

Pupil premium strategy statement 2019 - 2020

St. Oswald's Worlestone CE Primary School

St. Oswald's Worlestone CE Primary School is approximately 1 mile from Nantwich and sits in the rural village of Worlestone. It is one of 3 schools within the Rural Church Schools Academy Trust. It is a one form entry school with 119 children on roll. Our school culture of a 'caring Christian family where we grow together' begins with the needs of the child and reaches out to the family and to the future. We want St. Oswald's CE Primary School to be a place where we all inspire a love of learning and respect for all, where individuals are encouraged to reach their full potential.

We currently have 26 pupil premium children on roll; this is 24.5% of the school.

At St. Oswald's Worlestone CE Primary School we adopt a robust approach to Pupil Premium spending. This consists of ensuring quality teaching is happening in every class and that every teacher is supported to keep improving. Targeted academic support will be given to children where necessary. A wide-range of other strategies will be given to individual children to meet their needs.

1. Summary information					
School	St. Oswald's Worlestone CE Primary				
Financial Year	2019-20	Total PP budget	£35300	Date of most recent PP Review	11/10/19
Total number of pupils	106 (R – Y6)	Number of pupils eligible for PP	26 (+1LAC)	Date for next internal review of this strategy	December 19

2. 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.	Pupils who are eligible for PP are making less progress than other pupils across Key Stage 2. This prevents sustained high achievement in Key Stage 2.
B.	PP pupils are increasingly subject to emotional health and wellbeing issues which is impacting on learning
C.	Access to extra-curricular activities off site in the local area is difficult
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	A large percentage of PP children are also from GRT families (8/19 42%) which adds an added dimension of missed education, transient mobility and attitudes to learning. 84% (16/19) of the PP children are single parent families living with their mums and with little or no contact with natural father. 1 PP child (1/19) is post adoption (LAC) with several emotional, attachment issues.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	The gap between pupil premium children and their peers in combined data has narrowed by 4% by July 2020	Combined data has narrowed by 4% by July 2020
B.	For 75% of PP children to reach ARE or above in maths, Reading and Writing in every year group to be in line with National Average for all pupils.	75% of PP children to be at ARE or above in reading, writing and maths by the end of the year.
C.	Higher rates of progress across KS2 for middle and high attaining pupils eligible for PP.	Pupils eligible for PP identified as middle and high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing.

4. Planned expenditure

Academic year

2019-20 £35300

See website for full pupil premium plans <http://www.stoswald-worl.cheshire.sch.uk/page/pupil-premium/857>

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?
<p>To increase the proportion of PP pupils attaining ARE in maths to at least 75%</p>	<p>Through quality first teaching of MNP approach.</p> <p>Staff CPD</p>	<p>End of Key stage data shows some disadvantaged pupils attain lower than their peers. Particularly in maths.</p>	<p>Robust monitoring of maths Staff CPD on using MNP Appraisals Data analysis Pupil progress reviews Attitude to learning reviews. Bespoke staff CPD</p>	<p>SLT Maths lead Pastoral Manager and SENCO</p>	<p>Termly: December April July</p>
	<p>Through targeted teaching of areas as identified in the QLA document.</p> <p>Analysis of gender within pupil premium. Analyse the attainment progress, attendance and participation of boys and girls in school relative to boys and girls national.</p> <p>Providing 1:1 or small group work with an experienced teacher/teaching</p>				<p>£4416</p> <p>£6704</p>

	assistant focused on overcoming gaps in learning.				
Total budgeted cost					£11120
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?
SEND and PP children- gap to be narrowed to peers	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	SEND and PP children to have specific needs addressed in a timed and targeted intervention. These will cover areas such as speech and language, spelling strategies for children with dyslexic tendencies, and social group work for children on the autistic spectrum	To improve the skills, knowledge and understanding with the aim of raising standards and diminishing the difference. Monitor and observe teaching and track progress of targeted children. PPP meetings. SENDCo monitoring.	SENCO SLT	Termly: December April July
Total budgeted cost					£7768
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?
To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.	Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention. (cool	To provide children with the experience/ skill to be able to self regulate their feelings and to develop a bank of strategies to use independently.	Pupil surveys Behaviour logs	SLT Pastoral lead	Termly: December April July

	<p>connections/ resilient classrooms.</p> <p>1:1 sessions with a school counsellor or safeguarding lead to support wellbeing.</p>	<p>Resilient Classrooms and Cool connections emotional wellbeing sessions with children in small groups accessed by PP children and all to have attended a half termly session within the year at least.</p>			<p>£3352</p> <p>£1520</p>
<p>To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.</p>	<p>Forest school sessions</p>	<p>To promote enthusiasm for learning by delivering an exciting and engaging curriculum.</p> <p>EEF- ‘On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning The evidence suggests that the impact is greater for more vulnerable students.</p> <p>Financial Support for Educational Visits</p>	<p>PP pupils identified regularly by staff and monitored through Pupil progress reviews and attitude to learning reviews.</p>	<p>SLT</p>	<p>Termly: December April July</p> <p>£4416</p> <p>£4019</p>

