



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

1. Summary information					
School	St Oswald's CE VA Primary School				
Academic Year	2019/20	Total PP budget	£101.200	Date of most recent PP Review	n/a
Total number of pupils	210	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Oct 2020
2. Current attainment					
		<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>	
% achieving expected standard or above in reading, writing and maths		67.7%		65%	
% achieving expected standard or above in reading		67.8%		73%	
% achieving expected standard or above in writing		65.5%		76%	
% achieving expected standard or above in maths		72%		79%	
3. 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.	Children in Year Six meet or exceed the expected standard in reading, writing and maths.				
B.	Ensure children with SEND who are eligible for PP make at least expected progress				
C.	Improve children's knowledge and understanding of the world through a rich and varied curriculum enhancing children's cultural capital.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D.	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.				

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	Ensure children with SEND who are eligible for PP make at least expected progress.	Pupils eligible for PP and SEND identified as needing to make at least expected progress.. School Development Plan Priority 2019-2020. This will lead to diminishing the difference between pupils not eligible for PP and those who are eligible.
C.	Improve children's knowledge and understanding of the world through a rich and varied curriculum enhancing children's cultural capital.	Ensure pupils who are eligible to PP are giving a wide range of experiences with which to prepare them for life in Modern Day Britain and ensure they have a solid foundation of cultural capital on which to build upon.
D.	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

2019/20

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 Performance Pay	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 2019 April 2020 July 2020
B. Ensure children with SEND who are eligible for PP make at least expected progress.	Feedback Homework (Primary) Collaborative Learning Small Group Tuition Teaching Assistants Within Class Attainment Grouping Performance Pay	The EEF Toolkit shows that feedback provides high impact for a relatively low cost and provides instant support for all children. Homework which is relevant and purposeful and build upon or prepares children for future learning is key. Collaborative Learning needs to be planned for on a weekly basis which promote talk and independence in mixed ability groupings. The EEF Toolkit cites this provides moderate impact for low cost based on extensive research. Each class is grouped for mist sessions by attainment grouping however these groupings are fluid and can change daily based upon the progress a child makes in the previous session. Highly Qualified Teaching Assistants facilitate small group tuition Again this is	Quality First Wave Teaching# Performance Management of both teaching and support staff. 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 Jayne Dixon (Inclusion Manager)	Dec 2019 April 2020 July 2020

		evidenced within the EEF Toolkit as high impact for very low cost.			
C. Improve children's knowledge and understanding of the world through a rich and varied curriculum enhancing children's cultural capital.	Arts Participation Collaborative Learning Homework (Primary) Feedback Metacognition and Self-regulation	<p>The EEF Toolkit shows that arts participation shows improvements in English, maths and science especially with younger learners. Collaborative Learning needs to be planned for on a weekly basis which promote talk and independence in mixed ability groupings. Talk Homework which is relevant and purposeful and build upon or prepares children for future learning is cited 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>The EEF Toolkit shows that feedback provides high impact for a relatively low cost and provides instant support for all children. The EEF Toolkit states that cementing meta-cognition and motivation strategies have consistently high levels of impact with pupils making on average seven months additional progress.</p> <p>.</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 2020

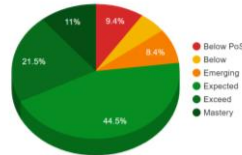
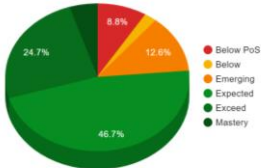
<p>D. Families eligible for pupil premium and those on low incomes typically require additional financial and emotional support from the school. This prevents a positive ethos regarding the child's wellbeing which in turn can affect the children's readiness to learn.</p>	<p>Extending School Time Parental Engagement School Uniform Social and Emotional Learning Teaching Assistants Performance Pay</p>	<p>Breakfast and after school club is available to all children. The EEF Toolkit states that children make on average two months' additional progress as a result of extending the length of the school day. Andrea Scott (Family Support Worker) leads on social and emotional learning with Iain Usher as wellbeing lead. Iain Usher is developing a structures curriculum focussed on RSE for all pupils</p>	<p>Performance Management of Family Support Worker CPD for Family Support Worker with regards to strengthening families. Full time non-teaching Family Support Worker in post. 'Open-door policy' SEMH interventions Introduction of 'cool down' cards Weekly briefings supervision with Family Support Worker</p>	<p>Andrea Scott (Family Support Worker)</p>	<p>July 2020</p>
Total budgeted cost					<p>£66794</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>A. Children in Year Six meet or exceed the expected standard in reading, writing and maths.</p>	<p>Smaller Group Tuition</p>	<p>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.</p>	<p>Extra teaching time and preparation time paid for out of PP budget for booster support. Impact overseen by key stage two lead</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>Andrew Richardson (KS2 Lead)</p>	<p>July 2020</p>

