

Pupil premium strategy statement - St Oswald's Catholic Primary school

1. Summary information					
School	St Oswald's Catholic Primary				
Academic Year	2017	Total PP budget	31,700	Date of most recent PP Review	
Total number of pupils	213	Number of pupils eligible for PP	23	Date for next internal review of this strategy	2018

2. Current attainment KEY STAGE 2 OUTCOMES		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	1/2 50%	20/28 68%
% achieving expected level in reading	2/2 100%	25/28 75%
% achieving expected level in writing	2/2 100%	23/28 89%
% achieving expected level in maths	2/2 50%	19/28 86%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Language, Communication and phonic knowledge EYFS and KS1
B.	Low number of PP children reaching Greater Depth
C.	Slow progress in Key stage 2 of high middle prior attaining PP children
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Lack of homework/ reading support for some PP at home

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved communication, language and phonics impacting on EYFS GLD, PHONICS and KS1	All PP pupils in EFYS YR1 and Yr2 achieve GLD, YR1 phonics and Yr2 ARE
B.	More PP children reaching Greater Depth across KS2 in Reading, Writing and Mathematics	Increased number of PP children achieve at GD matching non PP children GD
C.	Increase the number of PP children achieving ARE in Reading, Writing and Mathematics	PP children achieving ARE matching number of non PP achieving ARE
D.	Improve comprehension skills and reading strategies throughout KS2	Increased number of PP children achieving ARE in reading and GD

5. Planned expenditure					
Academic year	2017/2018				
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?
Improved Comprehension skills	Whole school review on teaching reading – Shared, Guided and Individual reading.	<p>Progress and attainment improved in 2017 on 2016 measures but need to improve further in 2018.</p> <p>Need to raise the standards of reading throughout the school with a focus on improving comprehension and higher reading skills. Children are lacking stamina in reading, have limited experiences of reading a wide range of reading materials and have poor inference and deduction skills.</p>	<p>Key priority of School Improvement Plan</p> <p>Continuous monitoring and evaluating progress</p> <p>Additional resources purchased</p> <p>Additional staff training and CPD throughout 2017/18</p>	HT SLT and English Lead	Spring term and summer term 2018
Secure phonics Knowledge	Review of Phonic lessons and provision	To ensure a strong foundation in phonics is embedded by the end of KS1 to impact positively on reading standards in KS2 and allow the focus on comprehension and not decoding.	<p>Additional staff training</p> <p>Continuous monitoring and assessment of phonic knowledge</p>	EYFS Lead	Spring and summer term 2018
Improved problem solving skills in Mathematics	Review of mathematics timetable and opportunities for children to use and apply their mathematical skills to problem solving and reasoning.	Attainment within reasoning and problem solving questions not as secure as arithmetic attainment.	Continuous monitoring and evaluating.	Math's Lead	Spring and Summer term 2018
Total budgeted cost					£17,000

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 implementation?
Improved CLL, listening and Phonics skills	Speech & Lang programmes 1:1	Improved CLL, listening and phonics skills to enhance reading and writing attainment	Review of timetable and T and TA training	EYFS Lead	Ongoing /half termly
Additional 1:1 reading support	1:1 precision teaching inference intervention	Improved accuracy and comprehension skills	Staff training, monitoring and tracking pupil progress. TA time to deliver	English Lead TA	Ongoing/ half termly
Total budgeted cost					£10,000
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 implementation?
Access to trips/visits including residential trips	To ensure all children are able to attend school trips and visits.	The learning opportunities from trips and visits to reinforce and enhance learning for children from vulnerable families.	Liaise with families and the Office Manager	Office Manage/HT	July 2018
Additional homework support	Homework club to provide weekly support	Additional support will aid children's progress and attainment	Teachers to liaise with parents of children Targeted for support to ensure work is appropriate and matched to need including children working at GD.	AHT	Spring and summer term 2018
Improved active opportunities daily	Increase to participation of children in after school provision and The Daily Mile	In addition to the benefits to physical health the children will be able to access their learning in a calm, focus, approach with increased confidence.	Monitoring uptake and engagement weekly and half termly.	Class Teachers	Summer 2018
Rapid identification and support for children with SEND issues	Early identification of pupils needs and support accessed quickly for children with needs	To ensure learning time is not lost and the available time is used productively to ensure the curriculum is accessed and work is matched appropriately to children's needs.	Engagement with appropriate support agencies, educational psychologists and educational consultants.	HT/ SENDCo	Spring and summer term
Total budgeted cost					£4,000

