

Pupil premium strategy statement 2020-21

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 105 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 22 pupil premium children on roll; this is 21% 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	2020-21	Total PP budget	£30,590	Date of most recent PP Review	24 th July 2021
Total number of pupils	105 (R – Y6)	Number of pupils eligible for PP	22 (inc 1 LAC)	Date for next internal review of this strategy	July 2021

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.

	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. SENSE Days, EPEP meetings for the PostLAC PP children. Early Help meetings and reviews for children who are PP and at Early Help. Post LAC meetings with outside agencies for Post LAC PP+ children.	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?

<p>To ensure the emotional well-being of targeted pupils, to improve their readiness to learn.</p>	<p>Learning mentor – wishes and feelings work and emotional well-being support through targeted intervention. (cool connections/ resilient classrooms.</p> <p>1:1 sessions with a school counsellor or safeguarding lead to support wellbeing.</p>	<p>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.</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>AK-P used for social skills intervention for targeted PP children.</p> <p>Me and my Feeling SDQ questionnaire done with children post lockdown to target emotional wellbeing interventions.</p>	<p>Pupil surveys</p> <p>Behaviour logs</p>	<p>SLT Pastoral lead</p>	<p>Termly: December April July</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>Funded extra curricula activities such as After School Sports Clubs, trips and residential.</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</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>

		The evidence suggests that the impact is greater for more vulnerable students. Financial Support for Educational Visits			£4019
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				
Actual Expenditure : £31281				
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%	<p>Through quality first teaching of MNP approach.</p> <p>Staff CPD</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 assistant focused on overcoming gaps in learning.</p>	<p>11/16 achieved ARE In maths in 20/11 academic year which is 69%. The quality of teaching maths was evident even though it was a lot of Post-COVID recovery in the maths curriculum.</p> <p>A maths curriculum COVID recovery plan was put into action for children returning to school after the Pandemic and this focused on areas that had been identified as difficult to teach during lockdown or postponed to teach in school on return.</p> <p>Targeted teaching taken place of PP children across all year groups and these always highlighted on teacher's intervention plans. Teachers fully aware of PP children in their class and make sure these are targeted regular for support and 1:1 intervention in maths.</p> <p>School part of Maths Hub Wirral and Cheshire which has benefited all children including PP with sharing good practice and expertise from other schools and keeping up to date with the latest maths teaching and learning initiatives.</p>	<p>More work needs to be done around gender analysis with PP children.</p> <p>7/ 14 PP children are boys (50%) and only 4/7 (57%) working at ARE for maths.</p> <p>This needs to be looked more closely in 22/23 PP plan to make sure any gender trends are identified and acted on.</p>	£11120

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>SEND and PP gap narrowed and this has been a main focus throughout the year with targeted intervention.</p> <p>All SEND pupils whether on First concern, SEN Support or EHCP Plan getting quickly identified and plans made for the individual needs to be met. This can often be through 1:1 support, Small group intervention and QFT.</p> <p>SEND growing within the school all the time with now a total of 26/107 children on SEN register (24%). We have 6 children on EHCP Plans 6/92 (6%) which is double national average.</p>	Need closer analysis of how PEP, EHCP and PP money is spent effectively.	£7768

LAC 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
Needs identified of LAC/post LAC children in school	PP TA to deliver personalised curriculum support for LAC/post LAC children	We have 3 LAC / Post LAC children in school who all have a personalised curriculum. We have a PEP in place for the LAC in Reception and the 2 x post LAC are on First Concern and SEN Support Plans respectively. They all have individual targets and outside agency support to help. All 3 have social – emotional / attachment difficulties and we have had training through KM at Cheshire East on how to deal with children with attachment issues.		£3105
6. Additional detail				

