



# St Oswald's CE Primary School



## Pupil Premium Strategy 2017-2018

St Oswald's has a relatively small number of disadvantaged children. This means that the data does not really show trends. Pupil Premium funding is spent in a variety of ways as evidenced below. Individual Pupil Premium children are tracked carefully and monitored as individual case studies. This information is not published, as, even with all names redacted would not be anonymous.

### Summary Information

Academic Year	<b>2017-2018</b>	Total PP Budget	<b>£11,600</b>
Total Number of Pupils	<b>149</b>	Number of Pupils Eligible for PP (currently on roll)	<b>11</b>
Date of most recent PP Review	<b>October 2017</b>	Date for next internal review of this strategy	<b>October 2018</b>

### End of Key Stage 2

Progress	Pupils Eligible for PP ( <b>3 pupils</b> )	All Pupils ( <b>21 pupils</b> )
Progress Score: Reading	<b>+0.89</b>	<b>+0.77</b>
Progress Score: Writing	<b>+2.93</b>	<b>+3.45</b>
Progress Score: Maths	<b>-0.50</b>	<b>+0.28</b>
Attainment	Pupils Eligible for PP ( <b>3 pupils</b> )	All Pupils ( <b>21 pupils</b> )
% of pupils achieving at least the expected standard in Reading	<b>33% (national 77%)</b>	<b>67% (national 71%)</b>
% of pupils achieving at least the expected standard in Writing	<b>33% (national 81%)</b>	<b>81% (national 76%)</b>
% of pupils achieving at least the expected standard in Maths	<b>33% (national 80%)</b>	<b>67% (national 75%)</b>

### Current Attainment: End of Key Stage 1

	Pupils Eligible for PP (2 children)	National- other pupils	All Pupils (21)	National
% of pupils achieving at least the expected standard in Reading	<b>50%</b>	<b>78%</b>	<b>90%</b>	<b>76%</b>
% of pupils achieving at least the expected standard in Writing	<b>100%</b>	<b>71%</b>	<b>81%</b>	<b>68%</b>
% of pupils achieving at least the expected standard in Maths	<b>100%</b>	<b>78%</b>	<b>81%</b>	<b>75%</b>

<b>Barriers to Future Attainment (Pupils Eligible for PP)</b>	
<b>In-School Barriers</b>	
Mental health of certain children entitled to PP, particularly in KS2 is a barrier to learning. This is often linked to attachment issues and / or children with EHC plans.	
The children eligible for PP are attaining less than other children at the end of KS1 and the end of KS2. This is related to individual children and their needs and is also consistently linked to social and emotional needs and SEN.	
Accountability and actions now need to become more specific in terms of Pupil Premium children, as the context behind these children's achievements are often also linked to SEND/specific difficulties as well as being eligible for Pupil Premium funding.	
<b>External Barriers</b>	
Attendance rates for some children who are eligible for PP can be low. Again with the low numbers though this is linked to a very small number of children and not enough to provide a data set.	
<b>Desired Outcomes</b>	<b>Success Criteria</b>
Improved outcomes for Children eligible for PP in terms of attainment.	Attainment matches or is improving towards national figures, where it is not currently.
Improved outcomes for Children eligible for PP in terms of progress.	All children eligible for PP have a positive progress score at the end of Key Stage 2, which matches or is improving towards that of other children.
The vast majority of children entitled for PP have improving mental health and the ability to engage in lesson times.	The vast majority of children understand how their brains work in times of stress and have strategies to cope and calm themselves so that they return to a state which is conducive to learning.
Attendance rates increase for children eligible for PP.	Reduce the number of absences for children eligible for PP and in particular for certain individuals.
Pupil Premium is being lead effectively	All individual PP premium children tracked for their barriers to learning and progress made.

