



'Learning and Growing Together'
Pupil Premium Strategy Statement
PRIMARY

St Oswald's C.E. Primary School's Pupil Premium Profile 2018-2019

Headteacher:

Rebecca Wood

Nominated Governor

David Coakley

Date:

18th September 2018

1. Summary information

School	St Oswald's C.E. Primary school				
Academic Year	2017/2018	Total PP budget estimate (based on Jan 18 census)	£21,120	Date of most recent PP Review	
Total number of pupils	150	Number of pupils eligible for PP	13	Date for next PP Strategy Review	Sept 2019
		Ever6	10		
		Total	23		

Comparison of Pupil Premium Children and non-Pupil Premium Children's Attainment data Attainment Dashboard

	FSM Attainment	Ever 6	Non FSM Attainment	Non Ever 6	
Reading	63% expected Not working at greater depth	47% secure 6% greater depth	75% expected and above	44% secure 34% greater depth	
Writing	52.9% expected 6% greater depth	53% secure 6% greater depth	58.9% expected 18.9% Greater depth	59% secure 19% greater depth	
Maths	38%- % secure	47%	58.9% Secure 18.9% greater depth	58% secure 26% greater depth	

018- Whole school Data

For the Year 1 Phonics test; 100% of the PP children passed the phonics test.

Key Stage 1 data

Comparison of Pupil Premium Children and non-Pupil Premium Children's Attainment data 2018

	Emerging	Expected	Exceeding	Exceeding Expected combined
Writing				
PP	0%	1/1 100%	0%	100%
Non PP	5/33	21/33 63.6%	7/33 21%	84%
Reading				
PP	0%	1/1 100%	0%	100%
Non PP	6/33	18/33 54%	9/33 27%	81%
SPAG				
PP	0%	1/1 100%	0%	100%
Non PP	8/33	14/33 42.4%	11/33 33%	75.4
Maths				
PP	0%	1/1 100%	0%	
Non PP	6/33	19/33 57%	8/33 24%	81%

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

In-school barriers

A.	A low language level on entry to school has long term impact upon formulation and writing of well-structured sentences. In turn impacting upon KS1 writing results and thus impacting upon outcomes and standards in KS2
B.	The number of pupils who are in receipt of PP who are also identified as vulnerable children and work with outside agencies.
C.	Parental engagement with the school; attendance at information meetings/workshops and completion of homework and reading for this group of parents.

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

D.	Vulnerable families accessing other agency support to support them with parenting skills and safeguard the children.
E.	Social and emotional barriers affecting learning.
F.	Access to Reading material at home

3. Outcomes *(Desired outcomes and how they will be measured)*

Success criteria

A.	Improve oral language skills for pupils eligible for PP in EYFS, Year 1 and Year 2 enabling them to write in full sentences.	Pupils eligible for PP in EYFS, Year 1 and year 2 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations in writing
B.	The gap diminishes for the vulnerable children eligible for PP compared with the children who are not eligible for PP	Vulnerable children eligible for PP in Year 1 and Year 2 make rapid progress by the end of the year in reading writing and maths so that they meet age related expectations. Measured in year 1 by teacher assessments and year 2 by SAT's and by successful moderation practices across ADVTSA and via No More Marking
C.	Increased attendance of families whose children are eligible for PP attend information events and support their child in completing homework reading diary.	Information events provided at different times of the day(9am and 6.30pmstarts.) workshops run for parents in how to support child in reading and maths linked to reasoning.

D.	Vulnerable families to engage with outside agencies to gain support for home/family situations	Families identified via safeguarding procedures are supported at home to provide support and improve the child's and families well-being and in turn impact upon outcomes at school
E.	Children's self-esteem raised; children are more confident within the classroom environment.	Small group activities, PSHRE activities/circle time activities
F.	Families and parents use the school library more to enhance their reading material at home.	Access and enrolment with new school library system. Inference training for Staff and TA's who will in turn use this to support children and families.

