupil Progress Meetings	Andrew Richardson (KS2 Lead)	Dec 2018 April 2019 July 2019
B. Ensure children are solid with their arithmetic skills which will therefore have an impact on reasoning	Feedback Mastery Learning Homework (Primary) Parental Engagement Small Group Tuition Teaching Assistants	The EEF Toolkit shows that feedback provides high impact for a relatively low cost. Homework which is relevant and purposeful and build upon or prepares children for future learning is cited by Ofsted as an outstanding element of the teaching and learning grade descriptors. Mastery Learning – through performance management a high bar is set and children are aware of how to make progress through breaking content into units with clearly specified objectives which are pursued until they are achieved, Parental Engagement through a series of workshops will ensure parents have a clear understanding of the written methods used and how to support their child at home with regards to arithmetic.	Quality First Wave Teaching Head Start Maths Assessments Book Scrutinies Performance Management of both teaching and support staff. Termly Monitoring of data Monitoring and Evaluation of learning and teaching including use of support staff Child Conferences Pupil Progress Meetings Half-termly monitoring of the School Development Plan	Headteacher Deputy Head Andrew Richardson (Maths Lead)	Dec 2018 April 2019 July 2019

		Highly Qualified Teaching Assistants facilitate small group tuition Again this is evidenced within the EEF Toolkit as high impact for very low cost.			
C. Improve children's vocabulary choices to ensure they have the verbal skills to communicate effectively ready for life in modern day Britain.	Feedback Homework (Primary) Parental Engagement Teaching Assistants Oral language intervention	<p>The EEF Toolkit shows that feedback provides high impact for a relatively low cost. This includes CPD for staff as well as feedback to the children</p> <p>Talk Homework which is relevant and purposeful and build upon or prepares children for future learning is cited by Ofsted as an outstanding element of the teaching and learning grade descriptors and also through the EEF toolkit there is evidence to suggest that the quality of the task set is more important than the work required from the pupil. Parental Engagement also provides further success with this.</p> <p>Highly Qualified Teaching Assistants facilitate small group tuition Again this is evidenced within the EEF Toolkit as high impact for very low cost.</p> <p>EEF Toolkit states that all pupils appear to benefit from oral language interventions but some studies show larger effects for younger children and pupils from disadvantaged backgrounds with up to six months benefit.</p>	Quality First Wave Teaching Children grouped to allow for small group tuition. Vocabulary Working Walls Termly data analysis Learning Walks Book Scrutinies Pupil Voice Specialised Spanish Teacher	Jade Pape - Deputy Headteacher Victoria McKeown – Curriculum Lead	July 2019



D. Art project to produce whole school mosaic	Art Participation Collaborative Learning Parental Engagement	EEF Toolkit states that there have been improved outcomes in English, maths and science due to arts participation. Wider benefits also include more positive attitudes to learning and increased wellbeing.  Collaborative learning works well for all ages providing activities are suitably structured for learners capabilities and positive evidence has been found across the curriculum. Evidence has also shown that collaboration can also increase the effectiveness of mastery learning.	Work with local artist All stakeholders involved in design and making process Pupil Voice Final piece of artwork.	Erin Booth – Art and Design Champion	July 2019
<b>Total budgeted cost</b>					£69179
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Children in Year Six meet or exceed the expected standard in reading, writing and maths.	Smaller Group Tuition	We want to invest some of the PP money into smaller group tuition sessions. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs and delivered by highly skilled staff. Sarah Edmunds and George Brown (2010) found evidence which indicated that small group learning sessions are better than large groups at promoting a list of different skills including discussion skills, thinking skills and the development of attitudes and values.	Extra teaching time and preparation time paid for out of PP budget for booster support. Impact overseen by key stage two lead  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Andrew Richardson (KS2 Lead)	July 2019