Total budgeted cost					£13307
LAC support					
Needs identified of LAC/post LAC children in school	PP TA to deliver personalised curriculum support for LAC/post LAC children	LAC/ post LAC children to have specific needs addressed in a timed and targeted intervention. These will cover areas such as speech and language, spelling strategies for children with dyslexic tendencies, and social group work for children	Monitor and observe teaching and track progress of targeted children. PPP meetings. SENDCo monitoring.	SLT	£3105
Total budgeted cost					£3105

5. Review of expenditure																
Actual Expenditure : £21006																
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												
To increase the proportion of PP pupils attaining ARE in maths to at least 75%	Through quality first teaching of MNP approach.	<p>2018/19:</p> <table border="0"> <tr> <td>PP</td> <td>ARE Attainment</td> <td>progress</td> </tr> <tr> <td>Maths</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>Writing</td> <td>65%</td> <td>85%</td> </tr> <tr> <td>Reading</td> <td>65%</td> <td>80%</td> </tr> </table>	PP	ARE Attainment	progress	Maths	60%	80%	Writing	65%	85%	Reading	65%	80%	<p>Difficult to judge any year groups due to national lockdown from March through to the end of the summer term 2020.</p> <p>Due to national lockdown throughout most of the Summer Term it was difficult to judge attainment and progress of PP children.</p> <p>Up to this point the PP children were making good progress with 4/5 making expected or above ARE.</p> <p>One of the PP children was GRT heritage and had lower than average attendance and gaps in schooling prior to St. Oswald's which made it difficult to plug gaps.</p> <p>To look at any gender issue of boy PP attainment and progress.</p> <p>Introduction of IPEELL and MNP structured approach has helped PP children but still work to be done especially around PP children and maths attainment.</p>	£4416
	PP	ARE Attainment	progress													
Maths	60%	80%														
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Staff CPD	<p>Through targeted teaching of areas as identified in the QLA document.</p> <p>Analysis of gender within pupil premium. Analyse the attainment progress, attendance and participation of boys and girls in school relative to boys and girls national.</p>	<p>2019/20: 5/12 PP in Year 6</p> <table border="0"> <tr> <td>PP</td> <td>ARE Attainment</td> <td>progress</td> </tr> <tr> <td>Maths</td> <td>3/5 60%</td> <td>4/5 80%</td> </tr> <tr> <td>Writing</td> <td>3/5 60%</td> <td>4/5 80%</td> </tr> <tr> <td>Reading</td> <td>3/5 60%</td> <td>4/5 80%</td> </tr> </table>	PP	ARE Attainment	progress	Maths	3/5 60%	4/5 80%	Writing	3/5 60%	4/5 80%	Reading	3/5 60%	4/5 80%	£4470	
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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
SEND and PP children- gap to be narrowed to peers	SEND needs to be met through timed and targeted intervention- including pastoral and social interventions.	<p>Difficult to judge whether gap was narrowed due to school closure and pandemic</p> <p>A lot of SEND children were invited into school during school closure as part of the key worker bubbles.</p>	<p>Staff have a growing knowledge of SEND and PP children in their class and more work needs to be done on QFT being the first approach to supporting SEND and PP prior to targeted intervention.</p> <p>Pupil Progress Meetings looks specifically at PP and SEND children and what progress they are making, interventions in place etc.</p> <p>SEND / SLT working closely together to identify early those PP / SEND / Vulnerable children who need support.</p> <p>Targeted intervention in place such as Therapy Dog, AK-B social skills, cool connections and resilient classrooms, IDL, PO2, Precision Teaching, Alphabet Arc,</p> <p>Multi-agency approach with some of the PP / SEND.</p> <p>2 children on EHCP 1 child on ePEP 2 children were at CIN / Child Protection for a time</p>	£7768

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
To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.	Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention. (cool connections/ resilient classrooms.	Again difficult to judge impact of this due to Pandemic and school closure for part of spring and all of summer term 2020.	Emotional well-being of children must remain as No.1 priority during and after Pandemic so this approach needs to continue.	£3352
	1:1 sessions with a school counsellor or safeguarding lead to support wellbeing.	All children that were identified as vulnerable or were struggling at home were invited into school to be part of the key worker bubble. All vulnerable children and SEN at home were given weekly phone calls during school closure.	Most children now been through one round of resilient classrooms / cool connections during last two academic years. Thoughts and feelings questionnaire (SDQ) done with children on return to school which will lead into targeted interventions.	£1000
		Whole School approach to emotional health and wellbeing and this is seen as No.1 priority by staff.		

iv. 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
To raise self-esteem, team building skills, life experience opportunities and motivation for PP children.	Forest Schools Sessions	Forest Schools happened for majority of the first terms prior to lockdown and then Forest Schools qualified PE Lead left post.	Need to identify appropriate adult for Forest Schools to restart for next academic year.	
6. Additional detail				
<p>Parent engagement:</p> <ul style="list-style-type: none"> • High proportion of PP were also GRT Heritage (6/26 23%) • All GRT Families attended parents evening through engagement by school and early appointments for all. • 90% of PP families attended parents evening. • PP numbers due to grow as a result of the Pandemic and FSM numbers increase due to circumstances. <p>The school uses evidence-based research, such as EEF, to make decisions about school improvement.</p> <p>Full 19/20 PP document can be found on the school website at: http://www.stoswald-worl.cheshire.sch.uk/serve_file/381148</p>				