6. Review of expenditure				
Previous Academic Year		2016/2017		
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
Raised attainment ARE in R, W, M and phonics above national	Additional teaching 1;1, small groups	Attainment improved in RWM KS1 and KS2 YR1 Phonics and GLD EYFS from below national to above national. Progress improved on 2016	Additional Teaching support impacted on attainment and progress and will continue throughout 2017/18	£24,000
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
Improve Reading skills - comprehension	Small group comprehension work	Raised attainment in KS1, KS2 ARE and GD at KS2 but improvements not significant	Whole school review needed of teaching of reading for consistency of practice.	£5,000
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
Nurture group training	Two N groups set up	Training completed ready for 2017/2018 children	Groups established for KS1 and KS2 and run weekly	£3,000

7. Additional detail																																																						
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p> <p>Attainment Improvements</p> <table> <tbody> <tr> <td>2016 GLD 73%</td> <td>2017 GLD 84%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2016 Phonics 71%</td> <td>2017 Phonics 90%</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2016 KS1 Reading 74%</td> <td>2017 Reading 77%</td> <td>2016 Reading GD 29%</td> <td>2017 Reading GD 27%</td> <td></td> </tr> <tr> <td>2016 KS1 Writing 77%</td> <td>2017 Writing 77%</td> <td>2016 Writing GD 10%</td> <td>2017 Writing GD 13%</td> <td></td> </tr> <tr> <td>2016 KS1 Maths 77%</td> <td>2017 Maths 83%</td> <td>2016 Maths GD 23%</td> <td>2017 Maths GD 23%</td> <td></td> </tr> <tr> <td>2016 KS1 RWM 58%</td> <td>2017 RWM 70%</td> <td>2016 RWM GD 6%</td> <td>2017 RWM GD 10%</td> <td></td> </tr> <tr> <td>2016 KS2 Reading 69%</td> <td>2017 KS2 Reading 73%</td> <td>2016 Reading GD 14%</td> <td>2017 Reading GD 23%</td> <td></td> </tr> <tr> <td>2016 KS2 Writing 69%</td> <td>2017 KS2 Writing 90%</td> <td>2016 Writing GD 7%</td> <td>2017 Writing GD 20%</td> <td></td> </tr> <tr> <td>2016 KS2 Maths 66%</td> <td>2017 KS2 Maths 83%</td> <td>2016 Maths GD 24%</td> <td>2017 Maths GD 23%</td> <td></td> </tr> <tr> <td>2016 KS2 RWM 48%</td> <td>2017 KS2 RWM 66%</td> <td>2016 RWM GD 3%</td> <td>2017 RWM GD 13%</td> <td></td> </tr> </tbody> </table>					2016 GLD 73%	2017 GLD 84%				2016 Phonics 71%	2017 Phonics 90%				2016 KS1 Reading 74%	2017 Reading 77%	2016 Reading GD 29%	2017 Reading GD 27%		2016 KS1 Writing 77%	2017 Writing 77%	2016 Writing GD 10%	2017 Writing GD 13%		2016 KS1 Maths 77%	2017 Maths 83%	2016 Maths GD 23%	2017 Maths GD 23%		2016 KS1 RWM 58%	2017 RWM 70%	2016 RWM GD 6%	2017 RWM GD 10%		2016 KS2 Reading 69%	2017 KS2 Reading 73%	2016 Reading GD 14%	2017 Reading GD 23%		2016 KS2 Writing 69%	2017 KS2 Writing 90%	2016 Writing GD 7%	2017 Writing GD 20%		2016 KS2 Maths 66%	2017 KS2 Maths 83%	2016 Maths GD 24%	2017 Maths GD 23%		2016 KS2 RWM 48%	2017 KS2 RWM 66%	2016 RWM GD 3%	2017 RWM GD 13%	
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