<p>B. Ensure children with SEND who are eligible for PP make at least expected progress.</p>	<p>Homework (Primary) Parental Engagement Small group tuition</p>	<p>The EEF Toolkit shows that feedback provides high impact for a relatively low cost. Homework which is relevant and purposeful and builds upon or prepares children for future learning is key. Parental Engagement through a the introduction of new ILP's will ensure parents and pupils have a clear voice of this process and can provide support at home. 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>School Development Plan Priority (2019-2020) Monitoring and Evaluation tightly focussed on SEN across the school Local Authority Review of SEN teaching and learning to be undertaken in Autumn Term 2019 Regular, clear communication with parents.</p>	<p>Helen Smith (Headteacher) Jayne Dixon (Inclusion Manager)</p>	<p>December 2019 April 2020 July 2020</p>
<p>C. Improve children's knowledge and understanding of the world through a rich and varied curriculum enhancing children's cultural capital.</p>	<p>Collaborative Learning Metacognition and Self-regulation</p>	<p>The EEF Toolkit shows that arts participation shows improvements in English, maths and science especially with younger learners. Collaborative Learning needs to be planned for on a weekly basis which promote talk and independence in mixed ability groupings. Talk Homework which is relevant and purposeful and build upon or prepares children for future learning is cited 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. The EEF Toolkit shows that feedback provides high impact for a relatively low cost and provides instant support for all children. The EEF Toolkit states that cementing meta-cognition and motivation strategies have consistently high levels of impact with pupils making on average seven months additional progress.</p>	<p>School Development Plan Priority (2019-2020) Monitoring and Evaluation tightly Planned</p>	<p>Andrea Scott – Family Support Worker Jade Pape – Deputy Headteacher</p>	<p>July 2020</p>
Total budgeted cost					<p>£17790</p>
<p>iii. Other approaches</p>					

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?
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) Nicholas Williams (Wrap around Care Manager)	July 2020
	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 2020
	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	July 2020
	Parental Involvement	EEF toolkit states that parental involvement is consistently associated with pupils success at school. This is particularly the case for disadvantaged families.	Parental workshops across the year Weekly coffee mornings COOL Afternoons Friday morning worship	Andrea Scott – Family Support Worker	July 2020

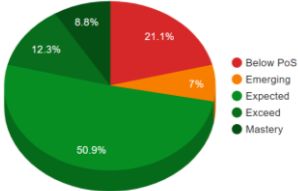
Support children with improving mental well-being	Social and Emotional Learning	EEF toolkit shows that SEL interventions benefit disadvantaged or low attaining pupils more than other pupils. Family Support Worker to deliver a minimum of four social and emotional interventions across the school all including 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 2020
Total budgeted cost					£16616


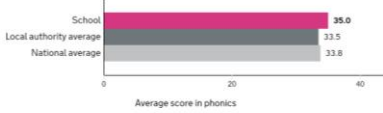
6. Review of expenditure																												
Previous Academic Year		2018-2019																										
i. Quality of teaching for all																												
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible 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) Reading Comprehension Strategies Small Group Tuition Teaching Assistants	<p>High: End of Y6 data for 2019 showed that the pupils achieved above the national average for reading, writing and maths combined at expected standard and well above for reading, writing and maths combined at greater depth.</p> <p>Reading, writing and maths combined</p> <p>Percentage of pupils achieving the expected standard or higher</p> <p>Number of pupils = 29</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>School</td><td>69%</td></tr> <tr><td>Local authority average</td><td>66%</td></tr> <tr><td>National average</td><td>65%</td></tr> </table> <p>Percentage of pupils achieving the higher standard</p> <p>Number of pupils = 29</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>School</td><td>28%</td></tr> <tr><td>Local authority average</td><td>12%</td></tr> <tr><td>National average</td><td>11%</td></tr> </table>	Category	Percentage	School	69%	Local authority average	66%	National average	65%	Category	Percentage	School	28%	Local authority average	12%	National average	11%	<p>This cohort for this year was not typical with a large level of children achieving the higher standard but also a large number of children with SEND or SEMH issues. The three-year average demonstrates this and therefore this approach will continue.</p> <p>Percentage of pupils achieving expected standard in reading, writing and maths, 2017-2019</p> <p>Number of pupils in 2017 = 32 Number of pupils in 2018 = 30 Number of pupils in 2019 = 29</p> <table border="1"> <tr><th>Category</th><th>Average %</th></tr> <tr><td>School</td><td>72.53%</td></tr> <tr><td>Local authority average</td><td>66.19%</td></tr> <tr><td>National average</td><td>63.49%</td></tr> </table>	Category	Average %	School	72.53%	Local authority average	66.19%	National average	63.49%	£69179
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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	<p>High: Over 89% of pupils made very good progress (100% or more) across the school in maths.</p> <table border="1"> <tr><th>Category</th><th>Percentage</th></tr> <tr><td>Very Good</td><td>89%</td></tr> <tr><td>Good</td><td>10%</td></tr> <tr><td>Satisfactory</td><td>1%</td></tr> <tr><td>Not Satisfactory</td><td>1%</td></tr> </table>	Category	Percentage	Very Good	89%	Good	10%	Satisfactory	1%	Not Satisfactory	1%	High expectations continue to be driven forward in all year groups with children ensuring they have the foundations of arithmetic embedded therefore improving reasoning understanding. 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.															
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Very Good	89%																											
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<p>Improve children's vocabulary choices, which will improve reading and writing outcomes</p>	<p>Feedback Homework (Primary) Parental Engagement Teaching Assistants Oral language intervention</p>	<p>High: Reading and Writing Outcomes across school are as follows for 2018-2019:</p> <p>Reading – 77% (expected +)</p> <p>Overall: 2018 - 2019</p>  <p>Writing – 76.3% (expected +)</p> <p>Overall: 2018 - 2019</p>  <p>Reading is above National average at by 4% and writing is in line with National average.</p>	<p>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. The approaches will continue with regards to building the children's cultural capital for 2019-2020.</p>	
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ii. Targeted support

