# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | St Oswald’s Catholic Primary School |
| Number of pupils in school | 245 |
| Proportion (%) of pupil premium eligible pupils | 5.7% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Mrs B Wood, Headteacher |
| Pupil premium lead | Mr J Mears, Assistant Headteacher |
| Governor / Trustee lead | Mrs C Wiggins |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £21,190.00 |
| Recovery premium funding allocation this academic year | £2,030.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | **£23,220.00** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Oswald’s Catholic Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention.  We are committed to meeting our pupils’ pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our aims in deciding how to allocate Pupil Premium funding are:   * To ensure that teaching and learning opportunities meet the needs of all of the pupils. To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, recognising that not all pupils who receive free school meals will be socially disadvantaged. * To recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. * To allocate funds following a needs analysis which will identify priority classes, groups or individuals. * For all pupils to achieve the highest possible standards and realise their full potential in all aspects of learning. * To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. * To improve confidence, independence and self-esteem. * To improve wider enrichment opportunities. * To encourage parental engagement and support to remove barriers to learning. * For all children to feel safe, secure and motivated to learn. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Ensure that pupils are supported for their Emotional Health and Well-being. |
| 2 | To ensure that disadvantaged pupils make expected progress or better from their starting points in Reading, Writing and Maths. |
| 3 | To ensure that the attendance of pupils in receipt of pupil premium is 95% + ( unless medical needs are present) |
| 4 | Improve access to wider enrichment opportunities |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Pupils are supported for their Emotional Health and Well-being. | Regular counselling sessions with trained counsellor to support children with emotional needs.  Counselling sessions have increased by 50% since school closures due to the COVID pandemic.  Pupils can regulate emotions more easily. |
| Disadvantaged pupils make expected progress or better from their starting points in Reading, Writing and Maths. | Increase the progress for pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.  Basic Skills in reading, writing and number are secure. |
| Work with families to improve school attendance | Attendance target 95% |
| Improve wider enrichment opportunities | All children have had the opportunity to attend a residential trip in 2022. School supporting disadvantaged families financially if need be.  Access to clubs and signpost to local clubs if talent and interest shown  All children will participate in forest school lessons. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8 000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Professional Development | Attachment and Trauma Training for all staff to understand potential barriers to learning. | 1,2 |
| Additional support from the Inclusion Consultant | A specialist Inclusion Consultant is bought in on a fortnightly basis to conduct individual assessments and screening on identified children which some may be eligible for Pupil Premium Grant. | 2 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £7 720

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group support in and out of class | Pupils receive additional learning support in small groups to reach their individual targets in reading, writing and number  Support for nurture and social skills | 2 |
| Maths Club | Support for basic number skills and pre learning to ensure success in maths lessons | 2 |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 7 500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provision of extra-curricular activities for children | To support low income families by removing financial barriers that might prevent children accessing clubs that incur a charge. Eg: Breakfast Club, residential trips etc | 4 |
| Provision of counselling support if needed | Regular counselling sessions with trained counsellor to support children with emotional needs | 1 |
| Drama and Musical opportunities | All children are included in a school production.  Weekly morning choir sessions with trained teachers. | 4 |
|  |  |  |
| Ensuring sustainability of Forest School approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.  Staff Training to increase access for all pupils to outdoor learning opportunities | The evaluation suggests Forest Schools make a difference in the following ways: • Confidence: children had the freedom, time and space to learn and demonstrate independence  • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play  • Communication: language development was prompted by the children’s sensory experiences  • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills  • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment | 4 |
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**Total budgeted cost: £ 23 220**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-2022 academic year.

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| *Attendance was outstanding for 90% of pupil premium children.*  *With receipt of counselling and trained staff to give nurture and skills interventions, children improved their ability to self-regulate behaviour, resulting in more positive friendships.*  *All children received financial help with residential, trips and breakfast club, enabling them to grow personally, socially and academically.*  *With the aid of the inclusion consultant, strategies helped staff to give bespoke teaching and learning to certain groups of children.*  *Interventions of reading, writing and maths club helped to improve attainment in all children.*  *100% of the pupils attended a club or residential during the year.*  *100% of the Y6 pupils represented the school in an local borough competition.* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Red Rose Mastery Maths | Lancashire Professional Development |
| Red Rose Phonics | Lancashire Professional Development |