B. Ensure children are solid with their arithmetic skills which will therefore have an impact on reasoning	Homework (Primary) Parental Engagement Small group tuition	The EEF Toolkit shows that feedback provides high impact for a relatively low cost. Homework which is relevant and purposeful and build upon or prepares children for future learning is cited by Ofsted as an outstanding element of the teaching and learning grade descriptors. Parental Engagement through a series of workshops will ensure parents have a clear understanding of the written methods used and how to support their child at home with regards to arithmetic. Highly Qualified Teaching Assistants facilitate small group tuition Again this is evidenced within the EEF Toolkit as high impact for very low cost.	School Development Plan Priority (2018-2019) Staff Training – Monitored Impact on CPD Monitoring and Evaluation tightly focussed on arithmetic across the school Parental workshops delivered to ensure understanding of written methods. Written methods policy updated. Regular, clear communication with parents.	Andrew Richardson (KS2 Lead)	July 2019
C. Improve children's vocabulary choices, which will improve reading and writing outcomes.	Parental Involvement	EEF toolkit states that parental involvement is consistently associated with pupils success at school. This is particularly the case for disadvantaged families. Two recent meta-analysis for the USA suggested that increasing parental involvement has on average two to three months positive impact. Parent talk sessions to be delivered termly and targeted at our disadvantaged families.	Parent Talk sessions planned and delivered. Family Support Worker appointed to support families. Family Support Worker accessible throughout the day. Regular, clear communication with parents.	Andrea Scott – Family Support Worker  Jade Pape – Deputy Headteacher	July 2019
<b>Total budgeted cost</b>					£12987
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Improved parental engagement from disadvantaged families	Extending School Time	Evidence indicates that a breakfast improves attainment – “Research carried out by the School’s Fund Trust found that average KS2 results were higher following the introduction of a breakfast club. These findings also support the evidence of L Stevens (2008) who also found that wrap around care improves academic performance and punctuality at school	Parents made aware of reduction in cost. All new reception children are given wrap around care information explaining what is on offer. Menus planned in advance in line with Healthy Schools initiative. School Office Manger to regularly monitor provision. After school clubs offered at a discounted rate.	Joanne Wright – Office Manager	July 2019
	Sports Participation	The EEF toolkit states that participating in sports and physical activity is likely to have wide health and social benefits. This may also increase attendance and retention.	Reduced rate for after school sporting after school clubs and through appointment of school sports coach some clubs are offered for free.	Iain Usher – Wellbeing Lead	July 2019
	Outdoor Adventure Learning	Residential visit to Thurston Outdoor Educational Centre offered at a discounted rate (£255 for non-PP pupils compared to £150 for PP Pupils). EEF toolkit states that this type of intervention consistently shows positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Planning and Evaluation of Visit Parental Meeting Pupil Voice	Iain Usher – Wellbeing Lead	April 2019
	Parental Involvement	EEF toolkit states that parental involvement is consistently associated with pupils success at school. This is particularly the case for disadvantaged families.	SAFC Family Learning Programme ran weekly Parental workshops across the year Weekly coffee mornings COOL Afternoons Friday morning worship	Andrea Scott – Family Support Worker	July 2019


Support children with improving mental well-being	Social and Emotional Learning	EEF toolkit shows that SEL interventions benefit disadvantaged or low attaining pupils more than other pupils. Family Support Worker to deliver a minimum of four social and emotional interventions across the school all including disadvantaged children.	SLT to work alongside Family Support Worker to ensure social interventions and planned and delivered to a high standard. Opportunities to liaise with parents and the Inclusion manager. Improvements in the behaviour tracking system. Improved attitudes to learning. Improved social relationships in school Improved attainment	Family Support Worker – Andrea Scott  Iain Usher – Well Being Lead	July 2019
<b>Total budgeted cost</b>					£22074