<b>Plan including actions, expenditure and review dates 2017-18</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>Number of children involved</b>	<b>Outcome (to be completed at the end of the year)</b>	<b>Cost</b>
Passion 4 Learning Volunteers	Successful in 2016/17	Termly tracking and ½ termly pupil progress meetings	DW	3		£900
Staff Training on Attachment Issues	Previous training has increased staff understanding of barriers to learning.	Staff training session to be booked – all staff to attend	CM	4		£500 (additional supply costs for staff)
Subsidising the cost of school visits (target higher attaining PP children)	To give all the children the opportunity to attend day/residential trips	SLT to ensure all children access trips	DW / AB			£1000
Create role of Pastoral Care for 1:1 to allow direct SEMH interventions	This role was started in 2016-17 and was successful in engaging with PP premium children.	Monitored by Head Teacher	CM	4		£5000
Additional Teaching Assistant provision for 1:1 support	1:1 support for delivering specific catch up intervention programmes for Maths and Literacy has effected accelerated progress.	Intervention programmes put into place and monitored by class teachers and head teachers.	DW	4		£3000
Individual Peripatetic Music Lessons	To give individual children not in Year 5 a chance to learn a musical instrument.	Provision organised by headteacher in consultation with parents.	DW	3		£900
Subsidising Outdoor Learning Initiative	Previous experience with Forest School indicated that children develop in confidence and school engagement through forest school	½ termly review JP/DE	DW / RM			£300
<b>Total Cost</b>						<b>£11,600</b>

<b>Review of Expenditure</b>				
Academic Year	2016-2017			
<b>Quality of Teaching for All and Targeted Support</b>				
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Cost
<p>Children eligible for PP attain as well as other pupils nationally with the same starting points.</p> <p>Children eligible for PP make as much progress as other children with the same starting points.</p>	<p>Passion 4 Learning Volunteers</p> <p>Increased TA provision in the classrooms</p> <p>Increased 1:1 provision for individual children</p> <p>Specific interventions</p>	<p>Medium</p> <p>There is no trend to this. Some children in receipt of Pupil Premium have attained significantly above national averages of PP children and all pupils Others are working in line with national averages and others are significantly below.</p>	<p>The evaluation on the left indicates why we treat PP children as individual cases rather than a blanket approach, The level of need across them is extremely wide.</p>	<p>£900 P4L</p> <p>£3000 increased TA</p> <p>£3000 specific intervention programmes</p>
<p>The vast majority of children entitled for PP have improving mental health and the ability to engage in lesson times.</p>	<p>ELSA support programmes</p> <p>1:1 support times with pastoral care lead</p>	<p>Medium</p> <p>Again as above there have been greater levels of success with this for some children than others.</p>	<p>This work to be continued. Children now targeted for support and involving a multi agency approach for most.</p>	<p>£5000</p>
<p>All PP children to have equal access to enrichment activities</p>	<p>Provision of individual peripatetic lessons</p> <p>Subsidies / full payment of residential visits and day trips.</p>	<p>High</p> <p>Parents report back that this has had a significant effect on family budgeting and stress levels in the family as well as increasing self esteem and confidence within individual children.</p>		<p>£1200</p> <p>£1000</p>
<p>Attendance rates increase for children eligible for PP.</p>	<p>1:1 support meetings from pastoral care lead with parents of low attending PP children to ensure attendance.</p>	<p>High – this only related to a very small number. Percentage attendance increased from 75% at the start of the year to 89% by end of the year.</p>	<p>1:1 support with vulnerable families impacts directly on the attendance and there for provision for PP children</p>	<p>£500 Pastoral Care time</p>

<b>Other Approaches</b>				
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Cost</b>
PP provision is being lead effectively.	Member of SLT (Deputy Head) identified as Pupil Premium Champion.	Medium - there have been some real successes to celebrate in terms of Pupil Premium achievement for individual children but in others, particularly where there is a mix of complex barriers to learning, both cognitive and social and emotional, the gap has not been narrowed, although the individual pupil has increased their rate of progress.	To continue with the individual tracking of PP children and reporting to Governors. To improve the quality of information available on our school website about PP strategy.	Unknown - a significant amount of staff time