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>Children in Year Six meet or exceed the expected standard in reading, writing and maths.</p>	<p>Small group tuition</p>	<p>Medium: End of Y6 data for 2019 showed 44% of children met or exceeded the expected standard in reading, writing and maths compared to the national average of 65%.</p>	<p>This cohort was very heavy with children who were eligible for PP also having SEND (56%) or family issues which impacted on the achievement for this cohort. The children did make progress across the year and thrived as a result of the approaches in place. There are a range of case studies available outlining this. These approaches will continue over the coming academic year.</p>	<p>£12,987</p>

<p>Ensure children are solid with their arithmetic skills which will therefore have an impact on reasoning</p>	<p>Homework (Primary) Parental Engagement Small group tuition</p>	<p>High: The focus on arithmetic has ensured that our children eligible for PP have cemented their foundation of mathematics.</p> <p style="text-align: center;">Ever6 FSM</p>  <table border="1" data-bbox="768 279 1064 470"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Below PoS</td> <td>21.1%</td> </tr> <tr> <td>Emerging</td> <td>7%</td> </tr> <tr> <td>Exceed</td> <td>50.9%</td> </tr> <tr> <td>Mastery</td> <td>12.3%</td> </tr> </tbody> </table>	Category	Percentage	Below PoS	21.1%	Emerging	7%	Exceed	50.9%	Mastery	12.3%	<p>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>	
Category	Percentage													
Below PoS	21.1%													
Emerging	7%													
Exceed	50.9%													
Mastery	12.3%													

<p>Improve children's vocabulary choices, which will improve reading and writing outcomes.</p>	<p>Parental Involvement</p>	<p>Medium: Parent talk sessions and workshops focussed predominantly at KS1 parents around early reading and the links with writing. See phonic results for 2018-2019</p> <p>Percentage achieving the expected standard in phonics</p> <p>Number of pupils = 29</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>96%</td> </tr> <tr> <td>Local authority average</td> <td>82%</td> </tr> <tr> <td>National average</td> <td>82%</td> </tr> </tbody> </table> <p>Percentage achieving the expected standard in year 1</p> <p>Phonics average score</p> <p>Number of pupils = 29</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Average score</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>35.0</td> </tr> <tr> <td>Local authority average</td> <td>33.5</td> </tr> <tr> <td>National average</td> <td>33.8</td> </tr> </tbody> </table> <p>Average score in phonics</p>	Category	Percentage	School	96%	Local authority average	82%	National average	82%	Category	Average score	School	35.0	Local authority average	33.5	National average	33.8	<p>Different approaches will be adopted this year still involving parents but looking more so at the talk through the curriculum with clear links to cultural capital.</p>	
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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>Improved parental engagement for disadvantaged families</p>	<p>Extending School Time Sports Participation Outdoor Adventure Learning Parental Involvement</p>	<p>High – The amount of children eligible for PP now involved in extra curricular activities has risen substantially over the academic year of 2018-2019 (up 22%).</p> <p>Parents are supported when financial issues occur through school support or the school's Lifesavers scheme.</p>	<p>This approach will be continued as it proves successful. More PP families will be encouraged to attend extra curricular activities and the role of Family Support Worker will continue to be developed.</p>	<p>£22,074</p>