6. Review of expenditure																																		
Previous Academic Year		2017-2018																																
i. Quality of teaching for all																																		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																														
Children in Year Six meet or exceed the expected standard in reading, writing and maths.	Feedback Homework (Primary) Teaching Assistants	High: End of Y6 data for 2018 showed 77% of children met or exceeded the expected standard in reading, writing and maths compared to the national average of 64%.	This has been extremely successful and linking this to all staff performance management has meant that results are 13% above national and this is a approach which will continue into the next academic year.	£30000																														
Drive to improve children's aspirations and understanding of future education with a focus on Growth Mindset.	Aspirations Intervention	High: All stakeholders have increased aspirations both with regard to further education and preparing children for life in Modern Day Britain. Headline figures are all above national showing high aspirations at all Key Stages and a solid understanding of a growth mindset.	High expectations continue to be driven forward in all year groups. The Use of Teaching Assistants allows for smaller group teaching and targeted learning and teaching feedback during Quality First Wave Teaching as well as targeted interventions. Aspirations Day is planned into the 2018-2019 curriculum.	£5000																														
Improve children's vocabulary choices, which will improve reading and writing outcomes	Oral language intervention	High: Reading and Writing Outcomes for 2017-2018 are as follows: <b>KS1</b> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading (EXS)</td> <td>80%</td> <td>75.4%</td> </tr> <tr> <td>Reading (GDS)</td> <td>30%</td> <td>25.6%</td> </tr> <tr> <td>Writing (EXS)</td> <td>73.3%</td> <td>69.9%</td> </tr> <tr> <td>Writing (GDS)</td> <td>16.7%</td> <td>15.9%</td> </tr> </tbody> </table> <b>KS2</b> <table border="1"> <thead> <tr> <th></th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading (EXS)</td> <td>90%</td> <td>75.2%</td> </tr> <tr> <td>Reading (GDS)</td> <td>36.7%</td> <td>20%</td> </tr> <tr> <td>Writing (EXS)</td> <td>90%</td> <td>78.2%</td> </tr> <tr> <td>Writing (GDS)</td> <td>30%</td> <td>19.8%</td> </tr> </tbody> </table>		School	National	Reading (EXS)	80%	75.4%	Reading (GDS)	30%	25.6%	Writing (EXS)	73.3%	69.9%	Writing (GDS)	16.7%	15.9%		School	National	Reading (EXS)	90%	75.2%	Reading (GDS)	36.7%	20%	Writing (EXS)	90%	78.2%	Writing (GDS)	30%	19.8%	Language has been a focus throughout the year however with the focus becoming more and more prevalent within key stage two on vocabulary this continues to be a school focus and is a key target on the School Development Plan for 2018-2019.	£25000
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Children in Year Six meet or exceed the expected standard in reading, writing and maths.	Small group tuition	<p>High: Non - Disadvantaged children nationally achieved 70% reading, writing, maths combined. St Oswald's disadvantaged pupils achieved 77% in reading, writing and maths combined at the expected or higher standard.</p> <p><b>Reading, writing and maths combined</b> ?</p> <p>Percentage of disadvantaged pupils achieving the expected standard or higher Number of disadvantaged pupils = 13 <a href="#">View</a></p>  <table border="1"> <caption>Percentage of disadvantaged pupils achieving the expected standard or higher</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>77%</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>70%</td> </tr> </tbody> </table>	Category	Percentage	School	77%	National average for non-disadvantaged pupils	70%	High impact. Interventions have led to higher attainment. Booster groups are planned for Spring Term 2019. Use of additional adults in all classes provide further opportunities for small group tuition within quality first wave teaching.	<b>£35.000</b>
Category	Percentage									
School	77%									
National average for non-disadvantaged pupils	70%									
Drive to improve children's aspirations and understanding of future education with a focus on Growth Mindset.	Social and Emotional Learning	<p>High: Social and Emotional Interventions have been implemented across the school on a weekly basis and are delivered by the school's family support worker. This has lead to a higher proportion of disadvantaged pupils seeking out support and the amount of disadvantaged families now engaging with Early Help.</p> <p>Non - Disadvantaged children nationally achieved 70% reading, writing, maths combined. St Oswald's disadvantaged pupils achieved 77% in reading, writing and maths combined at the expected or higher standard.</p> <p><b>Reading, writing and maths combined</b> ?</p> <p>Percentage of disadvantaged pupils achieving the expected standard or higher Number of disadvantaged pupils = 13 <a href="#">View</a></p>  <table border="1"> <caption>Percentage of disadvantaged pupils achieving the expected standard or higher</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>77%</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>70%</td> </tr> </tbody> </table>	Category	Percentage	School	77%	National average for non-disadvantaged pupils	70%	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year. Booster sessions will continue and further development around instant verbal feedback and the use of additional adults will ensure increased progress for higher attaining pupils.	<p>£250 per member of staff. 12 groups of 6 children predominately eligible for PP.</p> <p>£3500 in total</p>
Category	Percentage									
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National average for non-disadvantaged pupils	70%									

<p>Improve children's vocabulary choices, which will improve reading and writing outcomes.</p>	<p>Parental Involvement</p>	<p>High: Parent talk sessions have been delivered to disadvantaged families. The number of disadvantaged families now engaged in Early Help has increased substantially to 22 families and 37 regularly seek support from the Family Support Worker.</p> <p>Non - Disadvantaged children nationally achieved 70% reading, writing, maths combined. St Oswald's disadvantaged pupils achieved 77% in reading, writing and maths combined at the expected or higher standard.</p> <p><b>Reading, writing and maths combined</b> ?</p> <p>Percentage of disadvantaged pupils achieving the expected standard or higher</p> <p>Number of disadvantaged pupils = 13 <a href="#">View</a></p>  <table border="1"> <caption>Percentage of disadvantaged pupils achieving the expected standard or higher</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>77%</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>70%</td> </tr> </tbody> </table>	Category	Percentage	School	77%	National average for non-disadvantaged pupils	70%	<p>This will continue across the year with more worships offered for families and more informal opportunities to meet such as coffee mornings.</p>	<p>£500</p>
Category	Percentage									
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### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost						
<p>Families eligible for pupil premium and those on low incomes typically require additional financial and emotional support from the school.</p>	<p>Offering reduced rate for Breakfast and After School Club to children eligible for PP.</p>	<p>High: There were 25% of PP children (11 children) who accessed Breakfast Club last academic year.</p> <p>PP children achieved above the national average at the end of KS2 in reading, writing and maths combined.</p> <p><b>Reading, writing and maths combined</b> ?</p> <p>Percentage of disadvantaged pupils achieving the expected standard or higher</p> <p>Number of disadvantaged pupils = 13 <a href="#">View</a></p>  <table border="1"> <caption>Percentage of disadvantaged pupils achieving the expected standard or higher</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>77%</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>70%</td> </tr> </tbody> </table>	Category	Percentage	School	77%	National average for non-disadvantaged pupils	70%	<p>This approach will be continued as it proves successful. More PP families will be encouraged to attend breakfast club and after school club at a reduced rate. Parental information will be distributed regarding the importance of breakfast before school.</p>	<p>£5000</p>
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