4. Planned expenditure

Academic year

2018-2019

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?
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<p>B. Improve outcomes in writing and maths in order for children to meet ARE</p>	<p>HT and maths lead to attend external CPD on developing reasoning in maths</p> <p>Use the Meta-Cognition and self-regulation Approaches (EEF T&L Toolkit) Learning to learn approach</p> <p>Talk for Writing continue to implement across the school</p>	<p>We want to invest some of the PP funds in developing a “Growth mind set curriculum “ which will inspire the children’s long term “I can do “ attitude, building resilience and capacity within their learning. The Learning to Learn approach enables children to have strategies to set goals, monitor and evaluate their own learning and development.</p> <p>Talk for writing has a significant impact upon children’s attainment in writing. The results in other schools are clear to see. This approach allows children to draw, rehearse, write, rehearse and innovate.</p>	<p>CPD selected using evidence of its wider effectiveness at other schools. Use staff meetings to deliver the training. Peer observation to ascertain it’s impact. Observations of the children’s growth in self confidence</p> <p>Maths; challenges set at the end of each maths lesson</p> <p>Continued CPD for staff on T4W</p>	<p>BW</p> <p>MD</p> <p>BW DM HM</p>	<p>Continuation of Growth Mind set during the year</p> <p>Half termly – through observations and dialogues with the children.</p> <p>Half termly review of work completed and writing outcomes.</p>
<p>b. Improve outcomes in maths so all met ARE and 25% attain greater depth</p>	<p>CPd for all staff in teaching reasoning, STEM sentence, Bar Models</p>	<p>All staff have an in-depth knowledge of teaching and learning approaches for all children to ensure that they progress in an objective- Use the White Rose Maths scheme.</p> <p>Daily challenge/STEM sentence at the end of a maths lesson.</p> <p>Reasoning and tiered approach to developing independent learning</p>	<p>Monitoring half termly- children’s progress can be seen through dialogues, work in books and on the I track system</p>	<p>MD and BW</p>	<p>Review half termly;</p>

<p>a. Improved oral language skills in Year 1 and Year 2 speaking in full sentences</p> <p>b. In Year 3 and 4 extension of sentences using grammar and understanding of sentence structure</p>	<p>Speaking and listening focused lessons planned into the curriculum. To develop collaborative learning approaches where children of a mixed ability work together to focus on a shared task (EEF teaching and Learning Toolkit)</p>	<p>Children do not speak in full sentences missing pro nouns and determiners and often use non-standard language. By working in mixed ability groups for Specific speaking and listening activities they will hear structured language and can model their language with other children's.</p>	<p>Cpd in supporting TA's in developing language skills and speaking clearly in full sentences . modelling speaking and listening with the children. Opportunities for collaborative learning through the topic based curriculum. Language in PE- linking to literacy Talk for writing- innovate, imitate, rehearse</p>	<p>BW DM</p>	<p>Review half termly; monitoring of sentence structure, composition of writing</p>
<p>c. Improved oral language skills in Year 2 speaking in full sentences</p>	<p>Developing speaking and listening skills through guided reading.</p>	<p>Children do not speak in full sentences missing pro nouns and determiners and often use non-standard language. Through focused reading comprehension and developing strategies children can comprehend the meaning of what is written and speak this clearly. Inferring meaning from text, summarising and identifying key points verbally in a sentence and in written form. They also will develop their questioning strategies.</p>	<p>CPD for teaching staff in reading comprehension strategies via staff meeting. Reading for inference parents meetings to support children</p>	<p>BW DM and all staff</p>	<p>Review termly</p>
Total budgeted cost					£1900+ £3000

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?
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<p>(A and B) Vulnerable children eligible for PP in Year 1 and Year 2 make rapid progress by the end of the year in reading writing and maths so that they meet age related expectations. Measured in year 1 by teacher assessments and year 2 by SAT's and by successful moderation practices across ADVTSA. Moderation in KS2 shows that PP children</p>	<p>1:1 and small group specific interventions planned to cater for individual needs.</p>	<p>Consolidation of learning completed in classes time for practice and application of skills Improved confidence for pupils in specified areas. Pupils feel equipped to tackle higher level work. Improved learning outcomes for children Research in EEF Teaching and Learning toolkits – Collaborative Learning</p>	<p>Monitoring via observation and work scrutiny and triangulation</p> <p>Regular review of interventions. Regular communication between all teachers and TA's review of selected groups ad children and then these may change dependent on impact and progress made towards children's individual targets and next steps.</p> <p>Write Away Interventions</p> <p>Look at children 'at risk' of not attaining expected. Intervention files and monitoring of interventions</p>	<p>BW, teachers and TA's</p> <p>S Shearer</p>	<p>This reviewed at the end of each half term</p>
	<p>TA Support within lessons to improve understanding of learning in writing and maths.</p>	<p>Learning tasks tailored and differentiated to specific needs of pupils- closing gaps in understanding. Improved learning outcomes for writing and maths Improved confidence for pupils in specified areas Learning tasks tailored for specific needs of pupils- narrowing the gap in understanding. Pupils feel equipped to tackle higher level work. Improved learning outcomes for children EEF Teaching and Learning Toolkit- Mastery Learning.</p>	<p>Monitoring via observation and work scrutiny and triangulation.</p> <p>Regular review of interventions. Regular communication between all teachers and TA's review of selected groups ad children and then these may change dependent on impact and progress made towards children's individual targets and next steps.</p> <p>TA's training in Talk for Writing techniques</p>	<p>Bw ad teachers in class</p>	<p>This reviewed at the end of each half term</p>

Total budgeted cost £4000+ 8000

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?
<p>C) Increased attendance of families whose children are eligible for PP attend information events and support their child in completing homework reading diary.</p>	<p>Information events held at different times of the day.</p> <p>Information events held at parents evenings to engage families.</p> <p>Individual meetings held with parents to support in developing reading routine and homework routine at home</p>	<p>More parents will engage at drop off time and when attending parents evenings. This enables information to be shared succinctly.</p> <p>Children’s raised self-esteem and parents raised self-esteem in supporting and sharing time with their child.</p> <p>Developing dialogues between home and school places value parents have in education.</p>	<p>Whole school strategy and ethos</p> <p>Planned events for families and parents.</p> <p>Phonics meeting</p> <p>Reading for inference parents meeting</p> <p>Reasoning in Maths parents evening</p>	<p>BW and DM</p>	<p>Review half termly;</p> <p>Review of parental support for children</p>
<p>To improve children’s confidence and self-esteem to impact upon learning</p>	<p>Circle time, Positive play, PSHE curriculum, small group work, 1;1 activities (EEF Social and Emotional Learning) Nurture group</p>	<p>Children who are lacking in confidence and self-esteem are not attaining the greater depth levels- therefore by addressing this through other activities then they will make accelerated progress.</p>	<p>Tracking of children. Monitoring children’s approach and attitude to learning.</p> <p>Dialogues with the children about their work.</p> <p>Involving children in clubs and extra curricula activities.</p>	<p>All class teachers</p>	<p>Review half termly;</p>

Vulnerable families to engage with outside agencies to gain support for home/family situations	Bw to work with social workers and MAT team workers to support families in promoting children's well being	Raised self-confidence and self-esteem in the children. Children's safety and wellbeing supported so conducive to learning Improved learning outcomes for children	Improved engagement with whole families improves outcomes	Bw and DM	Review half termly;
Total budgeted cost					£5120

C. Additional detail

Education Endowment Foundation research used to support the actions in this plan. In particular; Mastery Learning,(+5 progress) Collaborative learning (+5) Mastery Learning (+5) Social and Emotional Learning (+4) Meta Cognition and Self-Regulation (+8) as well as looking at the Early Years Intervention Teaching and Learning Toolkits focusing on Early numeracy Approaches(+5), early communication and language approaches(+6), early literacy approaches(+4) and early self-regulation strategies (+7).

Due to the fact that Raise on line is no longer then we have used our own school data whilst we await ASP and the local Derbyshire data books

Through work scrutiny, monitoring of children outcomes; achievement and attainment, as well as the case studies ,the identification of the next steps required for individual children were made.